



**Human Services Delivery and Administration
Field Placement Manual**

***University of North Georgia
Department of Sociology & Human Services***



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Welcome to the Human Services Delivery and Administration (HSDA) Baccalaureate Program at the University of North Georgia Department of Sociology and Human Services!

Human Services is a profession in which students study both the art and science of helping people to solve problems and achieve goals at micro, mezzo, and macro levels. Working in roles such as activists, advocates, brokers, coordinators, educators, mediators, negotiators, group facilitators, practitioners, and researchers, human services professionals help persons enhance their social functioning. Human Services students learn both via classroom and field education. Both components are critical elements in helping students to learn about themselves and others. Students will find that their experiences as interns in field agencies will help them to integrate theory and practice into real life scenarios. This manual will serve as a resource for students and field supervisors. The faculty and staff stand ready to help you as you proceed. We look forward to working with you as you work toward your academic and career goals.

Note: All students enrolled in HSDA 3200/3201/4200/4200 are covered under a volunteer insurance policy for performance of duties necessary to carry out volunteer assignments made by the Policyholder or a Participating Volunteer Organization.

Program Overview

Humans Services Program Definition of Generalist Practice:

Grounded in a person in environment perspective and utilizing a flexible theory base, generalist human services practitioners apply broad interdisciplinary knowledge and skills to effectively implement a problem-solving and goal setting process with diverse populations which builds from a client's unique set of strengths and available resources.

Human Services Program Goals:

1. Provide students with a liberal arts perspective which focuses on written and oral communication skills; effectively applying knowledge in the areas of social, biological, and behavioral sciences; and appreciating the values of other cultures.
2. Help students develop a worldview consistent with major social and science knowledge, skills, and values including a basic respect for human dignity, equality, and justice, and a positive respect for cultural and social diversity.
3. Prepare students for professional practice with individuals, families, small groups, organizations, and communities.

Purpose of Field Placement:

Field instruction is a required component of the Human Services Delivery and Administration curriculum and occurs throughout the students' academic experience. *It is in a very real sense the capstone of the HSDA program.* Field instruction provides the opportunity for students to integrate theory learned in the classroom and apply skills in a professional setting. Agencies where University of North Georgia HSDA students perform field placements are approved by the HSDA program faculty, and are located throughout Gainesville and the surrounding area. Students must formally apply to and be accepted to Field Placement.

HSDA Student Learning Objectives:

Upon completion of the program, including field instruction, students will:

1. Understand and be conversant with the historical development and scope of human services.
2. Possess knowledge, theory, and an understanding of interactions within human systems, including individual, interpersonal, group, family, organizational, community, and society.
3. Understand conditions that promote or limit human functioning, and be able to address limitations through accommodations for those conditions.
4. Be able to use knowledge and skill training in systematic analysis of the services needed; selection of appropriate strategies, services, or interventions; and evaluation of outcomes.
5. Possess knowledge and skills in information management and be able to use them appropriately.

6. Possess knowledge and skills in human services interventions that are appropriate to the baccalaureate level of education.
7. Possess knowledge, theory, and skills in the administrative aspects of the services delivery system and be able to utilize them appropriately.
8. Be conversant with human services values and attitudes and their application in practice.
9. Develop his or her interpersonal skills to a Human Services Professional level.
10. Be aware of his or her own values, personalities, reaction patterns, interpersonal styles, and limitations and how this effects professional interactions.
11. Feel confident as Human Services Professionals as quality supervised field experiences have enabled them to experience a work environment and understand professional expectations.

Student Professional Liability Insurance:

Students are required to purchase one million dollars of liability insurance through American Professional Agency for direct service and administrative service learning placements for duties performed as part of your school curriculum. Students must submit an electronic copy of their insurance certificate and a paper copy to UNG prior to beginning their service learning hours.

The twelve-month coverage is approximately \$25. The insurance can be obtained online at the link provided below. In some cases, students may be asked to submit documentation regard the resolution of any legal actions. The link to purchase the insurance is as follows: <http://www.americanprofessional.com/student/index.htm> (Note: Human Services is a sub listing in the student application under the mental health category.)

Students should email the certificate of insurance to faculty member or HSDA administrator. You will receive a receipt for payment and your certificate of insurance will be provided after your application is processed.

