

PRACTICUM HANDBOOK

**Human and Social Services Program
Southern State Community College**

NOTE TO PRACTICUM STUDENTS:

When registering for the practicum class, you should pick up one copy of this manual to be given to your site-supervisor. If you wish to have a copy for yourself it can be printed from <https://www.sccc.edu/academics/associate/assets/hssr-practicum-handbook.pdf>

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STUDENT'S GUIDE TO THE PRACTICUM EXPERIENCE

**Human and Social Services Program
Southern State Community College**

Dear Student:

Welcome to the Human and Social Services Practicum. You are about to begin a journey that is one of the most valuable college experiences students in the Human and Social Services field have. Working with professionals and clients in the field makes this experience so worthwhile. It is during the practicums that you will clarify your career preference, values, likes and dislikes, recognize your special skills and discover your future as a professional.

This guide was written to help make these experiences more rewarding. It is to be used as a reference for any questions you might have. The faculty, full and part time, are here to help you. This guide should answer most of your questions. Please feel free to bring special needs to our attention. We want to help you make this adventure a meaningful one.

Remember - - all that you do reflects on you, but it also reflects on the College. Your conduct can make it easier or harder for you to find a job and likewise for other students to complete a future practicum at a particular site.

Wishing you success and a joyful and challenging experience.

The Faculty
Human and Social Services Program

QUESTIONS AND ANSWERS ABOUT PRACTICUMS FOR STUDENTS

1. Q: *What is a Practicum?*

A: The purpose of practicum is to give you supervised experience in a social service setting. You will observe the operation of the agency and integrate human services theory with that operation. You will assist in client services and activities and develop entry level professional helping skills.

Some practicum facts:

- Requirement: sixteen (16) hours per week. Total of 240 hours per semester.
- Three (3) credit hours are earned per semester.
- You will be required to attend a one hour per week practicum seminar class on-campus.
- As you continue through the three (3) semesters of practicum experience, you will develop knowledge, skills, attitudes and values of a professional through client contacts. The experience will then assist you in determining vocational interests and prepare you for entry into the professional community.
- Your work at the practicum site is used to supplement services and provide a learning experience. You will not take the place of needed staff. You will not be used in the role of secretary or maintenance at the exclusion of client-centered duties.
- During weekly seminar classes, you will have the opportunity to discuss your practicum experience and develop the use of peer support and learning.
- The practicum is a team experience. The team members are:
 - The student (you)
 - The agency (site) supervisor
 - The practicum facility/seminar instructor

2. Q: *What are the Goals of the Practicum Experience?*

A:

- Provide learning experience for practicing, using and developing social services skills.
- Provide a bridge between theory and application; the place for college classes to come alive.
- Provide a time for you to confirm your intent and desire to enter the helping profession.
- Provide a time when you broaden your horizons as a result of participation in a wide variety of experiences.
- Provide a time for you to begin to feel a real part of a profession.
- Provide a time for you to expand your awareness of the world beyond the campus by exposure to variety of careers, life styles, and environments.
- Provide a time when a supervisor can give constructive criticism, help, guidance and support.

- Provide an opportunity for you to learn both independently and with strong direction and guidance.
- Provide a time for you to contribute to your chosen profession as well as taking from it.

3. Q: *How many practicums will I be doing?*

A: In total, you will complete 480 hours of “hands-on” practicum training before graduating. There are 2 practicum classes to be completed. Each of the 2 practicums (HSSR 2271, 2272) require that you spend a minimum of 16 hours per week for fifteen (15) consecutive weeks at the practicum site, for a total of 240 hours per semester.

4. Q: *When can I begin taking practicums?*

A: You will begin your practicum experience as you enter your final year of the human social Services Program. Please see the syllabus for HSSR 2271 (Appendix L) for specific prerequisites. The first practicum course, HSSR 2271 typically offered only during the Fall Semester.

5. Q: *What must I do before I am eligible to begin my practicums?*

A: If you wish to enter HSSR 2271, you must have completed 30 semester hours with a C or higher from the HSSR plan of study and be entering your final year of the program. Before beginning the on-site experience you must:

- Complete the practicum self-assessment (see Appendix B)
- Sign appropriate documentation
- Sign waiver of responsibility (see Appendix J)
- Purchase liability insurance (see Appendix I)
- Choose a practicum site and complete the Site Approval Form (see Appendix E)

See Appendix A for the full Human and Social Services curriculum. Required forms may be obtained from the main office on Southern State’s North and South campuses.

6. Q: *What will I do while I’m at my practicum site?*

A: The answer to this question depends upon the facility and the point at which you are in your curriculum while completing the practicum. Within the first few days of the practicum, you, the site supervisor, and the practicum faculty will agree upon exactly what you will be doing during the experience. Objectives related to the agency’s needs, your life and academic experience, your coursework, and your career ambitions will be developed. For instructions on how to write objectives, see the *Sample Practicum Objectives* section of this handbook. Basically, you will be applying information learned in classes to real life practical situations under the supervision of a qualified professional. What you actually do will, of course, vary from student to student. Some students will have a vast array of life experiences

from which to draw. Others will have less. See the *Sample Practicum Objectives* section of this handbook.

7. Q: *How many objectives do I need?*

A: This will depend on many things, but generally, 5-8 objectives per semester will be sufficient. Objectives will reflect courses you have taken, needs of the agency and your own career aspirations and interest.

8. Q: *Do I get paid for the practicum?*

A: Do not expect to be paid for your practicum hours. There may be some instances where students will have opportunity to be paid; but as a rule, do not expect to be paid.

9. Q: *What determines the appropriateness of a practicum site?*

A: Appropriate sites are those agencies which currently employ (or demonstrate a willingness to consider for employment) *social work assistants*. Potential sites must maintain a full-time paid professional staff. Most social agencies are acceptable as practicum sites; however each potential site must be approved by the practicum faculty before the practicum experience may begin. See the Practicum site Approval form (Appendix E).

Students in the Chemical dependency Major must complete their entire practicum experience at a chemical dependency counseling/treatment facility.

10. Q: *How do I select a practicum site?*

A: It is your responsibility, and yours alone, to secure a practicum site prior to the start of a semester. Selection of a site must be discussed with the faculty. Your selection should be consistent with your career objectives. The College maintains a list of sites which have hosted practicum students in the past, however, additional sites should also be considered. The faculty and other students are good sources of information about agencies.

11. Q: *How do I arrange to begin a practicum?*

A: a. You should contact an agency four to five weeks in advance of the start of a semester to arrange a time to meet with the designated representative of the agency.

b. When you contact an agency you should have some ideas about what you want to do and learn there. In other words, you should be able to explain to the agency supervisor why you want to do a practicum at that agency. To say that you “don’t know why”, or that you “have tried three other agencies and none of them could take you” reflects poorly on you and on

the College. Agencies expect students to have given their choices some thought.

- c. When you make an appointment to meet with the agency representative, it is only professional and considerate that you keep the appointment. Be on time and dress appropriately (as you might dress for a job interview). Your timeliness and dress will be part of the overall impression you make. Initial impressions can be lasting.
- d. contact the agency representative to set a time for a tour and interview.
- e. *Take along two copies of this handbook*, one for your own reference, and another to leave with the agency site supervisor. You will probably want to refer to information in the handbook during your conversation.
- f. Tour the facility you choose and meet with the person who will be the site supervisor.
- g. Develop tentative objectives related to the courses completed and the mission of the agency.
- h. Establish a schedule of dates and times when you will be at the agency site to complete your practicum hours.

12. Q: *Can I carry over hours from one practicum to the next?*

A: No. If you decide to put in more than the required number of hours, that is your choice. The extra hours will be used for your own personal experience. Credit will not be carried over to other practicums.

13. Q: *Can I get credit for hours I completed prior to enrolling in a practicum?*

A: No. Because of the documentation requirements and the concurrent practicum seminar, all hours must be completed during the designated semester.

14. Q: *Can I do more than one practicum at the same agency?*

A: Yes, you are expected to complete both of your practicums at the same agency. Students are rarely permitted to change practicum sites.

15. Q: *If I already work at an agency, can I use that as my practicum?*

A: Yes, if the site is appropriate. Practicum objectives, documentation, and submission of all paperwork are still required for each semester.

16. Q: *What is expected of me and how will I be graded in the practicum?*

A: The agency staff directly supervising you would be the one who recommends the grade for the work-related component of the practicum. This part of your grade shall be based on three elements. These are: 1) how well you have completed your objectives, 2) how challenging the objectives were, and 3) how professionally you conducted yourself. There are forms to assist in this evaluation and in the determination of the grade. See Appendix C and D.

The work-experience part of your grade will be calculated as 50% of your final grade for the course. Formal evaluation will occur twice each semester – once at mid-term and again at the conclusion of the practicum. It is important that all parties, (the student, site supervisor and faculty member) be informed. Evaluation is considered an essential part of your growth process.

<u>Criteria</u>	<u>Scale of Points</u>	<u>Points</u>
1. How well objectives were completed	0 – 70	_____
2. How difficult objective(s) are/were	1 2 3 4 5 6 7 8 9 10	_____
3. Professional behavior	0 – 20	_____
Total maximum points – 100	Total earned	_____
Grade Recommendation _____		

Southern State Community College Grading Scale

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F

Your grade for the *practicum seminar* will be based upon your performance in the classroom activities and will be determined by the practicum faculty. The practicum seminar component of your grade will be calculated as 50% of your final grade for the course.

17. Q: *What if problems arise during the semester?*

A: If problems arise, there are several steps taken. First, after bringing it to your faculty member's attention, you and your site supervisor are encouraged to work out the problem between yourselves. If this does not work, the faculty member should be asked to help. The faculty member will intervene to try to help solve the problem. If the problem cannot be resolved, the agency has the right to terminate you from completing the practicum experience at their facility at any point in the

semester. At the same time, the College reserves the right to remove a student from a practicum facility at any time after the above procedures have been followed. A negative experience can often lead to positive actions in the future, but we never like terminating students or practicum experiences unless it is absolutely necessary and in the best interest of the agency and/or student. We do, however, appreciate the fact that some situations are not workable. In those cases, the agency has the right to request removal of a student from their facility. The student can also request termination of the practicum. *Termination of the practicum by any party typically results in an F grade for that practicum seminar.*

18. Q: *What about liability?*

A: Each student at Southern State community college is required to purchase a \$1,000,000 professional liability insurance policy through the College prior to beginning any practicum experience. See Appendix I.

19. Q: *What if I get hurt at my facility while doing a practicum?*

A: Neither the cooperating agency nor the college is responsible for providing medical coverage for a student who is injured while doing a practicum. Southern State community college does offer a voluntary health/medical insurance policy that you can purchase through the College. Any other coverage must be provided by the individual student. Each student is required to sign a waiver of responsibility prior to taking the first practicum. See appendix J.

20. Q: *What about confidentiality?*

A: In the Human and Social Services field it is understood that strict rules and laws apply to confidentiality. You are required to discuss individual clients with the appropriate staff of the facility. You, however, shall not discuss individual clients by name or any other identifying data with anyone else. This rule will be strictly enforced. Any violation of this rule will be considered grounds for dismissal from the practicum and perhaps even the program. You are expected to discuss your experiences at the practicum with the practicum faculty and the seminar class. This must be done, however, without the use of client's name or identifying data.

21. Q: *What is the practicum seminar about?*

A: The practicum seminar runs concurrently with the practicum itself. Students enrolled in the practicum courses will be required to attend a one hour per week seminar on-campus, focusing on discussion of learning experiences in the practicum setting. The purpose of the seminar is twofold. First, it serves as an

opportunity to critique the experience of the student in the facility. Second, each seminar will serve as an opportunity for the acquisition of further knowledge. There will be planned activities that you will be expected to complete.

22. Q: *When should I begin my practicum once I have secured it?*

A: With careful planning, you should be able to begin your practicum experience during the first week of the semester. At the latest, you must have started your practicum by the end of the second week of a fifteen (15) week semester or by the end of the first week of an eight week semester. Failure to do so will result in an automatic withdrawal from the practicum/practicum seminar course. *Regardless of the number of weeks*, total hours at the practicum site must total 240 per semester.

23. Q: *What should my relationship with others at the practicum be?*

A: Maintain a professional relationship with your supervisor and clients at all times. Do not reveal much about your personal life to anyone, especially, of course, the clients. Do not use your supervisor as a personal confidant or therapist. That is not his/her role. Doing so only makes supervision and evaluation of you more difficult. Be friendly, of course, but keep your personal life out of your practicum site. You must maintain professional boundaries.

