

Bachelor of Science Human Services and Addictions

Field Experience and Seminar Manual

Field Placement Coordinator/Faculty Supervisor

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Table of Contents

Introduction.....	2
HSR Field Placement Experience and Seminar	3
Enrollment in course	3
Placement change procedures.....	3
Course removal or discontinuation.....	4
Student Expectations and Responsibilities	5
HSR Course experiences and responsibilities	6
HSR Field Experiences Site Expectations and Responsibilities	8
Site expectations and responsibilities	8
Field experiences site supervision requirements	9
Field experiences site supervision responsibilities	9
Appendix A: Field Experience Seminar Checklist	11
Appendix B: HSR 304/404 Learning Contract	12
Appendix C: Agency Agreement	14
Appendix D: HSR 304/404 Midterm Evaluation	18
Appendix E: HSR 304/404 Final Evaluation	20
Appendix F: Evaluation Scoring Rubric	23
Appendix G: Field Placement Site Evaluation	24
Appendix H: Attendance Bi-Weekly Logs	26

Introduction

A bachelor's degree in Human services and addictions program at Northern Kentucky University will prepare students to serve within the helping professions across a range of career opportunities. The diverse roles and settings students with a degree in human services and addictions are devoted to confronting barriers and helping individuals within the community enhance their overall quality of life. The human services field can be organized within a range of career opportunities including: healthcare; mental health, including care for persons with intellectual and developmental disabilities and the physically handicapped; social welfare; child care; criminal justice; housing; recreation; education; and rehabilitation services.

At Northern Kentucky University the courses offered in Human Services and Addictions program will inform students of the skills and techniques to help individuals achieve self-sufficiency and overcome adversities. Additionally, students will have the option to complete coursework in substance use and addictions. The completion of this coursework can help prepare students and their pursuit of becoming a certified chemical dependency counselor.

The Human Services and Addictions program will provide unique opportunities to explore roles and positions within the field of human services. A variety of settings work settings are available to those with a degree in Human Services and Addictions. This may include governmental agencies, non-profit organizations, educational systems, hospitals, alcohol and drug treatment facilities, mental health organizations, and residential facilities.

The purpose of this document is to provide information and expectations for completion of the HSR Field Experience and Seminar courses at Northern Kentucky University. This manual will provide an overview of the requirements and expectations for students and the field placement sites involved in the field experience seminar courses.

HSR Field Experience and Seminar Placement Procedures

Students interested in enrollment to HSR 304: Field Experience Seminar and HSR 404: Advanced Field Experience Seminar will need to communicate with the Human Services Field Placement Coordinator with their intent to enroll. The purpose of the field placement experience will provide unique opportunities to explore roles and positions within the field of human services. A variety of settings work settings are available to those with a degree in Human Services and Addictions.

Students will work closely with the Field Placement Coordinator to identify what roles students may be interested in pursuing with an entry level position. This may include governmental agencies, non-profit organizations, educational systems, hospitals, alcohol and drug treatment facilities, mental health organizations, and residential facilities.

Students and Field Placement Coordinator will determine which placement site will fulfill the student needs, scheduling availability, and also align with mission of the placement site. Students will contact the potential sites and request an interview. The student will follow guidance and recommendations of site to complete all requirements for placement confirmation.

Enrollment in Course

Students will work with assigned advisor to ensure all prerequisites are met prior to contact with field placement coordinator. It is recommended students will communicate with field placement coordinator desire to enroll in HSR 304: Field Placement Seminar after meeting with advisor and have completed the following courses.

HSR 100 Society and Human Services

HSR 105 Helping Skills and Techniques for the Human Services Professional

HSR 300 Ethics and Issues for the Human Services Professional (*recommended*)

Students are encouraged to review the Field Experience and Seminar Manual and Field Experience Seminar Checklist (Appendix A).

Students may not enroll in HSR 304: Field Placement Seminar and HSR 404: Advanced Field Placement seminar without meeting with field placement coordinator to discuss field placement. Students will be enrolled in the course only after acceptance and confirmation of placement site.