Background Checks:

Student background checks and fingerprinting may be required depending on the agency where students are placed. Some agencies require finger printing, while other agencies may require standardized psychological assessments. Students are to follow agency procedure as instructed. Please contact the field supervisor if you have concerns about these requirements.

UNG Student Transportation Restriction:

University of North Georgia policy prohibits students from transporting clients/consumers/participants during their service learning placement activities. Students should never place themselves or clients at risk of bodily harm or injury while engaging in service learning activities. Students should immediately consult their Field Supervisor or the field Coordinator if a situation arises that raises any safety issues.

Course Credit:

The Baccalaureate Program of Human Services Delivery and Administration at the University of North Georgia provides three hours of course credit for courses HSDA 3201, HSDA 4200, and HSDA 4201 for successfully completing 150 hours of service learning and other course requirements. Time in class and hours worked with compensation are not accepted for service learning hour credit.

Equal Opportunity and Rights of Those with Disabilities:

The HSDA program is committed to upholding equal opportunities for all, to promoting cultural diversity, and to ensuring that all aspects of the program are carried out without discrimination on the basis of race, color, national origin, gender, age, disability, or status as a veteran. Students with disabilities are protected under the *Americans with Disabilities Act (ADA)* and Section 504 of the *Rehabilitation Act* and may need to request accommodations. The HSDA program will make every effort to assist students with disabilities so they can participate fully in the program. Students who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in Disability Services as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements. Students should also inform the program coordinator of any accommodations that may be necessary during field education at the field site. Students who believe they have been discriminated against are encouraged to consult and follow the student grievance policy as outlined in the UNG Student Handbook, as well as consult with the HSDA Program Coordinator.

Sexual Harassment Policy:

The HSDA program is committed to providing a learning environment free of sexual harassment. Should a situation of sexual harassment be alleged, the HSDA program will adhere to current college policies. If at any time while at a field placement a student experiences discomfort, is threatened or perceives themselves as a target of sexual discrimination or harassment, he or she should notify the program coordinator immediately. *Under these guidelines, however, if a student discloses to a professor a situation of harassment, occurring within the UNG community or in field placement, the professor is not allowed to keep this information confidential, and must follow up according to University procedure.* The program coordinator will take the appropriate steps to ensure college and agency procedures are followed to address the issue. Complete reporting guidelines for sexual harassment can be found in the UNG Student Handbook.

Field Placement Overview

HSDA 3201/4200/4201 provide opportunities for the student to test, integrate, and incorporate into their own practice the knowledge, skills, and values learned in the classroom. Through the experience of field education, students develop and refine their conceptualizations and ways of thinking analytically about human behavior, societal structure, and social policies. Field education therefore is educationally focused and must be guided by the aims of the HSDA program and the needs of students. In addition, field education is designed so that learning can be generalized beyond the specific agency setting.

Course Objectives:

1. To explore the concepts of volunteerism, community service, and service learning together with their significance in American society.
2. To familiarize students with societal problems and the Human Services organizations and agencies that addresses them.
3. To actively participate in a service learning experience.
4. To demonstrate, by way of a project, critical analysis and reflection on the service learning experience.
5. To expose students to practical, community-based applications of Human Services Delivery and Administration.

Goals, Principles, and Outcomes:

The overriding goal of field education is the integration of knowledge, skills, and values into a concept of oneself as a professional and into a style of practice consistent with the knowledge, skills, and values that define the profession of Human Services. The HSDA program uses five general principles to give direction to meeting this goal in the agency setting. Those goals are as follows:

Continuity, refers to the reoccurrence of major curriculum elements - concepts, theories, themes, issues, approaches, and ways of thinking – in various forms in different components of the educational experience. For example, a systems perspective, a problem-solving approach, theories of social change, specific value considerations and concern for self-awareness stem from central elements of the total curriculum, both class and field. These would be considered in a variety of subject areas (e.g. human behavior, policy, research, practice) in many different forms (e.g. readings, lectures, discussions, simulation, and field practice). Continuity, then, is the provision of repeated opportunities for thinking, feeling, and doing those things related to each curriculum element.

Progression, or sequence, refers to the ordering of course content and learning experiences so that expectations placed on students are for increasing levels of knowledge and skills as well as for behavior increasingly congruent with the values of the profession. These escalating expectations may include new perceptions, new use of familiar material, new adaptations of behavior, (thinking, feeling, and doing) as well as increasingly complex understanding and use of self on the part of the student.