24. Q: *What if I discover I cannot handle the practicum emotionally/personally?*

A: If you discover that working with the clients of an agency or focusing on the issues of the clients creates too much emotional turmoil for you, please advise your supervisor of that right away. Facing emotionally charged issues is an everyday occurrence in the helping professions. We want to help you complete that practicum or another one successfully.

25. Q: *Can the College refuse to accept my choice for a practicum site?*

A: The faculty retains the right to deny your request for a practicum experience based on the faculty's evaluation of your readiness and appropriateness of practicum site. Each practicum site must be approved by the appropriate faculty member *before* the practicum experience may begin. See the Practicum Site Approval form (Appendix E).

26. Q: *What if I have to be absent?*

A: If you must be absent from the practicum, it is your responsibility to inform the agency or the supervisor prior to the designated time of arrival. (This also applies

to questions concerning Christmas vacations, extended hospital stays, etc.) any situation where you will be absent for any extended period of time must be approved by the site supervisor and the practicum faculty. All absences, regardless of reason, must be made up prior to completion of the course and hours at the practicum site must total 240 per semester.

27. Q: *What if I am dissatisfied with the practicum?*

A: If you are dissatisfied with the practicum, you should discuss that with your site supervisor and/or faculty. When necessary, faculty will investigate the situation and arrive at a solution in cooperation with the agency supervisor.

28. Q: *If I become disappointed with my practicum site, may I change to a different agency the next semester?*

A: Typically, students are expected to remain at the same agency site for both semesters of practicum. Students are rarely permitted to change sites.

Agencies often invest many hours and some expense in training and mentoring practicum students. When a student agrees to take-on responsibilities at an agency for two semesters, the student should consider this an obligation to be fulfilled.

Any student who is very unhappy with the experience he/she is getting at the practicum site should make that clear to both the site supervisor and the practicum instructor as early as possible, so that a more fulfilling experience can be negotiated. Engaging in difficult conversations and resolving difficult issues is part of being a professional, and not something to be avoided. It is unfair to an agency site for a student to simply give-up and move to another agency.

If, after attempting to resolve the difficulty, the student is still not happy and wishes to change sites for the following semester, the student must provide written documentation of a conversation with the site supervisor in which the situation is discussed. The written documentation will be added to the student's practicum file. Upon approval from the practicum instructor, the student may be permitted to change sites. At that point, it is the student's responsibility to find a new practicum site before the beginning of the next semester.

29. Q: *Can I be dismissed from a practicum?*

A: Yes. The faculty reserves the right to dismiss you from the practicum site if the faculty or the site supervisor assesses your practicum experience as being unsatisfactory. This will be done only if a more satisfactory solution cannot be

reached. Dismissal from a practicum site typically results in an F grade for that practicum semester.

30. Q: *Do I have to go to my site on a College recognized holiday?*

A: Students must report to the agency on College holidays not recognized by the agency, and also when the College is closed for bad weather in cases where the agency is open.

31. Q: *What if the agency is closed or observes a holiday the College does not?*

A: If the agency is closed for a holiday, bad weather or other reason deemed important by the agency, you will not be expected to report to the agency that day.

32. Q: *My sister and I are both in the Human Services Program and ready for our practicum class. We'd both like to complete our practicums at the same agency. Is that Acceptable?*

A: Each student's practicum experience is intended to be an individual and independent learning opportunity. It is preferred that siblings (or any relatives not complete the practicum experience at the same agency. For reasons related to not complete the practicum experience at the same agency. For reasons related to professionalism, it is not appropriate for relatives to be involved in the practicum experience at the same agency at the same time. Generally, requests for the same practicum agency by siblings (or other relatives) will not be approved.

33. Q: *My mother is a case manager at a local agency. I would like to complete my practicum experience at Mom's agency. Is that okay?*

A: Generally requests to fulfill the practicum requirement at the same agency where a relative is employed will not be approved. The practicum experience is intended to be an individual and independent learning experience. Students may not be prepared for the potential ethical or professional dilemmas this situation may create.

34. Q: *Can I do a practicum at a day care facility?*

A: Generally, day care facilities do not provide the type of client-related experiences needed for the HSRR practicum experience. However, if you choose a day care center for your experience, it must be with the Social or Family Services Department and the site supervisor must be a Social Worker Assistant. If the day care doesn't have one, choose one that does.

35. Q: *Can I do one at a hospital/nursing home?*
- A: If you choose a hospital/nursing home, you must be working with a licensed social worker in the Social Work Department or a licensed professional in the Psychiatric Department. Your objectives will be written according to those roles/responsibilities.
36. Q: *Can I do a practicum in a school setting?*
- A: No. Under normal circumstances, practicums at school settings are not approved.
37. Q: *How can I best assure a good experience?*
- A: Little things are important. Be there when you say you will. Be on time. Come prepared emotionally. Leave your problems outside the agency door. Be ready to go to work when you arrive. Know what you're supposed to do and do it. Take initiative, ask questions and seek feedback. Go the extra mile. Be flexible in your days, hours and expectations. Be appreciative. Dress as the other employees dress. Show respect for the rights and wants of others.
38. Q: *Can I complete my practicum in less or more than ten weeks?*
- A: Practicums, as a general rule, are to be completed 16 hours per week, totaling 240 hours per semester. To complete a practicum early may not be fair to the agency or your fellow practicum seminar students. If, for example, you complete the practicum too soon, then you have nothing to add from your own weekly experience to the seminar class. Also, the agency may need you for 15 weeks to satisfy its needs or expectations.
39. Q: *How do I account for my time spent at the Practicum site?*
- A: You are required to spend at least 240 hours in social service practicum to earn credit for each practicum course. You must recognize that accountability for time is essential in the operation of every agency and the management of personnel.
- You are required to submit to the practicum faculty a time sheet signed by the site supervisor indicating the number of hours you were in the agency on a (5) week interval. (see Appendix F)
- It is your responsibility to see that these time sheets reach the practicum faculty on time.
- You are required to complete practicum logs. (see Appendix G)

- The log specifies the dates and times at the practicum site.
- The log contains the description of activities and contacts.
- The log contains a chronicle of learning experiences, feelings regarding the experience, and problems that arise. It is a detailed description of the learning experience.
- Log sheets are submitted to the practicum faculty on a weekly basis.

40. Q: *Are there any special practicum requirements for students enrolled in the Chemical Dependency major?*

A: Yes, the Ohio Chemical Dependency Professionals Board requires verification of hours spent in twelve core function areas during the practicum experience. See Appendix M for details.

SITE SUPERVISOR'S GUIDE TO THE PRACTICUM EXPERIENCE

**Human and Social Services Program
Southern State Community College**

Dear Site Supervisor:

Thank you for agreeing to mentor our student(s). We hope your experience will be beneficial to you and your agency.

The practicum provides one of the most valuable learning opportunities students in the human services field have. Working with professionals and clients in the workplace makes this experience so worthwhile. Graduates consistently rate their practicum experiences as one of the most important aspects of their education. It is during the practicums that the student clarifies his/her career preferences, values, likes and dislikes, recognizes special skills, and discovers his/her future as a professional.

We understand that supervising a student is time consuming and that there are many questions that need to be answered prior to beginning this relationship, so we have developed answers to the most often asked questions of practicum supervisors. If you have any other questions regarding this program, feel free to call me or the practicum faculty member. We are very pleased that you have considered helping us educate our students.

Cordially,

The Faculty
Human and Social Services Program

QUESTIONS AND ANSWERS ABOUT PRACTICUMS FOR SITE SUPERVISORS

1. Q: *Do I have to accept a student?*

A: Of course not. Participation by an agency in the supervision of a practicum student is strictly voluntary. We hope that you will accept the challenge because we know that the best way for our students to learn is to be charged with the *real* responsibilities you can provide for them. We understand, however, that accepting a student is a commitment of time and resources which an agency may not be able to do every semester.

You will have the opportunity to interview all students who express an interest in doing their practicum with your facility. If a student does not seem acceptable to you as a potential worker in your agency, you do not have to accept that person as a practicum student. We only ask that you let the student know. The student also may decide not to practice at your facility, or the Southern State Community College practicum faculty member may decide to prohibit a student from doing his or her work at your facility. In short, the placement must be mutually agreeable to three parties – you, the student and Southern State Community College.

2. Q: *Do I have to accept a student every semester?*

A: No. If circumstances at your agency do not make it feasible for you to accept a student for a particular semester, simply indicate that to the southern State Community College practicum faculty. When circumstances again allow placement of a student at your facility, notify the College we will make an effort to again place a student at your facility.

3. Q: *How soon before the start of a practicum will I know a student is going to be at my facility?*

A: Two to four weeks prior to the start of the academic semester that the practicum experience will be initiated, your agency should be contacted by the student. At this time, an appointment will be made with the potential site supervisor to meet with the student. At this meeting the student will be interviewed by the site supervisor for possible placement. Within a week after that appointment, the student should be notified by your agency of his/her acceptance or refusal.

4. Q: *How much time will the student spend at my facility?*

A: Each of the two required practicums require that the student spend a minimum of 16 hours per week for 15 consecutive weeks (240 hours per semester) at your agency. In total, each student completes 480 hours of practicum training before graduating.

These hours are arranged at the mutual convenience of site supervisor and student with the Southern State Community College practicum faculty being notified and approving of the dates and times. The minimum number of hours should be completed within the limits of the Southern State Community College academic calendar. Under normal circumstances, students are encouraged to complete both semesters practicum experience at the same agency. However, some students may choose to complete each semester at different agencies.

5. Q: *What will the student do while she/he is here?*

A: The answer to this question depends upon your agency and the point at which the student is in his/her curriculum while completing the practicum. Within the first week of the practicum, the student and the site supervisor will discuss exactly what the student will be doing during the experience. Objectives related to the agency's needs, the student's academic experience and the student's career ambitions will be developed. See the *Sample Practicum Objectives* section of this handbook. Basically, the student will be applying information learned in theory classes to real life practical situations under the supervision of a qualified professional.

Examples of Experiences to Offer Students:

- Opportunities to document: mental status, bio/psycho/social histories, progress notes, intakes.
- Participating in treatment planning, case conferences, staff meetings, community meetings, in-services.
- Working with clients providing social service activities: field trips, socialization.
- Observing individual and group services. Participating on a level appropriate to the level of skills and knowledge of student. This is to be determined by student and agency supervisor.
- Opportunities to use agency and community resources.
- Review of policies and procedures, case files, reports, annual plans, etc. Familiarize the student with agency in its entirety.

What a student will actually do may vary from student to student. Simply stated, some students will come to you with a vast array of life experiences from which they have learned a great deal. Others will come with more limited life experiences having a lot to learn yet from life. Some will be self-confident, assertive, eager to learn, eager to take initiative and able to be self-directed. Others will be less developed in those qualities and less self-confident. The latter will need more supervision and direction from you.

6. Q: *What should I expect a student to know or to be able to do?*

A: Much will depend on the student (as discussed above) as well as how much the student has learned from his or her course work. All students, however, will have some academic preparation (approximately 30 credit hours) before beginning their practicums. What courses the student will have when you are working with them

will depend on how far along the student is in his or her academic program. See Appendix A for an outline of Human and Social Services program requirements.

7. Q: *Do I have to pay the student?*

A: No. Students are informed not to expect payment for any part of their practicum experience. Should you decide to pay a student, any payment for services is strictly between you and the student and should have no effect on the practicum experience. All course responsibilities must be completed by the student in order to get credit for the class whether they are being paid or not. In some cases mileage or other reimbursement may be appropriate.

8. Q: *Is there any cost involved in having a practicum student?*

A: The only cost involved is the cost of allowing a member of your staff to supervise the student. Hopefully, though, the student will be providing a savings to the agency in the work they will be doing as a practicum student for which the facility is not being charged.

9. Q: *Are there any rewards for being a supervisor?*

A: Whereas there is no direct pay, Southern State community College does appreciate the importance of the site supervisor to the overall education of its students. There is, of course, the good feeling in knowing that you are helping a student become a more effective practitioner and making a contribution to the human services profession.

10. Q: *What are the advantages to my agency in having a practicum student?*

A: We believe there are many advantages that accrue to your agency by hosting a practicum student. Many employers have employed graduates of human service programs based upon the performance of those individuals during their practicum experience. In effect, the experience served as a ten week interview. The agency also receives the benefit of having another person helping out at the facility at very low or no cost. Though it is true that the student needs to be supervised by an employee of the facility, the student often provides help and ideas that are beneficial to the agency.

11. Q: *Who will supervise the student?*

A: Your agency will be asked to identify one person at the facility to be the site supervisor. This person will be the direct mentor/supervisor of the student throughout the practicum experience. In addition, there will be a faculty member from the Human Services program assigned as the practicum faculty.