Integration refers to the interrelatedness of various curriculum elements and congruence among thinking, feeling, and doing. It results in selecting and organizing content, resources, and experiences so that students identify relationships among various curricular elements. An integrated curriculum also leads students to discover perspectives and practice patterns (ways of thinking and approaching issues and problems) consistent with their increasing sophistication. Field education is particularly conducive to integration because the interrelatedness of various concepts, theories, and themes become apparent in the process of applying them to practice situations.

Transferability refers to the theory that is learned is not limited to use in a particular agency or situation but can be generalized to other circumstances and settings. This suggests that field education must be conceptually oriented, helping students to identify the principles involved in practice and to make linkages with that practice.

Autonomy refers to the development of student initiative, independence, and responsibility. This simply means that field education should be designed so that students become increasingly self-directed. To this end, the field practicum follows a progression of instruction. Students move incrementally, in accord with their practice competence, through the following learning sequence: observation, co-participation, practice under direct (during service) instruction, and supervised professional level practice.

Educational Outcomes

The overall outcomes of field education are geared to help students develop the ability to:

1. Demonstrate the development of a professional use of self in the helping process and the methods of inquiry for continued professional growth and development.
 - a. Demonstrate skills in self-observation and self-awareness focused towards self-directed learning.
 - b. Function within an agency setting under direct supervision
 - c. Apply and develop critical thinking skills.
2. Provide direct service to individuals, families, groups, and communities through:
 - a. Linking people with systems that provide them resources, services, and opportunities.
 - b. Engaging client systems in obtaining and delivering social services through the problem-solving process.
3. Analyze social welfare programs and policies and their impact on the delivery of social services for self, client, agency, and community.

These goals, principles, and outcomes are meant to act as a general guide as circumstances in field education are unique. Agencies vary in size and complexity, in types of services provided, in the approaches to provision of service, in the

background and or orientations of the field supervisors, in the responsibilities agencies and field supervisors are willing to give students, and in the populations served. Although these variations bring richness to the field curriculum, to achieve the goals of preparing professionals equipped for autonomous practice rather than skilled technicians equipped for only one intervention mode in one agency setting, the academic and field supervisors must work together to assure that field settings serve the educational goals of preparing the generalist human services practitioner.

To facilitate this focus, the availability of basic specified learning opportunities for all students must be ensured. A learning contract specifying learning objectives provides a framework for discussion between the program and agency (student and supervisor), to help determine adequate opportunities for achieving program objectives. A learning contract tries, therefore, to facilitate individualization within the framework of diverse field experiences and settings as well as meet program objectives. Learning contracts should not be considered unalterable and can be modified or expanded depending on student competence and need.

Field Placement Hours

The student will spend a minimum of 150 hours in the assigned agency during the semester. This must be scheduled so that students will complete approximately 10 hours per week in the agency. The intern and supervisor will develop a regular work schedule. In the event of a true emergency the student must notify the agency field supervisor **in advance** should the student find it necessary to miss a day at the agency. Students are to coordinate with their supervisor the best way of communicating when in need of a sick day or absence. Students will make arrangements with the agency field supervisor to make up all time missed. Additionally,

- Time to and from home to the agency is not counted.
- If a student leaves their agency and, on the way, home makes a home visit, the time from the agency to the visit is counted, but not the time after leaving the agency task to continue home.
- Any assignments or workshops that require the student to leave the agency's physical location, after reporting for duty, is counted as hours worked, as well as travel time for such events.
- Students can conduct business related projects and activities offsite if assigned or authorized by supervisor.
- Daily logs and time records done at the agency are counted toward agency hours.
- Agency reading for orientation or training is counted toward hours.
- If a student finds that he or she is experiencing "down time," the student should immediately bring it to his or her field supervisor's attention.
- Students should not be doing homework, readings, or assignments for other classes during field internship hours.

Course Grading and Evaluation:

The faculty member will provide class parameters which outline the assignment of points for various required documentation, reporting (time sheets and daily logs),

student presentation, and evaluation of student performance. Student performance monitoring is an ongoing process throughout the semester, your daily logs and written assignments as well as your field supervisor feedback will have input in this process. At the semesters end, a formal service learning performance review is to be completed. The course grade will be satisfactory or unsatisfactory, based on the quality of the work submitted and professional competency demonstrated in the field placement. Removal from service learning placement due to non-professional behavior, noncompliance with policies and procedures, or just cause, would result in a "U" or unsatisfactory grade for the course. Students receiving an unsatisfactory grade will be referred to the Fitness for the Profession Committee to determine if follow up action is appropriate. Authority for assigning your service learning course grade rests with the UNG field Coordinator.

The course is graded as satisfactory or unsatisfactory; to earn a satisfactory grade each student must meet each of the following criteria:

- Successfully complete 150 hours of service learning
- Engage in group activities in at least 12 of 15 classes/groups
- Achieve 70% or greater of the total points for class activities.
- Make a power point presentation of service learning experience
- Complete the required documentation
- Complete end of semester performance review

Field Practicum Learning Expectations

Professional Growth and Development Objectives:

The student will be able to take increased responsibility for acquiring the substantive skills of practice and methods of inquiry for continuing growth and development. In general, this broad objective is demonstrated in two ways. One is expressed in the student's willingness to experience him/herself as responsible for his/her thoughts, feelings, and actions, i.e., to experience these as self-constructed and self-created. The other, a manifestation of the first, is in the exercise of initiative, a proactive stance toward learning essential for accountable and autonomous practice. More specifically, the student will be able to:

- **Apply and test content from the classroom in the field**
Apply and test concepts and skills in specific practice situations; generalize from one situation to another; apply Human Services values and ethics in work with clients and colleagues; identify ethics and dilemmas in professional decision making, (e.g., discuss conflicting obligations and expectations between self, clients, and colleagues); generate observable data for testing applied material and receiving credible feedback from others; at end of year, plan a program of continuing involvement and education.
- **Appropriately utilize the knowledge and skills of the field supervisor for learning**
Identify initial learning needs and interests; actively collaborate in designing and updating of contract; ask questions and prepare agendas for conferences; solicit and use feedback; reach out to other available resources (e.g., clients, other staff), discuss field relevant or field-based classroom assignments with field supervisor.
- **Demonstrate a developing capacity of self-observation and self-awareness** Identify and assess effects of learning style and personal value biases and feelings on performance, especially on issues of human diversity; examine and change behavior when it interferes with successful work; exercise initiative in making practice observable for self and others (e.g., tape recordings, written process recordings, case presentations).
- **Manage time and work demands**
Plan and organize time and the flow of work; complete assignments on time; exercise sound judgment of completing work assignments.

Skills Objectives:

The student will be able to use modes of direct service intervention appropriate to client needs, agency function, and role. In general, and as appropriate to the placement setting, each student will:

- Conduct planned short term services
- Provide supportive counseling services to the family of a client
- Plan and coordinate services to the client
- Co-lead or lead a client group
- Match client with community resources
- Secure community resources for client
- Act as client advocate

Problem Solving:

The student will be able to apply a problem-solving process to work with individuals, families, and groups from assessment through evaluation. More specifically, the student will be able to:

- Make clear, sound, thorough assessments from preparatory generalizations and hypothesis about the client/situation and tune in to the client/situation and self; engage client in collaboration; facilitate initial problem exploration; elicit and collect data within a theoretical perspective (e.g. ecological theory); take into account objective and subjective factors bearing on the client/situation; identify and assess client's strengths, coping capacities, and potential sources of support (e.g. familial, networks, etc.); construct and express with clients a clear and concise definition of the problem; write clear, concise, and thorough summaries; revise assessments as warranted as well as the use of assessments as a basis for action.
- Negotiate clear, mutual, and flexible contracts; clearly state professional purpose and role; elicit client feedback; develop mutual expectations; reach agreement on problem priorities, client and worker tasks, procedures and time frame for work; identify underlying themes impeding contract formulation (e.g. lack of motivation, preoccupation with authority, lack of necessary resources); within a client group setting, facilitate inter-member communication.
- Formulate and implement a plan of action; write and discuss an assessment based plan and a rationale for it; carry out the steps of the problem solving plan of action in collaboration with the client; utilize client's salient physical and social environments (e.g. family, networks, peers, formal organizations); monitor the plan of action with the client; maintain and focus continuity; revise assessments and contracts with changing needs, circumstances, and perceptions.
- Terminate and evaluate the work; institute a series of steps leading to responsible termination, including transfer or referral; summarize with clients their progress over time; credit their achievement and develop next steps with them; identify and assess the effects of termination of self and client; identify and assess the client's movement toward agreed upon goals.