12. Q: *What is the role of the site supervisor?*

A: The site supervisor is the on-site everyday mentor/supervisor of the student while that student is completing his/her practicum experience. The site supervisor works with the student in setting hours, developing objectives, supervising the student in carrying out his/her responsibilities, evaluating the student and in recommending a grade for the practicum experience. *The site supervisor should meet with the student at least one time a week.*

Site Supervisor's duties may include:

- Interviewing the student for practicum and providing guidelines for the role the student will have in the agency and the opportunities for learning provided by the agency.
- First week of practicum:
 - Take the student on a tour of the agency.
 - Share written policies with the student.
 - Inform the student of your expectations and requirements.
 - Discuss a learning experience with the student, defining clear specific goals and objectives (see *Sample Practicum Objectives* section of this handbook.)
- Review practicum objectives periodical.
- Assist the student in designing, negotiating and implementing a wide range of learning experiences in line with Southern State's expectations and student's needs and objectives.
- Help the student become familiar with that use resources within the agency as well as the larger social service community.
- Meet with students for weekly planned conferences to provide feedback and direction.
- Submit a formal written evaluation of the student's performance to the College at midterm and again at the end of each semester. (see Appendix C & D)
- Communicate any concerns to the practicum faculty.
- Act as a role model of a social service professional.
- Retain the option of recommending termination of any student whose performance in any way interferes with the agency operation.
- Sign student's time sheets. (see Appendix F)

It should be remembered that the student is gaining experience in the life and work of a professional. His/her professional course is as yet incomplete. He/she is not a trained professional and, therefore, the student is not to assume all the work and responsibility of a practitioner.

13. Q: *What is the role of the practicum faculty?*

A: The practicum faculty will consult with you and the student whenever necessary to discuss the student's practicum experience. The first discussion will occur early in the semester during which time objectives will be reviewed and the evaluation procedure will be discussed. Another conversation will take place around the midpoint of the student's experience. Objectives will be reviewed and modified as necessary. Also, the

student will be formally evaluated even though a grade may not be assigned at that time. Forms exist to aid in this evaluation. See appendix C. In addition, it will be clarified what more the student needs to do to complete the practicum successfully. When possible, without violating confidentiality or compromising the integrity of a service, the practicum faculty may elect to observe a student in action.

Near the conclusion of the student's practicum experience, you and the practicum faculty will discuss the student's formal final evaluation. You will recommend a final grade for the work-experience component of the course, and submit appropriate documentation to the practicum faculty.

The practicum faculty will determine each student's grade for the seminar portion of the course.

The faculty member is available for consultation with the site supervisor at any time. It is preferred that the student be present during all meetings since the feedback is essential to the student's growth.

14. Q: *How can I best help the student?*

A: There are five considerations that are most important.

The first occurs during the initial interview. If you decide to accept or not accept the student, be clear to the student why you did or did not.

The second way you can most help is to be sure that the objectives are clear, realistic, challenging and comprehensive. Objectives should be well thought out by all parties. Be sure that whatever activities you assign a student are consistent with the objectives. If the activity is not, perhaps it is not appropriate for the student or perhaps the objectives need to be amended. See *the Sample Practicum Objectives* section of this handbook.

Third, it is important that you provide the student with direct, open and honest feedback on a continuous basis. If you like or are pleased with what a student did, tell the student. Likewise, if you do not like or were not pleased with what a student did, tell him/her that also. If you have ideas about how a student can better do something, let him/her know. Feedback, sensitive, honest and timely is absolutely essential to the student's growth as a professional. To withhold feedback or to soft-pedal an issue is not helpful to the student. A student is just that, a student – a learner, a budding professional who needs guidance along the way. It is critical that you meet with the student each week. This time is most important.

Fourth, when you evaluate a student, be as objective as possible. It may be hard at times not to let subjective considerations influence your judgments. Be objective and thorough in your assessment of the student even if you think it might hurt. The student needs you to be an objective evaluator of his/her performance.

Fifth, help the student identify areas of strengths and areas of needed growth. The student should leave each practicum with a better idea about what he or she does best and what improvements need to be made.

15. Q: *How is the student to be graded?*

A: The agency staff member directly supervising the student should be the one who recommends the final grade for the work-experience component of the course. That grade shall be based on three elements. These are (1) how well the student completed the objectives; (2) how challenging the objectives were; and (3) how professionally the student conducted him-or herself at the agency. There are forms to assist in this evaluation and in the determination of the grade (see Appendix C).

<u>Criteria</u>	<u>Scale of Points</u>	<u>Points</u>
1. How well objectives were completed	0 – 70	_____
2. How difficult objective(s) are/were	1 2 3 4 5 6 7 8 9 10	_____
3. Professional behavior	0 – 20	_____
Total maximum points – 100	Total earned	_____
Grade Recommendation _____		

Southern State Community College Grading Scale

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F

Formal evaluation will occur twice each semester - once at midterm and again at the conclusion of the practicum. It is important that both the student and practicum faculty received copies of evaluation documentation. Evaluation is considered an essential part of the student's growth process. It is the culminating experience of the practicum. Careful thought should be taken in providing the student this feedback and in recommending a grade for a student.

The work-experience component of the grade (recommended by the site supervisor) will then be combined with the seminar/participation grade (determined by the practicum faculty) to calculate the students' final grade for the entire course.

16. Q: *What if problems arise during the semester?*

A: If problems arise, there are several steps taken. First, the student and supervisor are encouraged to work out the problem between them. If this does not work, we ask that the practicum faculty be advised of the problem. The practicum faculty will intervene to try to help solve the problem. If the problem cannot be resolved,

the agency has the right to terminate a student from completing the practicum experience at that facility at any point in the semester. At the same time, the practicum faculty reserves the right to remove a student from a practicum site at any time after the above procedures have been followed. A negative experience can often lead to positive actions in the future, but we never like terminating students or practicum experiences unless it is absolutely necessary in the best interest of the agency and/or student. We do, however, appreciate the fact that some situations are not workable. In those cases, the agency has the right to request removal of a student from their facility. *Termination of a practicum typically results in an F (failure) grade for that semester of practicum.*

17. Q: *What information must I share with the student?*

A: While it is recognized that a student may not be an actual employee of the agency, it is important that the student have information about a client that is necessary to help him/her in working with an individual or in completion of course objectives. This issue will be decided by the site supervisor. In all cases, strict confidentiality will apply.

18. Q: *What about confidentiality?*

A: In the human service field it is understood that strict rules and laws apply to confidentiality. A student is required to discuss individual clients with the appropriate staff of the facility. A student, however, shall not discuss individual clients by name or any other identifying data with anyone else. This rule will be strictly enforced. Any violation of this rule will be considered grounds for dismissal from the practicum and perhaps even the program. A student is expected to discuss his/her experience at the practicum with the practicum faculty and the seminar class. This must be done, however, without the use of client's names or identifying data. *Site supervisors are urged to discuss the confidentiality policies of the agency with each practicum student early in the practicum experience.*

19. Q: *Is there any formal contract with Southern state community College?*

A: Yes. Prior to the first practicum completed at any facility, a "Statement of Agreement" between Southern State Community College and the cooperating agency is signed by administrative representatives of both facilities. Once this agreement is signed, it is valid until either Southern State Community College or the agency desires to make a change in it. See Appendix K.

20. Q: *What about liability?*

A: Each student at Southern State Community College is required to purchase a \$1,000,000 professional liability insurance policy through the college prior to doing any practicum experience. See Appendix I.

21. Q: *What if a student gets hurt at my facility while he/she is doing practicum?*

- A: We encourage each cooperating agency to consult with their legal advisors regarding this issue. However, typically neither the cooperating agency nor the College is responsible for providing medical coverage for a student who is injured at the cooperating agency while doing a practicum. Southern State Community College does offer a voluntary health/medical insurance policy that students can buy through the College. Any other coverage must be provided by the individual student. A student is required to sign a waiver of responsibility prior to taking the first practicum. See Appendix J.
22. Q: *Are there any special practicum requirements for students enrolled in Chemical Dependency major?*
- A: Yes, the Ohio Chemical Dependency Professionals Board requires verification of hours spent in twelve core function areas during the practicum experience. See Appendix M for details.

SAMPLE PRACTICUM OBJECTIVES

**Human and Social Services Program
Southern State Community College**

Directions for Use

This collection of sample practicum objectives was written to assist the student, site supervisor, and faculty in developing appropriate, meaningful and challenging objectives for the student's practicum experiences. It is expected that these objectives will be incorporated into the student's own list of objectives for a particular practicum site. Since they reflect the actual job functions that a graduate from this program might perform, it is expected that the student will develop and/or demonstrate the knowledge and skills necessary to perform these tasks. Obviously, some selection from a long list of objectives will be necessary.

These sample objectives were adapted from actual human services practicum experiences at two-year colleges throughout Ohio. They are not exhaustive in their scope of activities. Nor do they cover every possible practicum experience or site. One should not, therefore, limit one's own development of practicum objectives to be developed. As much as possible, however, in order to assure consistency in expectations from one practicum student to another, these objectives should constitute the major activities of a student at a particular practicum site.

One final thought: Since this guide is a work in progress, please feel free to make suggestions to improve its usefulness. This material will be reviewed annually to assure the information is both complete and relevant. Your suggestions are appreciated.

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Guidelines for Writing Objectives

See the sample practicum objectives that follow

1. An objective describes an important outcome of the practicum experience not a procedure.

Example:

- a. Correct: To conduct a career interview with my site supervisor.
- b. Incorrect: To meet with my supervisor for the purpose of learning more about a career in social work.

2. An objective states a performance describing what the student will be doing. This performance is described in a way that makes the behavior observable and measurable.

Example:

- a. Correct: To develop a behavioral baseline on a client.
- b. Incorrect: To learn how often a client engages in a certain behavior.

3. ACTION WORDS: For a list of action verbs to help you compose your practicum objectives, see page 31.

4. WORDS TO AVOID: For a list of words and phrases to avoid as you compose your objectives, see page 31.

5. Objectives should be developed bases on the following factors:

- a. Client needs
- b. Agency needs
- c. Student needs
- d. Course work the student has completed
- e. Course work the student is taking
- f. Life experiences of the student
- g. Career ambitions of the student

6. Whereas there is no required number of objectives, the objectives should be comprehensive in respect to the above factors. Most students will have seven to ten objectives for each semester of practicum experience.

7. Objectives should be reasonably challenging. Objectives are considered challenging if they require 1) acquisition of new knowledge and skills vs. doing what a student has done before, 2) significant preparation prior to implementing the objective, and 3) application or

acquisition of special skills due to the challenge presented by a subject's behavior (e.g., supervising troubled teens or teaching language to a child with autism).

8. Each objective should be rated for its level of difficulty on a scale of a 2 (most easy) to 10 (most difficult). This is to be indicated on the evaluation form. See appendix C. The average difficulty of all objectives will be determined and used as part of the final practicum grade. The difficulty level should be determined at the beginning of each semester but it can be modified at any time based on further consideration.
9. Once the objectives are developed by the student and site supervisor, it shall be the student's responsibility for entering them into the evaluation form. The student shall then return the evaluation form to the site supervisor at least one week prior to midterm evaluation.
10. As is clear from examination of the Practicum Evaluation Guide (Appendix C) the objectives form the basis for eighty percent of the student's practicum grade. It is imperative; therefore, that they be observable, measurable, comprehensive and challenging in order for a student to do his or her best work.

Action Words

Verbs like the following describe performance in such a way that it is observable and measurable. Practicum objectives should be developed using the following action words:

administer	establish	participate
apply	enforce	prepare
attend	facilitate	process
assess	file	provide
assist	find gather	refer
answer	generate	report
accompany	help	relate
contact	interact	record
compile	identify	respond
conduct	interview	recognize
compare	implement	read
complete	lead	research
coordinate	log	review
co-facilitate	meet	study
create	manage	supervise
define	maintain	support
describe	monitor	speak
direct	mentor	tour
develop	modify	teach
demonstrate	model	transport
document	network	verify
disperse	notify	visit
evaluate	observe	write
explain	produce	

Words to Avoid

Some verbs do not describe performance in a way that is measurable and observable. Terms like the following should be avoided when developing practicum objectives:

appreciate	ensure
be able to apply	grasp the significance of
be aware of	know how to
become aware of	learn
become familiar with	learn about
be involved with	possess a working knowledge of
develop a knowledge of	understand

12 Global Functions

1. Screening
2. Intake
3. Orientation
4. Assessment
5. Treatment planning
6. Counseling
7. Case management
8. Crisis intervention
9. Client education
10. Referral
11. Report and record keeping
12. Consultation with other professionals in regard to client treatment/services

SERVICE CATEGORY: Adult Court

ACTIVITY: Court Mediation

OBJECTIVES:

1. Develop effective practical office skills by using the computer, phone, etc. and by typing reports and other documents.
2. File monthly reports.
3. Keep accurate data and files.
4. Attend the 16-hour basic mediation training and/or explain the mediation process.
5. Use the mediation process in a direct manner on at least two occasions.
6. Write at least two agreements.

SERVICE CATEGORY: Adult Criminality

ACTIVITY: Social Service Liaison

OBJECTIVES:

1. Contact by phone, social service agencies to coordinate community Work Service program.
2. Review background of current criminal offenders through reviewing court orders and/or pre-interview forms.
3. Interview criminal offenders, probationers and/or ex-probationers to obtain information for court referrals and orientation into Community Work Service.
4. Contact by phone, references and referral agencies to obtain or verify information.
5. Develop and modify case plans for community work service program.
6. Refer offenders to social service agencies depending upon needs, arrange community service work and monitor work attendance.
7. Maintain records and reports related to program.
8. Contact and/or meet with probation officers and/or judges to discuss offender compliance and program cases.
9. Evaluate offender skills and abilities for Community Work Service placement.
10. Review legal documentation such as police reports and criminal or traffic records to verify information.
11. Analyze, evaluate, and assess offender information to formulate recommendations for judges.
12. Assist in monitoring or monitor activities and/or behavior of assigned adult offenders.
13. Explain rules and conditions of supervision with offender.
14. Visit or call work sites and/or homes.

SERVICE CATEGORY: Adults Employment and Vocational Rehabilitation Services

ACTIVITY: Adult Care Manager

OBJECTIVES:

1. Identify and establish support systems and services to address client needs.
2. Manage assigned caseload.
3. Prepare meaningful, concise and accurate reports.
4. Maintain accurate records.
5. Develop and maintain effective working relationships with supervisor, co-workers, outside agencies and other community resources.
6. Stay current on available community resources.
7. Observe and co-facilitate psycho-educational groups.
8. Participate in ISP development.
9. Obtain necessary releases.
10. Assist with independent living needs.
11. Encourage development of interpersonal and community coping skills.
12. Provide assistance in gaining access to essential community services.
13. Coordinate necessary assessments and services identified in ISP.
14. Assess and record client progress.
15. Process referrals to other agencies, services or programs.
16. Consult with family and significant others regarding ISP and support.
17. Instruct a client in the job search process; resume writing and registering with OBES.
18. Observe then conduct intake interviews.

19. Observe a job coach in action.

SERVICE CATEGORY: Adults Employment and Vocational Rehabilitation Services

ACTIVITY: Employment Advisor

OBJECTIVES:

1. Complete an eligibility determination with an applicant.
2. Observe and assist with an OBES profiling session.
3. Complete an objective assessment and individual service strategy with an applicant.
4. Administer and score the TABE (Table of Adult Basic Education), survey forms, level D.
5. Attend a collaboration committee meeting.
6. Complete and ISS update/progress report.
7. Compile a case management file and update case notes.
8. Observe one-on-one vocational counseling session and report observations.
9. Issue book vouchers to clients.
10. Take applicant phone calls and complete information for request form.

SERVICE CATEGORY: Adults Employment and Vocational Rehabilitation Services

ACTIVITY: Employment Vocational Assistance

OBJECTIVES:

1. Assist staff in attendance record keeping and follow-up.
2. Lead a listening skill class and other psycho-educational classes (e.g., parenting, stress management, etc.).
3. Accompany teacher on home visit and report on findings.
4. Assist students individually with academics skills.
5. Plan and fully implement a field trip.
6. Teach daily living and personal care skills.
7. Assist students in problem solving.
8. Assist students in establishing sound, obtainable goals.

SERVICE CATEGORY: Chemical Dependency

ACTIVITY: Case Management

OBJECTIVES:

1. Assess client needs on an on-going basis.
2. Coordinate with area resources ancillary care regarding medical, educational, financial, familial mental health, and educational/vocational/occupational needs of clients.
3. Document activities on behalf of clients in clients' files.
4. Participate in treatment team meetings.
5. Maintain daily client service statistics.
6. Assist in modification and completion of treatment plans.
7. Assist in admission and orientation of new clients.
8. Complete monthly reports of ancillary services utilization.

SERVICE CATEGORY: Chemical Dependency

ACTIVITY: Case Management/Counseling

OBJECTIVES:

1. Complete comprehensive alcohol and drug assessment on clients and on self.
2. Administer select assessment tools such as SASS-3, MAPP, Who Me?, etc.
3. Determine level of care.
4. Assist in the development, implementation and evaluation of treatment plans.
5. Make appropriate referrals during and following treatment.
6. Serve as case manager for assigned group of clients.
7. Provide individual and group counseling to clients and families.
8. Co-facilitate group counseling sessions.
9. Conduct educational sessions.
10. Complete admission summaries, monthly reports and discharge summaries.
11. Evaluate client's progress and communicate that to staff through meetings and progress notes.

SERVICE CATEGORY: Chemical Dependency

ACTIVITY: Residential Worker

OBJECTIVES:

1. Monitor residents' behaviors and maintain therapeutic atmosphere in the facility.
2. Enforce house rules, guidelines and expectations.
3. Ensure completion of all resident work assignments, e.g., cooking, clean up, etc.
4. Ensure residents' safety and well-being at all times.
5. Maintain clean working environment.
6. Transport residents as required, e.g., AA/NA meetings, recreation, 12-step meetings, etc.
7. Maintain shift charting on all residents.
8. Evaluate resident progress and communicate that to staff through attending staff meetings and charting.

SERVICE CATEGORY: Children and Youth

ACTIVITY: Residential/Group Home

OBJECTIVES:

1. Observe, document, and log behavior of all residents and for identified residents.
2. Log duties performed.
3. Enforce house rules, e.g., report inappropriate behavior and reinforce appropriate behavior.
4. Provide encouragement and motivation to residents.
5. Provide crisis intervention, as needed.
6. Assist in maintaining contact with residents' families and schools.
7. Supervise family visitations.
8. Dispense medication and record same.
9. Assist in household management.
10. Attend staff meetings as requested.
11. Recognize unusual or threatening situations.
12. Implement non-violent physical restraint when necessary.
13. Assist in conflict management and help residents develop same skills.
14. Work with residents on goal setting and attainment.
15. Assist in monitoring daily progress of residents towards goals.
16. Explain what an ISP consists of and how it is created.
17. Explain admission procedures, eligibility criteria and list referring agencies.
18. Explain reasons a youth is placed in residential setting.

19. Observe the conduct psycho-educational group experiences for residents.
20. Identify behavioral management strategies used by staff and apply such strategies as necessary.

RESIDENTIAL/GROUP HOME (Continued)

21. Maintain resident safety.
22. Model healthy/appropriate interpersonal behavior with colleagues as well as residents.
23. Model and assist residents in developing effective communication skills.
24. Demonstrate understanding of development stages and needs of residents.
25. Implement and monitor stage and point system.

SERVICE CATEGORY: Children and Youth

ACTIVITY: Big Brothers/Big Sisters

OBJECTIVES:

1. Observe the casework management system and volunteer processing system.
2. Observe the application of the casework management system (from inquiry to closure) and participate directly when possible.
3. Participate directly in as many volunteer processing system activities (inquiry, orientation, application, training, interview, home assessment, etc.) as possible.
4. Record daily task activities per agency guidelines.
5. Participate in development of monthly, semesterly and yearly summary reports as possible.
6. Participate in case record keeping.
7. Demonstrate sensitivity to multicultural issues related to casework.
8. Prepare a client's file.
9. Prepare a volunteer's file.

SERVICE CATEGORY: Children and Youth

ACTIVITY: Family Advocate

OBJECTIVES:

1. Participation in the system of recruitment, screening and enrollment of eligible children.
2. Monitor each child's attendance in conjunction with the teachers.
3. Meet with the Family Advocate Manager to plan cooperation objectives in the provision and follow-through of services.
4. Act as liaison between community agencies and Head Start families and staff.
5. Work with families to insure that children have physicals, dental, screenings as required by Performance Standards.
6. Identify, inform and assist parents in using educational and training opportunities.
7. Complete a Family Partnership Agreement one-on-one with each family, help the family identify and reach their goal(s), provide information, follow-up frequently.
8. Assist in the implementation of the child's C.S.P.E.P.
9. Serve as a liaison between center staff and clients to ensure flow of information to clients.
10. Keep undated careful documentation as required.
11. Recruit children all year long, maintain funded number.
12. Maintain complete files, examine file checklist, and actively work to acquire necessary documents.
13. Act as an advocate for families needed referrals to community agencies, implementing community projects with families.

SERVICE CATEGORY: Domestic Violence

ACTIVITY: Youth Advocate

OBJECTIVES:

1. Teach children that they must stay out of the parents' fight.
2. Teach children there are options for staying safe.
3. Help children devise a safety plan.
4. Develop therapeutic activities with children (arts and crafts, co-operative games, storytelling, and discussions).
5. Use strategies of structure and limit setting, active listening, encouragement, and time out in helping children learn to express themselves non-violently.
6. Be a positive adult role model for the children and parents.
7. Model and encourage positive interaction between mother and children.
8. Assist in daily household activities as necessary.
9. Assist in weekly home visits with children in the Outreach and Second Stage programs as well as visit youth in their schools and check on their behavioral and emotional progress as well as their attendance records.
10. Assist in monitoring youth's progress after exiting shelter and continue to work on the youth's goals by making appropriate and timely referrals and completing advocacy for the family.
11. Co-facilitate supportive groups for youth in house twice weekly and out of house once monthly.
12. Assist youth in house with school related activities as well as developing a case plan.
13. Report any suspected cases of child abuse.
14. Assist in community education on the topics of dating violence and domestic violence in area schools and community centers as requested.
15. Assist in networking with other community agencies by attending scheduled meetings.

SERVICE CATEGORY: Domestic Violence

ACTIVITY: Residential Service Provider

OBJECTIVES:

1. Assist in answering crisis calls, determining eligibility for Shelter, arranging for admission and completing intake process, including giving care packages and towels/washcloths.
2. Work with volunteers to assure child supervision during support groups.
3. Enforce and oversee rules of The Shelter.
4. Assist with household task, including general cleaning, changing or reporting burnt out light bulbs, etc.
5. Check all exits and offices for security at least one time per shift. Check back door more frequently when residents are in and out a lot.
6. Oversee the general management and maintenance by way of cleaning, garbage disposal and safety. Complete or report maintenance or repairs as appropriate.
7. Distribute food, household cleaning and medical supplies, linens, towels, clothing, toiletries, and other household items needed as required.
8. Respond to client needs within The Shelter, i.e. provide advocacy, support and direction.
9. Maintain documentation of all services provided, and make daily notations of activities, behaviors, concerns, etc. in client files or where appropriate.
10. Assist, direct and support mothers with children as appropriate, including helping her with discipline ideas, support, etc.
11. Assist, direct, and support women with meal preparation, daily living skills, etc. as needed.
12. Help inventory all donations and put them away in the appropriate storage areas.
13. Assure all chores have been completed.
14. Work with Client Advocate, Coordinator of Shelter Services and other program staff to complete and facilitate follow-up service plans for individual clients.

15. Liaison between Client Advocate, Coordinator of Shelter Services and other shifts to assist in consistency of client service delivery.
16. Assist House Manager in completion of weekly menus.

RESIDENTIAL SERVICE PROVIDED (Continued)

17. Co-facilitate weekly house meetings and complete report form.
18. Attend all scheduled staff meetings and complete any additional training as required.

SERVICE CATEGORY: Elderly

ACTIVITY: Case Aide

OBJECTIVES:

1. Provide assistance to Long-Term Care Department staff with delegated tasks as needed.
2. Complete components of the central referral process as assigned and according to established procedures.
3. Access the CRISE system to document client eligibility and to track PASSPORT and RSS client Medicaid eligibility status.
4. Contact and network with physicians and providers, obtaining signatures, etc. as assigned.
5. Communicate information to others as appropriate to meet the requirements of this position.
6. Communicate information to others as appropriate to meet the requirements of this position.
7. Maintain proper documentation of work activities according to PAA and ODA specifications.
8. Contact clients as required.
9. Maintain information, records or reports as assigned.
10. Assist other Case Aides as necessary.
11. Complete special projects as assigned.