Communication and Interpersonal Skills:

The student will be able to apply skills of interpersonal and communication within the problem solving process.

Communication is a key aspect of professionalism. For instance, when a student is contacted to meet with the field supervisor it is important that a timely response be given and that all requests for appointments by the supervisor are kept. This objective is listed separately to focus attention on the importance of problem solving even though such skills are necessary accomplishments of the problem-solving process.

- Apply core facilitative skills of interpersonal communication. Use accurate empathy to develop understanding of what the client is manifestly expressing and experiencing; communicate respect for the client's

humanness, problem solving capacities, and potential for human growth; use concrete language to assist client to become more specific; show genuineness as a human being in the professional role; summarize the content and process of client contacts.

- Apply challenging skills of interpersonal communication. Use advanced empathy to show understanding of what the client is latently expressing and experiencing; use appropriate self-disclosure to further work on client's problem; use responsible confrontation to challenge client discrepancies and work evasions; use immediacy to examine here and now relational issues impeding work.

Social Policies and Organizational Structure:

The student will be able to describe and assess the impact of social policies and organizational structure on agency services, staff, and self.

- Identify how individual problems relate to larger policy issues; describe ways in which race, social class, gender, and ethnicity impact the agency and the use of services; describe how policies are formulated within the agency through formal and informal needs; describe the culture of work in the agency and assess the impact on staff morale; describe ways in which staff seek to derive satisfactions from their work and how they cope with job-related stresses; identify and describe gaps between the needs of clients and the services available in the agency and the community; describe and assess one's own ways of relating to and working with staff.
- The student will be able to contribute to the process of maintenance and change in the field agency and the community.
- Participate as a member of the agency and/or interagency work groups regarding service and policy issues; on the basis of sound assessment, formulate a well-organized and documented proposal on a relevant agency issue or problem (e.g. a dysfunctional policy, a needed new service, etc.); present a proposal convincingly and work towards its implementation; contribute to the ways in which staff members work with and relate to one another in various agency and interagency work groups.

Additional Field Placement Information:

- There are ***no exemptions*** from fieldwork based on prior experience.
- Fieldwork positions ***are not paid positions***; therefore, paid field placements are not permissible.
- The field placement schedule follows the college calendar. ***The University does not require students to do fieldwork during holidays or exam weeks.*** However, the student and the field supervisor may jointly determine that she/he needs to be present during the holiday periods. The nature of the fieldwork will determine the student's responsibility to the clients during these periods. Some students may need the additional hours in order to complete placement; others may be in agencies where their responsibilities to clients require that they continue working during seasonal breaks.
- ***Students are responsible for informing their field supervisor of their class schedule.***

- Attendance at professional conferences and meetings falling on field time may be counted as field time **at the discretion of the field supervisor**. That decision is based on the field supervisor's judgment of the program's learning opportunities for the student. As a professional learning experience, the field supervisor may expect documentation and discussion of that experience.
- Students are responsible for seeing that field supervisors complete the student evaluation form. After students have read and agreed with the grade assigned by the field supervisor, students should sign the evaluation form and return it to the practicum faculty.

Handling Problem Situations:

On occasion, students may have conflicts with supervisors or other staff members. Students may encounter problems in the working environment or may lack assignments or direction. If such problems occur, the following suggestions may be helpful:

- Discuss the situation with your supervisor; if the problem is with your supervisor, discuss the situation with your professor.
- If your supervisor is not helpful, schedule an appointment with your professor to discuss the situation.
- Professors may meet with the field supervisor and the student at the field placement for a resolution to the problem.
- The HSDA program coordinator should be informed of any situations and may intervene on the student's behalf.
- Students may be transferred to another agency only if the faculty member determines that the agency can no longer provide an appropriate placement or it is in the best interest of the student's professional development to move to a different field placement.

Removal from service learning placement due to non-professional behavior, noncompliance with policies and procedures, or just cause, would result in a "U" or unsatisfactory grade for the course. Students receiving an unsatisfactory grade will be referred to the Fitness for the Profession Committee to determine if follow up action is appropriate. If a student is asked to terminate their placement at the agency due to negative situations or problems **caused by the student**, the student will receive a "U" or unsatisfactory for the course. The student has a right to appeal to the program coordinator and Department Head. They must follow the HSDA appeal procedure; and for violations of student code of conduct as outlined in the UNG Student Handbook, they could be referred to Student Affairs for follow up action.