SERVICE CATEGORY: Elderly

ACTIVITY: Residential Aide

OBJECTIVES:

1. Document important observations in communication log and report at change of shift.
2. Document in residents file as appropriate.
3. Manage schedule on a daily basis.
4. Assist in meeting the physical and emotional needs of the resident.
5. Assist with resident care and social needs.
6. Assist with serving of meals and necessary clean up.
7. Report problems and concerns to the Director.
8. Notify any changes in resident's needs to the Director.
9. Provide medication assistance and simple nursing tasks in accordance with state regulations.
10. Perform other duties as assigned

SERVICE CATEGORY: Elderly

ACTIVITY: Quality Improvement Worker

OBJECTIVES:

1. Conduct provider compliance reviews and unit of service verification reviews.
2. Identify provider problems and possible resolutions.
3. Provide technical assistance regarding QI issues as needed or requested.
4. Generate and maintain reports as required.
5. Prepare for and complete client home visits as needed.
6. Maintain documentation pertaining to provider and client activities/contacts.
7. Assist Area Agency staff with resolution of service delivery issues.
8. Assist Quality Improvement Director with QI activities as assigned.

SERVICE CATEGORY: Elderly

ACTIVITY: Ombudsman Associate

OBJECTIVES:

1. Complete a minimum of ten clock hours of professional development and complete the required Ombudsman Associate examination to become certified.
2. Develop cooperative relationships with residents and staff.
3. Gather information about the facility by listening and talking with residents and staff and by observing daily events at the facility.
4. Empower residents, families and visitors by making sure they understand the Resident Bill of Rights.
5. Act as an advocate for resident's rights and quality care in long-term care facilities.
6. Monitor the long-term care system and make appropriate recommendations for its improvement.
7. Gather information on complaints to assist the Ombudsman Office in the investigation about long term care and services.
8. Keep the Ombudsman Office informed and maintain accurate records.
9. Attend training and in-service meetings as scheduled.
10. Visit assigned facility on a regular basis.

SERVICE CATEGORY: Homeless

ACTIVITY: Case Manager

OBJECTIVES:

1. Assess needs of residents in homeless shelter with verbal interviews.
2. Conduct comprehensive case management.
3. Explain crisis intervention procedures.
4. Maintain detailed, accurate records and prepare reports.
5. Provide workshops and training meetings for participants of homeless program.
6. Assist with budgeting and grant applications.
7. Complete intakes on new clients.
8. Complete exit interviews on clients.
9. Utilize community resources in helping clients.
10. Assist with programs for children.

SERVICE CATEGORY: Juvenile Delinquency

ACTIVITY: Juvenile Detention Center Worker

OBJECTIVES:

1. Assist in maintaining security of building and grounds and safety of youth and staff.
2. Ensure youth's basic needs for food, personal hygiene, clothing, medical attention, etc., are met.
3. Perform housekeeping duties to maintain cleanliness of facility.
4. Supervisor conduct and activities of youths.
5. Help provide recreational activities.
6. Communicate and interact with youth.
7. Assist teachers with instruction of youths.
8. Intervene during emotional, behavioral, physical and medical crises.
9. Ensure youth's individual rights are maintained.
10. Help prepare and maintain various reports such as shift reports, admission reports, incident reports and release forms.
11. Communicate with staff regarding youths and shift activities.
12. Recommend privileges earned and work duties to be assigned to youths through contract level system.
13. Observe and assess behavior of youth.

SERVICE CATEGORY: Juvenile Delinquency

ACTIVITY: Community Service Coordinator

OBJECTIVES:

1. Develop work sites for youth.
2. Maintain an ongoing listing of job sites.
3. Develop positive working relationship with job supervisors.
4. Coordinate job assignments for youth that are court ordered to perform community service.
5. Work with youth, family and job site supervisors to coordinate appropriate schedules.
6. Make follow-up contacts to assess behavior of youth.
7. Make contact with community businesses to solicit incentives/rewards for deserving youth.
8. Assist in follow-up of youth that have been placed at restitution job sites.
9. Assist I coordination and assignments of youth at work sites secured by the AmeriCorps participant.
10. Transport youth in the detention facility to job sites.

SERVICE CATEGORY: Juvenile Delinquency

ACTIVITY: Non-reporting Probation Officer's Assistant

OBJECTIVES:

1. Under direction, monitor compliance with court orders and special conditions imposed by the court or non-reporting adult misdemeanor probationers through contacts (phone or, if necessary, personal) with the youth, parent/family/guardians and community resources.
2. Participate in pre-court discussion and formal hearings.
3. Make recommendations for non-reporting probationers at court hearings.

SERVICE CATEGORY: Juvenile Delinquency

ACTIVITY: Probation Officer's Assistant

OBJECTIVES:

1. Monitor behavior of youth adjudicated for unruly and/or misdemeanor and/or felony offenses and court-ordered probation through contacts with youth, parents/family/guardians, school officials and other community service providers.
2. Develop and monitor probation plans tailored to meet the needs of the youth and family.
3. Prepare and present dispositional recommendations at court hearings.
4. Complete and submit necessary records and report in a timely accurate manner.
5. Complete a probation intake session on my own.

SERVICE CATEGORY: Juvenile Delinquency

ACTIVITY: Life Skill Worker

OBJECTIVES:

1. Supervise residents in daily-programmed activities.
2. Provide leadership in the performance of therapeutic activities.
3. Supervise structured recreation and work time.
4. Co-facilitate group counseling sessions and I.O.P. sessions.
5. Facilitate other group meetings, e.g., morning medication and closure, etc.
6. Ensure clients receive essential supplies, such as food, clothing, hygiene products, etc.
7. Maintain eyeball supervision and proximity control to ensure clients are safe and secure at all times.
8. Perform issues interventions when needed including safety and effectively managing aggressive behaviors.
9. Monitor resident movement.
10. Conduct headcount at least every 15 minutes.
11. Screen residents returning to facility.
12. Report significant change in the behavior, attitude and physical condition of residents to appropriate staff supervisors.
13. Enforce facility rules and standards of behavior.
14. Maintain and complete documentation prior to end of shift.

SERVICE CATEGORY: Mental Health

ACTIVITY: Emergency Service Worker

OBJECTIVES:

CRISIS STABILIZATION UNIT:

1. Observe and supervise clients.
2. Participate with clients in department activities.
3. Oversee the self-administration of medication by CSU clients.
4. Document the self-administration of meds on both the med sheet and team notes.
5. Explain unit rules clearly to all new CSU clients as they arrive.
6. Make beds, and, in general, assure cleanliness of the unit.
7. Document significant interactions with clients and between clients.

HELPLINE:

1. Identify the presenting problem.
2. Assess and evaluate crisis situations on the telephone.
3. Evaluate the risk of drug/alcohol abuse and suicide.
4. Establish rapport with the Helpline caller.
5. Adapt crisis intervention techniques to the needs of the clients
6. Prepare reports of Helpline calls.
7. Answer calls for R.C. Children's Services after hours.
8. Identify caller's name and location in the case of crisis calls.

SERVICE CATEGORY: Mental Health

ACTIVITY: Case Manager

OBJECTIVES:

1. Assist with identification of presenting problem.
2. Assist in interviewing and evaluating clients including mental status examinations.
3. Gather and record collateral data, as appropriate.
4. Assist with processing referrals to other agencies.
5. Explain programs to clients.
6. Assist with preparation of treatment plans and coordination with other services.
7. Help make referrals based on clients' needs and coordinate service delivery.
8. Help identify and obtain available community resources for clients.
9. Assist in monitoring clients' progress.
10. Serve as client advocate.
11. Identify, coordinate and monitor crisis situations.
12. Maintain records of services provided to clients including progress notes, aftercare and discharge summaries.
13. Help compile case statistics and prepare case reports.
14. Transport clients within the community.
15. Attend case management meetings as required.
16. Assess risk level.

SERVICE CATEGORY: Mental Health

ACTIVITY: Residential Aide

OBJECTIVES:

1. Assist residents with daily living skills and money management.
2. Monitor client medication.
3. Define problems, collect data, establish facts and draw valid conclusions in assisting with interpersonal problems of residents.
4. Recognize unusual or threatening situations.
5. Prepare accurate and concise reports.
6. Intervene in crises when necessary.
7. Identify and obtain available community resources for residents.
8. Assist in obtaining appropriate entitlements for residents.
9. Monitor and record client progress based on treatment plan.
10. Maintain case notes, shift log and major incident reports.
11. Assist in maintaining clean and safe residence.
12. Enforce house rules.
13. Attend meetings as required.

SERVICE CATEGORY: Mental Health

ACTIVITY: Employment/Vocational Services

OBJECTIVES:

1. Study fundamental facts on entitlement programs: SS, SSDI, Medicare and Medicaid.
2. Complete a resume, register with OBES on the Internet and complete the job search exercise.
3. Discuss with supervisor, assets and limitations of client population as a group and as individuals.
4. Observe intake interview process for vocational services.
5. Conduct a vocational intake interview.
6. Supervise and job coach a client at job site.
7. Do mental health status review with clients
8. Read and be able to use the vocational handbook.
9. Keep accurate and timely case notes and other necessary documentation.

SERVICE CATEGORY: Mental Health

ACTIVITY: Social Work Assisting in AIDS Services Agency

OBJECTIVES:

1. List some of the medical and psychosocial dynamics of persons living with HIV and AIDS.
2. Assist in completion of forms for services through Federal/State funds for persons living with HIV/AIDS.
3. Complete three home visits and report findings.
4. Participate in special activities such as AIDS Awareness Week, educational and fund raising.
5. Attend HIV support groups offered through the Center for Pastoral Care.
6. Interview Cliff Edwards, Specialized Case concerning Ryan White funding.
7. Attend PFLAG.
8. Assist with the grant writing process for accessing AIDS funding.

SERVICE CATEGORY: Developmental Disabilities

ACTIVITY: Case Management

OBJECTIVES:

1. Help conduct interviews and tours with referees and family members.
2. Help administer and evaluate the Ohio Eligibility Determination Instrument (OEDI) and Children's Ohio Eligibility Determination Instrument (COEDI).
3. Assist in gathering intake data.
4. Maintain records and reports in a timely and accurate manner according to regulatory standards.
5. Assist in administering Case Management Needs Assessment.
6. Complete a social history.
7. Help coordinate development of case file for all referral documentation in a timely and accurate manner.
8. Help coordinate referrals of individuals and/or families with necessary service providers.
9. Help complete summary report of activities, contracts, referrals made, outcomes of referrals.
10. Advocate for the rights and interests of individuals or groups in accordance with local, state and federal regulation, obtaining needed or requested services and remove barriers to meet identified needs.
11. Provide information and referral services to individuals ineligible for county board services and provide due process guidelines.
12. Attend staff meetings, conferences, seminars and serve on various internal and external committees as required.

SERVICE CATEGORY: Developmental Disabilities

ACTIVITY: Developmental Center Worker

OBJECTIVES:

1. Assist in development and implementation of individual-based habilitation programs.
2. Assist in coordination of comprehensive delivery of service.
3. Monitor compliance with applicable standards, regulations and policies.
4. Maintain accurate records of program implementation.
5. Assist in reviewing programs to determine effectiveness and compliance.
6. Participate in team meetings to review, analyze and modify IHP.
7. Provide information on residents to appropriate staff for discussion with resident families, guardians and/or community agencies.

SERVICE CATEGORY: Developmental Disabilities

ACTIVITY: Group Home Worker/Consumer Advocate/Care Taker

OBJECTIVES:

1. Assist or provide residents with personal care and grooming.
2. Assist with personal hygiene, e.g., feeding, toileting, etc.
3. Enforce house rules.
4. Assist residents in resolving interpersonal problems with other residents or staff.
5. Recognize unusual or dangerous situations.
6. Observe and report resident's behaviors that are noteworthy, e.g., relate to IHP progress, contribute to problems within the home, etc.
7. Maintain all required documentation.
8. Coordinate consumer involvement in community activities.
9. Communicate with family members regarding necessary information about the consumer.
10. Coordinate health care appointments and facilitate implementation of physician's recommendations.
11. Monitor consumer's personal money and completing accurate records related thereto.

SERVICE CATEGORY: Developmental Disabilities

ACTIVITY: Homemaker/Personal Care Worker

OBJECTIVES:

1. Assist in basic personal care and grooming, including bathing, care of the hair, and assistance with clothing.
2. Assist with bladder and/or bowel requirements or problems, including helping the consumer to and from the bathroom, or assisting the consumer with bed pan routines.
3. Assist the consumer with medications that are ordinarily self-administered, when ordered by the consumer's physician.
4. Assist with or perform household services essential to the consumer's health and comfort in the home (e.g., necessary changing of bed linens or rearranging of furniture to enable the consumer to move about more easily in his or her home).
5. Assess, monitor and supervise the consumer for the consumer's safety, health and welfare.
6. Complete light cleaning tasks in areas of the home used by the consumer.
7. Assist in preparation of a shopping list appropriate to a consumer's dietary needs and financial circumstances, performance of grocery shopping activities as necessary and preparation of meals.
8. Assist with personal laundry.
9. Participate in the consumer's Individual Service Plan (ISP) meetings if and when requested by the consumer's team.
10. Perform tasks and duties according to the ISP.
11. Recognize changes in the consumer's condition and behavior as well as safety and sanitation hazards, report them to the case manager and record them in the consumer's written record.
12. Document all services provided to the consumer.

SERVICE CATEGORY: Developmental Disabilities

ACTIVITY: Individual Services Resource specialist

OBJECTIVES:

1. Get to know each consumer and their levels of functioning. (This is done by reading past history, talking with the individual, guardian, family, staff, etc.)
2. Develop working timelines in accordance with State guidelines and follow those timelines.
3. Document all contacts with individuals, service providers, family, etc.
4. Attend and report on ISP meetings with the consumer, guardian, provider and other requested to attend.
5. Complete the Level of Care paperwork within timelines and submit that information to the proper place(s).
6. Assist in review of Level of Care and most recent ISP for each consumer before the ISP meeting.
7. Gather pertinent information needed to write the ISP.
8. Assist in monitoring services across all service delivery areas by observation, talking with the consumer, talking with family, guardian, and staff, etc.
9. Assist in writing ISP and getting appropriate signatures.
10. Participate in waiver/COG, and division meetings as scheduled/assigned.
11. Help coordinate services on an ongoing basis with consumers, staff, families, guardians, agencies and communities.
12. Assist in developing/maintaining community contacts for purpose of accessing natural supports for consumers.
13. Study the fiscal aspects of Medicaid Waivers, State Supportive Living funds, and local monies and how they interrelate with services. Consider cost/resources and all mandates regarding service plans and its implementation.

SERVICE CATEGORY: Developmental Disabilities

ACTIVITY: Instructor Assistant

OBJECTIVES:

1. Assist instructor in supervision and education of students. Help plan, prepare and present lessons in accordance with written lesson plans; provide tutoring and/or assistance in self-help skills (e.g., self-feeding, dressing, grooming, toileting, etc.), communication and social skills. Assist in the transition process.
2. Assemble and prepare materials for use in class; prepare instructional media; operate media equipment (e.g., audio and visual equipment).
3. Assist other staff in the development and implementation of educational, physical and behavioral development programs. Assist with crisis intervention procedures. Implement behavior management plans. Perform current first aid/CPR techniques as necessary.
4. Assist students getting on and off transportation vehicles.
5. Assist with supervision of students during recreational and social activities; conduct group activities, supervise students in lunchroom, playground, swimming pool, shower/locker room etc. Provide escort during field trips or excursions and physical development activities.
6. Assist in preparing and maintaining records and reports.
7. Perform various school-related clerical responsibilities (e.g., maintain attendance records and reports; collect lunch money; operate copier, mimeograph, etc.)
8. Participate in meetings (IEP, staff meetings, behavior management, parent conferences, etc., as directed by the supervisor) and in-service training sessions.
9. Perform general housekeeping duties e.g., washing tables, sweeping floors, etc., as required; assist with personal hygiene needs of students (e.g., feeding, dressing, toileting including diapering, grooming, etc.).
10. Administer medication and/or perform medical procedures in accordance with applicable policies and/or procedures to ensure the health and safety of individuals.

11. Implement and document individual training in self-help skills (e.g., toileting, self-feeding, bathing, grooming, etc.) language skills, social, vocational, behavior management and all curricular areas.
12. Assist with personal care of students including lifting, positioning, toileting, feeding, catheterizing, G-tube feedings, dispensing medication and other needs as required.

SERVICE CATEGORY: Developmental Disabilities

ACTIVITY: Workshop Specialist

OBJECTIVES:

1. Help provide facility/community-based instructions to adults with developmental disabilities in vocational, self-help and social skills areas.
2. Supervise adults with developmental disabilities during work and/or activities.
3. Participate in developing and implementing individual habilitation plans (IHP) in coordination with interdisciplinary team.
4. Help develop methods and activities to achieve program goals and objectives.
5. Monitor the abilities of adults with developmental disabilities to meet production deadlines and quality control specifications.
6. Help meet production and quality control standards.
7. In conjunction with others, implement appropriate crisis intervention measures.
8. Maintain necessary records and reports in a timely and accurate manner consistent with agency and regulatory standards.
9. Help organize, control, and direct immediate workplace. Ensure consumers are assigned to tasks and jobs adaptable to their skills and abilities.
10. Maintain healthy and safe work environment for consumers. Maintain awareness of health/safety needs of consumers.
11. Monitor non-work time of assigned consumers (i.e., lunches, breaks, buses, field trips, downtime activities, etc.). May be required to transport consumers to and from work sites.

SERVICE CATEGORY: Developmental Disabilities

ACTIVITY: Personal Care Assistant

OBJECTIVES:

1. Help monitor the health, social needs, medical needs, and rights of the consumer.
2. Plan and implement a group activity.
3. Assist with assessments and/or surveys.
4. Assist with consumers and the daily living skills/needs of consumers.
5. Assist with the implementation of consumers Individual Service Plans.
6. Complete a case study of a consumer based upon a face to face interview.
7. Tour two homes of the consumers and also New Hope Industries.
8. Review the residential funding programs, e.g. Medicaid and Supported living, and the documentation required.
9. Research a consumer's specific health concern.
10. Review policies and procedures of company.
11. Review the history of the company.

APPENDICES

**Human and Social Services Program
Southern State Community College**

APPENDICES

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APPENDIX A

Southern State Community College
Human and Social Services (435)
Associate of Applied Science Degree
Total Credits: 64
Effective Fall 2015

COURSES		CREDITS
Fall Semester First Year		
HSSR 1101	Introduction to Human & Social Services	3
HSSR 1120	Method & Procedures	3
HSSR 1140	Racial & Cultural Diversity	3
ENGL 1101	English Composition I	3
PSYC 1110	Principles of Psychology	3
MATH 1115	Math for Business & Social Sciences	3
Spring Semester First Year		
HSSR 1105	Survey of Substance Abuse	3
HSSR 1135	Affective Education & Group Process	3
HSSR 1150	Case Management & Writing in the Helping Professions	3
ENGL 1102	English Composition II	3
PSYC 2207	Human Growth & Development	3
Fall Semester Second Year		
HSSR 2271	Human Services Practicum I	3
PSYC 2275	Abnormal Psychology	3
HSSR 2210	Counseling Theories	3
BIOL 1104	Human Biology I & Lab	4
SOCI 1170	Introduction to Sociology	3
Spring Semester Second Year		
HSSR 2272	Human Services Practicum II	3
HSSR 2211	Counseling Techniques	3
HSSR 2275	Community Mental Health Issues	3
SOCI 1150	Marriage & Family	3
COMM 1115	Fundamentals of Effective Speech	3

APPENDIX A

Southern State Community College
Human and Social Services (435A)
Chemical Dependency Major
Total Credits: 64
Effective Fall 2015

COURSES		CREDITS
First Semester		
HSSR 1101	Introduction to Human & Social Services	3
HSSR 1120	Method & Procedures	3
ENGL 1101	English Composition I	3
PSYC 1110	Principles of Psychology	3
MATH 1115	Math for Business & Social Science	3
SOCI 1107	Introduction to Diversity	3
Second Semester		
ENGL 1102	English Composition II	3
HSSR 1105	Survey of Substance Abuse	3
HSSR 1135	Affective Education & Group Process	3
HSSR 1150	Case Management & Writing in the Helping Professions	3
PSYC 1111	Life Span and Human Development	3
Third Semester		
BIOL 1104	Human Biology I & Lab	4
HSSR 2210	Counseling Theories	3
HSSR 2271	Human Services Practicum I	3
PSYC 2275	Abnormal Psychology	3
SOCI 1170	Introduction to Sociology	3
Fourth Semester		
COMM 1115	Fundamentals of Effective Speech	3
HSSR 2211	Counseling Techniques	3
HSSR 2216	Prevention, Diagnosis, Treatment of Chemical Dependency	3
PSYC 2225	Psychology of Addictions & Family Services	3
HSSR 2272	Human Services Practicum II	3

*Students enrolled in the chemical dependency major must complete their entire practicum experience at a chemical dependency counseling/treatment facility.

APPENDIX B

Southern State Community College Human and Social Services Program

Practicum Self-Assessment

Directions for Completion

This completed document must be submitted to the practicum faculty before your practicum site can be approved. Please thoroughly answer each of the following questions. Your practicum site supervisor may request a copy of your responses.

Students must undergo meaningful self-assessment before they can select appropriate field placements beyond such thoughts as, "I like kids," etc. this form provides a structured method for you to conduct this self-assessment and will assist in making an appropriate match between your expectations, needs, and educational goals and the agency in devising a meaningful practicum experience. REMEMBER! Practicum is not training for a specific job but continuation of your professional education!

Name _____ Date of birth _____

Address _____ Phone _____

1. Name courses taken to date that have prepared you for placement. Include courses in sociology and psychology as well as human and social services. (List accurate titles for classes.)

2. List the main characteristics of your personality (e.g. passive, aggressive, easily intimidated, eager, anxious, shy creative, etc.)

3. List at least five (5) things about you that you consider to be your assets – your strongest points. Be very specific and personal; do not just say, “I think I have good casework skills,” but comments such as “I learn quickly” or “I can handle a lot of pressure” are much more meaningful responses.

4. List at least five (5) things about you that you consider to be your weak points – things you need to work on improving. Do not be general like “I need more training.” Be specific.

5. What kind of climate is necessary in a practicum placement for you to learn or to be really productive and so forth?

6. What do you want from a site supervisor?

7. What do you need from a site supervisor?

8. The following list describes client groups that might be found in some settings. Put an “X” by the ones you would feel most comfortable or most skilled working with; put an “O” by the ones you would feel less comfortable working with; and an “N” by the ones you would rather not work with. Be honest. (All human services workers have some client groups they would rather work with.)

- | | |
|---|--|
| <input type="checkbox"/> Infants | <input type="checkbox"/> Lower income groups |
| <input type="checkbox"/> Children | <input type="checkbox"/> Middle income groups |
| <input type="checkbox"/> Adolescents | <input type="checkbox"/> Transgendered |
| <input type="checkbox"/> The aged | <input type="checkbox"/> Rural clients |
| <input type="checkbox"/> Physically handicapped | <input type="checkbox"/> People who lack education |
| <input type="checkbox"/> Mentally handicapped | <input type="checkbox"/> Blacks |
| <input type="checkbox"/> Emotionally/mentally disturbed | <input type="checkbox"/> Hispanics |
| <input type="checkbox"/> Hostile client (involuntary) | <input type="checkbox"/> Whites |
| <input type="checkbox"/> Law offenders | <input type="checkbox"/> Asians |
| <input type="checkbox"/> Unwed mothers | <input type="checkbox"/> Native Americans |
| <input type="checkbox"/> Homosexuals/lesbians/gays | <input type="checkbox"/> Dying patients |
| <input type="checkbox"/> Drug abusers | <input type="checkbox"/> Women having abortions |
| <input type="checkbox"/> Child abusers | <input type="checkbox"/> Grossly obese persons |
| <input type="checkbox"/> The disfigured | <input type="checkbox"/> Appalachian descent |
| <input type="checkbox"/> Non-English Speakers | |

Use the following space to identify other client groups you would feel comfortable *or* uncomfortable with.

9. What are your short-range goals?

10. What do you see yourself doing two to three years from now?

11. Is there anything that might interrupt your practicum experience during this semester?

12. Considering your responses to the previous questions and your current situation and desires, what kind of setting would you want for your practicum placement? List several types of agencies.

13. In question #12 you indicated the kind of agency setting you want. Is that the same as what you need for your development? If so, state this. If not, answer the question again substituting the word need for want.

14. Review your answers to all the previous questions. Is there anything you expect from your practicum placement that has not been covered? If so, list below and comment on each.

15. What are your specific goals for practicum?

16. List below your human services related job experience and volunteer work.

17. List below any previous work experience and volunteer work that is unrelated to the human services field.

I am aware that this information may be released to prospective practicum site agencies.