Academic and Professional Issues:

Fitness for the Profession Policy

Students are subject to the HSDA Fitness for the Profession Policy, which outlines 10 attributes, characteristics and behaviors are important for the success in the field of Human Services. Students will be evaluated every semester to ensure satisfactory progress in their professional and personal progress. If progress is not being made, students will be placed under additional supervision and given an individual plan to address identified issues. Students who fail to progress on a remediation plan, they

may be placed on probation or dismissed from the program. The full Fitness for the Profession Policy can be found on the HSDA Program website and in Appendix ? .

GPA Requirements

Continuation in the HSDA program requires a demonstration of academic ability. A student must maintain a *2.5 GPA in all HSDA coursework* and must pass all required Human Services courses with a C or higher.

NOHS Code of Ethics

A student who does not meet the ethical and academic standards of the Human Services program may be terminated from their field experience. The program coordinator has the authority to take immediate corrective action with regard to student misconduct and unethical or unprofessional performance. In the event that the student is deemed in violation of the National Organization for Human Services (NOHS) *Ethical Standards for Human Service Professionals*, the student will be disciplined and possibly dismissed from the HSDA program. The criteria are outlined below:

Integrity is a basic characteristic required of students in the Human Services program. Although it is not possible to provide an exhaustive list of all types of violations that may result in probation or termination, the following are some examples:

- Misrepresenting or misstating events surrounding an incident involving professional conduct.
- Poor, improper, or unprofessional conduct during practicum or service learning assignments.
- Being under the influence of alcohol and/or other controlled substances during classes or in field placement.
- Unprofessional involvement with a client or supervisor while engaged in practicum activities.
- Breach of professional confidentiality.
- Derogatory comments and/or behavior towards a client.
- Displaying prejudicial behavior and/or attitudes of a client of a different class, race, age, religious, and/or sexual orientation.
- Violation of the *Ethical Standards*.
- Insubordination.
- Stealing.
- Inappropriate professional attitude or disposition.
- Students are expected to be present and time for each shift and all professional commitments.
- Students who must be absent should notify supervisor in advance
- If student is going to be late or absent due to illness or emergency, should notify supervisor as soon as possible.
- Students should inform supervisor of UNG calendar and class schedule, and additional requests for time off should be at least two weeks in advance.

Student Misconduct

HSDA students must abide by the standards of student code conduct required of a

UNG student as outlines in the UNG Student Handbook. The UNG Student Handbook is located on the UNG Website: https://ung.edu/student-involvement/_uploads/files/student-handbook/UNG-Student-Handbook.pdf?t=1519056250902

Agency Requirements and Practicum Provisions

To assure that the field placement is an educational experience in Human Services practice, the student is to be supervised by a person holding a bachelor's degree in a related field and have at least five years professional experience. When this is not possible within the agency, and the setting has sufficient merit for the student's goals and learning, the supervision shall be with one of the HSDA faculty members holding at least an MSW and five years of experience.

1. The internship provides educationally oriented training in Human Services practice supervised by a professional.
2. The internship training provides a setting in which the student can integrate the liberal arts and professional foundation with Human Services practice.
3. The internship provides assignments and activities that enable the student to acquire beginning competency in professional Human Services practice with individuals, families, groups, organization, and communities.
4. The internship provides orientation to agency functions and the opportunity to function within the structure of an organization.
5. The internship offers the student practical experience in agency and organization process and strategies.
6. The internship provides the student an opportunity to see ethical practice which reflects the values of Human Services modeled in a work setting and an opportunity to ask about anything that seems to conflict with Human Services values.
7. The internship provides students opportunities to learn methods of evaluation of practice, programs, and self.
8. The practicum faculty and field supervisor model ethnic-sensitive practice and teach students ethnic competent practice.

Responsibilities of the Agency:

1. Provide a safe learning environment, supervision, and educational experience in Human Services practice.
 - a. Keep contact with the practicum faculty to accomplish the following:
 - b. Integrate the field internship into the agency program.
 - c. Provide a plan for the student's involvement in the agency, including regular supervision, of no less than one hour per week.
 - d. Designate the person in the agency who is to be responsible for the student's experience, as field supervisor.