Signature _____ Date _____

APPENDIX C

Southern State Community College
Human and Social Services Program

PRACTICUM EVALUATION GUIDE FOR SITE SUPERVISOR

Directions

Objectives are to be stated in terms of behaviors that are observable and measurable. Whereas there is no specific number of objectives required, there should be enough objectives to satisfy the number of hours required of the student as well as to challenge the student to acquire new knowledge and skills, or to improve those the student already possesses. In addition, there should be a sufficient number of objectives to provide the student with adequate opportunities to learn as much as he/she can about the facility's services, the community resources the agency uses, and the client/consumer group(s) the facility serves.

The student will develop the objectives in consultation with the site supervisor and will be approved by the practicum faculty. These objectives and the difficulty level of each will be entered on subsequent pages. Objectives are considered difficult if they require 1) acquisition of new knowledge and skills vs. doing what a student has done before, 2) significant preparation prior to implementing the objective, and 3) application or acquisition of special skills due to the challenge presented by a subject's behavior (e.g., supervising troubled teens or teaching language to a child with autism). Remember to include mandatory objectives (if any). To assign difficulty levels, use a scale of 1 to 10.

This form is to be completed by the site supervisor twice a semester in advance of the evaluation meeting with the student. Once completed, it will be discussed with the student. Strengths should be identified. Problem areas need to be clarified and discussed. The most helpful feedback is direct and honest.

The college grading scale is as follows.

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F

Please indicate in the appropriate space between the numbers on the following pages what point grade you recommend the student receive.

APPENDIX C

Southern State Community College
Human and Social Services Program

Practicum Objectives Evaluation (points recorded by site supervisor)

Please circle one: **Mid-term Evaluation** or **Final Evaluation**

Student: _____
Site Supervisor: _____
Practicum Faculty: _____

Site: _____
Practicum Course #: HSSR _____
Year: _____ Semester: _____

<u>Objective</u>	<u>Point Scale</u>				
	Failure	Poor	Satisfactory	Good	Superior
1. _____ _____ _____					
Difficulty Level: _____	0____41	42____48	49____55	56____62	63____70

Comments:

<u>Objective</u>	<u>Point Scale</u>				
	Failure	Poor	Satisfactory	Good	Superior
2. _____ _____ _____					
Difficulty Level: _____	0____41	42____48	49____55	56____62	63____70

Comments:

<u>Objective</u>	<u>Point Scale</u>				
	Failure	Poor	Satisfactory	Good	Superior
3. _____					

Difficulty Level: _____	0____41	42____48	49____55	56____62	63____70
Comments:					

<u>Objective</u>	<u>Point Scale</u>				
	Failure	Poor	Satisfactory	Good	Superior
4. _____					

Difficulty Level: _____	0____41	42____48	49____55	56____62	63____70
Comments:					

Objective

Point Scale

5. _____

Difficulty Level: _____

Failure

Poor

Satisfactory

Good

Superior

0____41

42____48

49____55

56____62

63____70

Comments:

6. Objective _____

Difficulty Level: _____

Failure

Poor

Point Scale

Satisfactory

Good

Superior

0____41

42____48

49____55

56____62

63____70

Comments:

7. Objective _____

Failure

Poor

Point Scale

Satisfactory

Good

Superior

Difficulty Level: _____

0____41

42____48

49____55

56____62

63____70

Comments:

8. Objective _____

Failure

Poor

Point Scale
Satisfactory

Good

Superior

Difficulty Level: _____

0____41

42____48

49____55

56____62

63____70

Comments:

9. Objective _____

Failure

Poor

Point Scale
Satisfactory

Good

Superior

Difficulty Level: _____

0____41 42____48 49____55 56____62 63____70

Comments:

10. **Objective**

Difficulty Level: _____

Failure Poor **Point Scale**
Satisfactory Good Superior

0____41 42____48 49____55 56____62 63____70

Comments:

11. **Objective**

Failure Poor **Point Scale**
Satisfactory Good Superior

Difficulty Level: _____

0____41

42____48

49____55

56____62

63____70

Comments:

Summary Comments:

Compute the average of all the grades (points) for completion of objectives. Enter that average here: _____

Average difficulty level of objectives (circle one): 1 2 3 4 5 6 7 8 9 10

Least Difficult

Most Difficult

Professionalism Evaluation
(Completed by Site Supervisor)

Please circle one: **Mid-Term Evaluation or Final Evaluation**

Student's Name _____ Semester/Year _____

Directions: Please rate the student on each of the following behaviors. Provide specific behavioral examples whenever possible. The more thorough, honest, and direct you are, the more helpful the evaluation will be to the student's growth as a professional.

<u>Point Scale:</u>	Failure	Poor	Satisfactory	Good	Superior
0____11	12____13	14____15	16____17	18____20	

1. DEPENDABILITY: reports to facility as scheduled.
0____11 12____13 14____15 16____17 18____20

2. ACCEPTING FEEDBACK: Seeks and accepts feedback and adjusts behavior accordingly.
0____11 12____13 14____15 16____17 18____20

3. FOLLOWS SUPERVISION: Accepts supervisor's directions and carries out assignments as instructed.
0____11 12____13 14____15 16____17 18____20

4. INITIATIVE: Takes initiative in completion of objectives. Does not wait to be told what to do.
0____11 12____13 14____15 16____17 18____20

5. RELATIONSHIP WITH STAFF: Relates effectively and professionally with supervisor and other staff.
0____11 12____13 14____15 16____17 18____20

6. RELATIONSHIP WITH CLIENTS: Relates effectively and professionally with clients.
0____11 12____13 14____15 16____17 18____20

7. COMMUNICATION SKILLS: Communicates well verbally and in writing.
0____11 12____13 14____15 16____17 18____20

8. **FOLLOWS RULES:** Adheres to policies and procedures of facility.

0____11 12____13 14____15 16____17 18____20

9. **JUDGMENT:** Demonstrates good judgment in everyday situations and in challenging or critical situations.

0____11 12____13 14____15 16____17 18____20

10. **GROOMING AND HYGIENE:** is neat and clean in appearance and dresses consistent with rest of staff.

0____11 12____13 14____15 16____17 18____20

Summary Comments:

Compute average of professionalism scores (points) above and enter here: _____

APPENDIX D

Southern State Community College
Human and Social Services Program

Recommendation of Work-Experience Component of Practicum Grade (Completed by Site Supervisor)

Please circle one: **Mid-term Evaluation** or **Final Evaluation**

Student's Name: _____ Site: _____

Site Supervisor's Name: _____ Semester: _____ Year: _____

Practicum Instructor Name: _____

<u>Criteria</u>	<u>Scale of Points</u>	<u>Points</u>
1. How well objectives were completed	0 – 70	_____
2. How difficult objective(s) are/were	1 2 3 4 5 6 7 8 9 10	_____
3. Professional behavior	0 – 20	_____
Total maximum points – 100		Total earned _____
Grade Recommendation _____		

Southern State Community College Grading Scale

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = F

Site Supervisor's Signature: _____

Practicum Faculty Signature: _____

Signature of Student *: _____

*The student's signature indicates that the student has met with the site supervisor to review performance and the grading procedure. It does not necessarily signify agreement with the final grade recommendations.

APPENDIX E

Human and Social Services
Southern State Community College

PRACTICUM Site Approval Form

Completed form must be submitted to practicum instructor for approval of practicum site.

Student's Name _____ Date _____

Planning to begin practicum experience: Semester _____ Year _____

Potential practicum site: _____

Address _____

City, State, Zip _____

Phone number: _____

Student's major: ☐ Human and Social Services (generalist) ☐ Chemical Dependency

NOTE: Students majoring in Chemical Dependency must complete the entire practicum experience at a chemical dependency counseling/treatment facility.

Is this site a chemical dependency counseling/treatment facility? ☐ Yes ☐ No

Faculty use only:

Requested site: ☐ approved ☐ not approved

Signature of Practicum Instructor: _____

Date: _____

NOTE: Requested practicum site has not been approved until indicated and signed by practicum instructor.

APPENDIX F

Southern State Community College Human and Social Services Practicum

Time Sheet

Submit to Practicum Faculty at end of week 7 and end of week 15

Student _____ Agency _____

Date	Time Sign-in	Time Sign-out	Hours	Initials of Supervisor
Week 1				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Week 2				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Week 3				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Week 4				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 5				
Monday				
Tuesday				
Wednesday				
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Week 6				
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Week 7				
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Week 9				
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Week 10				
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Saturday				
Week 11				
Monday				
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Wednesday				
Thursday				
Friday				
Week 12				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Week 13				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 14				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week 15				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Site Supervisor's Signature (mid-term) _____

Total Hours (mid-term) _____

Site Supervisor's Signature (final) _____

Total Hours (final) _____

NOTE: Time sheet must be signed by site supervisor for both mid-term and final. Total hours at mid-term and final must also be calculated.

APPENDIX G

Southern State Community College
Human and Social Services Program

Weekly Practicum Log Sheet

Name _____ Week beginning _____

1. How many hours did you work at your agency site this week?

2. Describe this week's activities, events, schedule:

3. How were you involved in these events, or activities specifically? (In other words, what did you do?)

4. Which of your practicum objectives were related most closely to each of the activities listed above?

5. Who did you work with? Describe their primary job role and/or duties.

6. What did you learn? Did you acquire any new skills, or sharpen any old ones?

APPENDIX H

Southern State Community College
Human and Social Services Program
Student Feedback about Site Supervision

Student's Name: _____

Site Supervisor's Name: _____

Agency: _____

Semester/Year: _____

Directions: The student is to make an evaluation of the supervision provided by his/her site supervisor. Circle the number which best represents what you think about the supervision received. This is to be turned in to the practicum faculty.

	Not Helpful	Adequate	Most Helpful
1. Gives time and energy in observing and in answering questions.	1 2	3 4	5 6
2. Accepts and respects me as a person.	1 2	3 4	5 6
3. Recognizes and encourages further development of my strengths and capabilities.	1 2	3 4	5 6
4. Gives me useful feedback when I do something.	1 2	3 4	5 6
5. Provides me the freedom to develop flexible and effective approaches.	1 2	3 4	5 6
6. Encourages and listens to my ideas and suggestions for developing my skills.	1 2	3 4	5 6
7. Provides suggestions for developing my skills.	1 2	3 4	5 6
8. Helps me to understand the implications and dynamics of the approaches I use.	1 2	3 4	5 6
9. Encourages me to use new and different techniques when appropriate.	1 2	3 4	5 6
10. Is spontaneous and flexible in the supervisory sessions.	1 2	3 4	5 6
11. Helps to define and achieve specific concrete objectives for myself during the practicum experience.	1 2	3 4	5 6
12. Allows me to discuss problems I encounter in my practicum setting.	1 2	3 4	5 6

[illegible]

APPENDIX I

Southern State Community College Human and Social Services Program Student Professional Liability Insurance Program

Coverage Required:

Students enrolled in the Human and Social Services Technology program are required to purchase professional liability insurance before beginning the practicum experience. Contracts for student clinical experience with outside agencies and institutions require this insurance coverage before a student is allowed to participate in a practicum or clinical experience.

Why You Are Covered Under the Student Liability Insurance Program

Over the past several years, there have been a number of claims nationwide involving students. These claims include error, negligence, and omission. As a student, you have a definite personal responsibility for your own activities in your contact with clients, even though you are not yet licensed, registered, or otherwise accredited for your profession.

Coverage *

Payment is made by the insurance company on claims arising out of a “medical incident.” That is any act or omission in the furnishing of professional services. Coverage terminates upon graduation.

Cost

First-time students enrolled in their first practicum course pay a \$18 premium. The professional coverage extends from the beginning of the first semester of practicum for a one year period. At that time, another \$18 premium will be charged if all required practicums have not been completed.

To purchase the insurance – Log into MyRecords and go to **Student > Account Information**. Click on the “**Make a Miscellaneous Payment**” link, From the “**Description**” drop-down menu, choose ‘Human Services Insurance’ from the payment options listed, Then click on the “**Submit**” button, “**Credit Card**” will automatically be selected for you on the next screen. Click “**Continue.**” After you have entered your **credit card information, billing address, and e-mail address**, click on the “**Continue**” button, A **receipt** containing your transaction information will be emailed to you. It will be ‘**From:** Auto-Receipt [<mailto:noreply@mail.authorize.net>]' and have ‘**Subject:** Transaction Receipt from Southern State Community College for \$... (USD).’ **provide a copy of the receipt(s) to Angie Devilbliss at adevilbliss@sscc.edu.** Keep a copy of the receipt(s) for your records.

**** If you are unable to pay via the web you can use the automated Pay by Phone option. You will need to have your Student ID# and the amount you want to pay ready. Call 1-800-628-7722. When asked if you know your parties extension, hit the # key, you will be transferred to the automated line.*

No refunds will be made for unexpired coverage due to drop-outs.

Limits of Professional Liability

Pay up to \$1,000,000 for each incident; up to \$3,000,000 aggregate.

You Are Not Covered for

1. Operation of a motor-driven vehicle
2. Engaging in an unrelated business or profession
3. Act, errors or omissions of any insured that are dishonest, criminal or malicious

*It is not possible in this format to include all of the benefits and limitations of the policies referred to in this summation. In the event of a loss or claim, the specific terms and limits of the policy will apply. For further information regarding these policies and actual benefits, limitations, exclusions or reductions, please contact the College Business Office.

APPENDIX J

Southern State Community College Waiver of Responsibility

Professional Experience Human and Social Services Program

The undersigned student acknowledges and agrees that:

1. He or she has undertaken practicum at a site (or sites) assigned by the College during the student's enrollment at southern State community College, and that this experience is a requirement of the program.
2.
 - a. The student IS NOT covered under worker's compensation attributable to Southern State Community College on account of the program or the experience.
 - b. The student IS NOT covered by medical insurance attributable to Southern State Community College on account of the program or the experience.
 - c. The student IS covered by professional liability insurance attributable to Southern State Community College on account of the program or experience with limits and exclusions as noted on the descriptive page attached hereto.
3. While Southern State Community College has no knowledge of any condition with respect to the employment which could cause injury to the student while exercising reasonable care, Southern State Community College makes no other representations of any kind involving the experience.

Date

Student's Signature

Printed Name

Social Security Number

APPENDIX K

Southern State Community College And Cooperative Social Agency Agreement

THIS AGREEMENT between Southern State Community College and _____
_____ (Agency) effective
beginning _____ (date).

Intention of either party not to renew this agreement shall require notice to the other party at least six (6) months prior to June 30 of any year.

The instructor(s) supervising the practicum from Southern State Community College will herein be known as the "Practicum Faculty."

The delegate(s) supervising the practicum from Southern State Community College will herein be known as the "Practicum Faculty."

The following contents will specify the responsibilities of the Site Supervisor(s), the Practicum Faculty, and the student(s).

- I. The Site Supervisor will be responsible for:
 - A. Record of Attendance
 - B. Orientation to the agency
 - C. Assist the student in developing appropriate objectives for the student's experience.
 - D. Assist with compliance with goals and objectives for practicum course
 - E. Evaluation of the student
 - F. Setting up appropriate meeting with the student for supervisory conferences.
 - G. Making decisions regarding appropriate access to client files (records) pertinent to the mutually identified goals and objectives of a student in placement.
- II. The Practicum Faculty will be responsible for:
 - A. Developing goals and objectives for the Practicum course.
 - B. Approving student placement in Practicum.
 - C. Initially assisting in developing expectations for Practicum with the student and site supervisor.
 - D. Developing and interpreting evaluation materials.
 - E. Follow-up consultation with student at mid-term.
- III. Follow-up consultation with student at end of semester for evaluation purposes.

IV. The student will be responsible for:

- A. Being present at the agency site during agreed-upon hours (totaling 16 hours per week and 160 hours per semester).
- B. In consultation with the site supervisor, create practicum objectives and submit those objectives to the Practicum faculty.
- C. Fulfillment of Practicum objectives, completion of Practicum time sheets and logs, and submission of appropriate documentation to Practicum faculty.
- D. Reporting to the site supervisor any projected absences and arranging a make-up time.
- E. Abiding by the existing rules and regulations of the agency.
- F. Providing their own transportation to and from the agency.

V. Liabilities

- A. The site supervisor, having related the situation to the practicum faculty, may at any time dismiss a student from their facility whenever the student's activities are detrimental to the client and/or facility. If confidentiality is threatened, then immediate dismissal is the right of the agency.
- B. The student is required to have his/her own liability insurance.

The Agency hereby agrees that it will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the above named agency has the responsibility to provide under the existing clinical agency agreement with Southern State Community College.

The Agency further agrees that it will comply, to the extent applicable to it, with Title IX of the Education Amendments of 1972 (P.L. 92-318) to the end that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity for which the above named agency has the responsibility to provide under the existing clinical agency agreement with Southern State Community College.

Mutual Responsibilities

The Administration of the Agency providing the Practicum and the Faculty of the Human Services Department of Southern State Community College shall cooperate in formative and summative evaluation of the program. Periodic meetings shall be scheduled as necessary.

Date _____ Signed _____
President
Southern State community College

Date _____ Signed _____
Practicum Faculty
Human and Social Services
Southern State community College

Date _____ Signed _____
Chief Administrator (Agency)

Date _____ Signed _____
Site Supervisor(s) – (Agency)

All signatures above are required.

Agency Name: _____

Street Address: _____

City, State, Zip Code: _____

Contact Person: _____

Telephone Number: _____

Fax Number: _____

I. COURSE TITLE: Human Services Practicum I

COURSE NUMBER: 2271

CATALOG PREFIX: HSSR

II. PREREQUISITE: Must be enrolled in Human and Social Services program, have a minimum of 30 credits with a C or better in every course completed from the plan of study; and must be entering final year of Human Services program with a definitive plan to graduate by the end of Spring semester; and permission of instructor.

III. CREDIT HOURS: 3
LABORATORY HOURS: 0
PRACTICUM HOURS: 16

LECTURE HOURS: 1
OBSERVATION HOURS: 0

IV. COURSE DESCRIPTION:

A 240 hour placement in local social services agency under professional supervision. Provides on the job training for students including development of human services skills, integration of human services theories and skill based training, professional documentation. The course includes a one hour per week seminar on-campus, focusing on discussion of learning experiences encountered in the practicum setting. Students will become familiar with the operations of a human services agency; including client/staff interaction and employee responsibilities.

V. ADOPTED TEXT(S):

None

VI. COURSE OBJECTIVES:

At the completion of this course students will be able to:

1. Demonstrate ability to apply human services theory to assigned practicum tasks.
2. Discover vocational interest in working with practicum client populations and organizational scope of practice.

VI. COURSE OBJECTIVES: continued

3. Demonstrate ability to adhere to human services ethics and values during practicum.
4. Complete documentation of practicum activity through progress notes and field experience learning log.
5. Demonstrate basic professional work skills.
6. Identify community resources related to human services practice area of interest.
7. Describe integration of practicum experience with human service theory and practice.
8. Identify ethical issues related to human services practice.

VII. COURSE METHODOLOGY:

VIII. GRADING:

The grading scale will follow the policy in the college catalog.

90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
Below 60 = F

IX. COURSE OUTLINE:

Students will be responsible for 16 hours of work per week for 15 weeks at their approved practicum site (must total 240 hours per semester).

Students will familiarize themselves with agency and departmental policies and procedures.

Students will report to the practicum site on time and on the days scheduled. In case of unavoidable absence, the site supervisor is to be notified by the time you would normally report to the site. Arrangements for making-up the time lost will be arranged with the site supervisor.

IX. COURSE OUTLINE: continued

Students will abide by all policies and regulations of the agency. Dress shall be appropriate in keeping with the norms of the agency employees.

Students shall practice confidentiality as directed by site supervisor and general practice of the agency site.

Students will project a positive image of the agency and the college.

Issues of discussion: differing styles of supervision; division of responsibilities within the agency; learning environment versus the professional environment; sharing learning experiences; and peer support.

X. EVALUATION:

At the discretion of the instructor, evaluation may be based on any or all of the following: completion of practicum objectives, professional behavior, submission of required documentation, final exam, mid-term exam, progress reports, chapter tests, quizzes, term papers and themes, class projects, attendance, class participation, and other assignments.

XII. SPECIFIC MANAGEMENT REQUIREMENTS:

Student Responsibilities: To meet the objectives of this course, students are expected to attend all scheduled classes, complete practicum requirements, study the text, complete assignments, contribute to class discussions, and act as responsible adults. Students are responsible for making up work missed due to absence as permitted by the instructor.

Instructor Responsibilities: the instructor will enhance and expand the meaning and application of the subject matter covered throughout the course. At the beginning of each semester, the instructor will distribute syllabi listing all course requirements. The instructor will facilitate class discussion and be available for individual student conferences.

I. COURSE TITLE: Human Services Practicum II

COURSE NUMBER: 2272

CATALOG PREFIX: HSSR

II. PREREQUISITE: HSSR 2271, must be enrolled in Human and Social Services program, have a minimum of 30 credits with a C or better in every course completed from the plan of study, and permission of instructor.

III. CREDIT HOURS: 3
LABORATORY HOURS: 0
PRACTICUM HOURS: 16

LECTURE HOURS: 1
OBSERVATION HOURS: 0

IV. COURSE DESCRIPTION:

This course is designed as a continuation of practical experience and provides an additional 240 hours in a human services agency. Students will increase their level of responsibility in implementing human services skills. Supervision will be provided by a qualified professional. The course includes a one hour per week seminar on-campus, focusing on discussion of learning experiences encountered in the practicum setting. Students will become familiar with the operations of a human services agency; including client/staff interaction and employee responsibilities.

V. ADOPTED TEXT(S):

None

VI. COURSE OBJECTIVES:

At the completion of this course students will be able to:

1. Demonstrate ability to apply human services theory to assigned practicum tasks.
2. Discover vocational interest in working with practicum client populations and organizational scope of practice.
3. Demonstrate ability to adhere to human services ethics and values during practicum.

VI. COURSE OBJECTIVES: continued

4. Complete documentation of practicum activity through progress notes and field experience learning log.
5. Demonstrate basic professional work skills.
6. Identify community resources related to human services practice area of interest.
7. Describe integration of practicum experience with human service theory and practice.
8. Identify ethical issues related to human services practice.

VII. COURSE METHODOLOGY:

VIII. GRADING:

The grading scale will follow the policy in the college catalog.

90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
Below 60 = F

IX. COURSE OUTLINE:

Students will be responsible for 16 hours of work per week for 15 weeks at their approved practicum site (must total 240 hours per semester).

Students will familiarize themselves with agency and departmental policies and procedures.

Students will report to the practicum site on time and on the days scheduled. In case of unavoidable absence, the site supervisor is to be notified by the time you would normally report to the site. Arrangements for making-up the time lost will be arranged with the site supervisor.

Students will abide by all policies and regulations of the agency. Dress shall be appropriate in keeping with the norms of the agency employees.

IX. COURSE OUTLINE: continued

Students shall practice confidentiality as directed by site supervisor and general practice of the agency site.

Students will project a positive image of the agency and the college.

Issues of discussion: differing styles of supervision; division of responsibilities within the agency; learning environment versus the professional environment; sharing learning experiences; and peer support.

X. EVALUATION:

At the discretion of the instructor, evaluation may be based on any or all of the following: completion of practicum objectives, professional behavior, submission of required documentation, final exam, mid-term exam, progress reports, chapter tests, quizzes, term papers and themes, class projects, attendance, class participation, and other assignments.

XII. SPECIFIC MANAGEMENT REQUIREMENTS:

Student Responsibilities: To meet the objectives of this course, students are expected to attend all scheduled classes, complete practicum requirements, study the text, complete assignments, contribute to class discussions, and act as responsible adults. Students are responsible for making up work missed due to absence as permitted by the instructor.

Instructor Responsibilities: the instructor will enhance and expand the meaning and application of the subject matter covered throughout the course. At the beginning of each semester, the instructor will distribute syllabi listing all course requirements. The instructor will facilitate class discussion and be available for individual student conferences.

APPENDIX M

Core Function Area Requirements for Chemical Dependency

The number of hours to be spent in practical experience in the twelve core function areas shall, at a minimum include:

Practical Experience Hours

Screening	Ten (10) Hours
Intake	Ten (10) Hours
Orientation	Ten (10) Hours
Assessment	Ten (10) Hours
Treatment Planning	Twenty-five (25) Hours
Individual Counseling	Thirty (30) Hours
Group Counseling	Thirty (30) Hours
Family Counseling	Twenty (20) Hours
Case Management	Fifteen (15) Hours
Crisis Intervention	Ten (10) Hours
Client Education	Ten (10) Hours
Referral	Ten (10) Hours
Reports and Record Keeping	Twenty (20) Hours
Consultation with Other Professionals	Ten (10) Hours

The remaining practical experience hours may be spent in any of the above areas as determined necessary by the supervisor and the applicant.

The supervisor shall provide verification that the applicant has obtained the required three hundred thirty (330) practical experience hours in the twelve (12) core functions. A verification of tasks form shall be completed and signed by the supervisor.