- e. Discuss with HSDA faculty any problems arising during the field internship.
 - f. Provide evaluations of the student to the practicum faculty.
 - g. Provide training regarding safety and liability issues to the student and field supervisors.
 - h. Provide a preceptor or secondary supervisor when field supervisor is not available to the student.
2. Provide the student with learning experiences in the following areas:
- a. Orientation to agency
Clarification of agency's expectations of the student
 - b. Regular supervisory sessions with the student of not less than one hour per week. (group supervision is acceptable if there is more than one student.)
 - c. Provide student with overview of agency function and culture by allowing student to:
 - i. Observe agency functions.
 - ii. Participate in appropriate agency work.
 - iii. Read records to become familiar with the work of the agency.
 - iv. Read, summarize, and report on reference material for agency records.
 - v. Learn use of agency procedures, recording forms, and statistical methods.
 - vi. Participate in screening of referrals and intakes.
 - vii. Make collateral calls and visits.
 - viii. Contact other agencies when indicated.
 - ix. Provide work that gives responsibility as well as educational experience.
 - x. Participate in and/or observe appropriate staff, committees, and board meetings.
 - xi. Utilize and/or participate in community activities which include the agency.
 - xii. Attend various professional and in-service meetings.

Responsibilities of Field Supervisor:

In order to provide an appropriate experience for students, field supervisors must be conscientious and incorporate intentional learning to the placements. Intentional learning includes: selected tasks, situations, and applications for service assigned to the students. This will be done keeping in mind diversity and the gradual increase in complexity of the experiences.

1. Plan the learning experiences in which the student will participate.
2. Plan, organize, and coordinate with the agency necessary training sessions for the student as it relates to their field practice.
3. Offer weekly group and/or individual supervision sessions related to the professional and personal growth of the student. *Be sure to let the student and practicum faculty know right away if serious problems arise related to the student in his/her role.*

4. Correct logs, case histories, letters, or other material produced by the student.
5. Supervise student's weekly attendance at field placement.
6. Attend the meetings of field supervisors if called by the program coordinator.
7. Be available to the student for informal consultation regarding difficult situations.
8. Stimulate the student to familiarize him/herself with the literature related to the settings, the services and systems under attention.
9. Inform the program coordinator of professional misconduct by the student or perceived barriers to student learning while in field.
10. Ensure a safe learning environment for students. Teach students about safe practice, and teach liability issues. Observe students with these issues in mind.
11. Provide the program coordinator with a resume and field supervisor profile sheet.

HSDA Program, Student and Agency Responsibilities:

The University of North Georgia Department of Sociology and Human Services Human Services Delivery and Administration Baccalaureate program considers field instruction a vital part of the education of students in undergraduate human services education and recognizes the importance of the contribution of the agencies and/or programs where these students are placed. To maintain the educational excellence desired by both parties in this joint program, it is advisable that a specific statement of the responsibilities of both parties be prepared for the benefit of both parties.

Responsibilities of the Human Services Program:

1. The program will provide the agencies with a field manual stating objectives, policies, and content of field instruction.
2. In cooperation with the agencies, the faculty will assign the students to be placed in the agencies and/or programs.
3. The faculty will provide the agency with background information on the student.
4. The faculty will assist the agency in planning an educational program for the student and will be available for consultation whenever problems occur.
5. Human Services program faculty will create continuing education programs for the field supervisors as needed and or requested.
6. The faculty will have the responsibility for evaluating the over-all achievement of the student and will assign grades. Grades will be based on the evaluation of the student by field supervisors, the student's participation in the field experience seminar, and other reports or assignments the faculty requires of the student.

Responsibilities of the Agency:

1. The agency will provide a field supervisor, who has a bachelor's degree in a related field, with five years' experience, and who has sufficient knowledge and experience the program considers essential.
2. The agency will grant the field supervisor necessary time to fulfill responsibilities to the student as defined in the field manual.

3. The field supervisor will plan with the faculty of UNG, a field experience suitable to the student's needs.
4. The field supervisor will accept as objectives: increased knowledge of the profession of human services, expansion of the student's acceptance of human services attitudes and values; and development of skills required at the undergraduate level of professional practice.
5. The field supervisor will provide the student with the opportunity for an ongoing evaluation of her/his performance in the field of human services.
6. The field supervisor will notify the faculty with written reports evaluating the student(s) at the end of each semester.
7. The field supervisor will notify the field placement coordinator as soon as possible, as to the reasons why a student will not be able to complete the field experience or the reasons why the above agreement cannot be fulfilled.
8. Students are not permitted to transport clients in their personal vehicles.