Students are encouraged to complete HSR 304: Field Experience Seminar and HSR 404: Advanced Field Experience Seminar in consecutive semester to maintain continuity of care with clients within an agency. If students are unable to enroll for consecutive semester, approval must be made with the Field Placement Coordinator and Director of Human Services and Addictions.

Placement Changes Procedures

Changes in placement during the enrolled semester are not encouraged. In the event student withdrawal from the placement may occur for reasons of health, performance, or other

reasonable cause will be preceded by a process of discussion and negotiations between the field supervisor, student and field placement coordinator. If consensus cannot be reached, the field placement coordinator may make another determination to place the student at another site. Students are not permitted to make any placement decision, plans, or changes prior to approval from the field placement coordinator.

Students will have the opportunity to change their selected placement site from HSR 304: Field Experience Seminar when preparing to enroll for HSR 404: Advanced Field Placement Seminar. Students will follow procedures noted under Enrollment in Course to change site placement.

Course Removal or Discontinuation

In the event of any challenges that arise within the field placement experience a discussion should be initiated immediately with the field placement coordinator/faculty supervisor. Discussions should occur between the field placement supervisor, student, and Field Placement Coordinator/faculty supervisor to determine concerns and identify process of remediation.

In the event student withdrawal from the placement may occur for reasons of health, or other reasonable cause will be preceded by a process of discussion and negotiations between the field supervisor, student and Field Placement Coordinator. Circumstances resulting in the termination or withdrawal of the course field experience site will be discussed by the Field Placement Coordinator and Director of Human Services and Addictions.

In some circumstances, a student might perform in the field experience in ways that raise red flags for the site supervisor and/or the field placement coordinator/faculty supervisor. In these cases, a written remediation plan will be developed to address these concerns. The written remediation plan will receive regular input and review by both the field supervisor and the field placement coordinator/faculty supervisor and will include a timeline for student completion. If the student is unable to meet the requirements of the remediation plan, the student may be removed from the site and may fail the course.

Student Expectations and Responsibilities

The purpose of the field placement seminar is to help students translate into practice within a setting the concepts and principles learned in the classroom. Additionally, students would develop and exhibit a professional level of work performance and begin to internalize a sense of professional identity that align to the values and responsibilities of the Code of Ethics of the Human Services Profession.

The following are expectations and competencies that will be evaluated by the HSR 304/404 faculty and site supervisor. The site supervisor will provide an evaluation of the students' performance during midterm and at the end of the semester. Students will be expected to complete an HSR 304/404 Learning Contract (Appendix B) at the beginning of each semester.

The field placement requires 180 hours of experience in the agency setting. Students are expected to conduct themselves in ethical and professional manner.

Professional competencies and specific behaviors to be demonstrated:

- I. Identify as a professional Human Services worker and conduct one's behavior accordingly.
 - a. Practice personal reflection and self-correction to assure continual professional development.
 - b. Attend to professional roles and boundaries.
 - c. Demonstrate professional demeanor in behavior, appearance and communication.
 - d. Utilize supervision and consultation.

- II. Apply Human Services ethical principles to guide professional practice.
 - a. Recognize and manage personal values in a way that allows professional values to guide practice.
 - b. Make ethical decisions by applying standards of the National Organization for Human Services Code of Ethics.
 - c. Tolerate ambiguity in resolving ethical conflicts
 - d. Develop and sustain behaviors that are congruent with the values and ethics of the profession.
 - e. Apply strategies of ethical reasoning in arriving at professional decisions.

- III. Apply knowledge and theory of the interaction of human systems including individual, interpersonal, group, family, organizational, community and societal.
 - a. Analyze models of assessment, prevention, intervention and valuation with all individuals, groups, families, organizations, communities and colleagues.
 - b. Demonstrate effective oral and written communication in working with individuals, groups, families, organizations, communities and colleagues.
 - c. Demonstrate the ability to understand the interconnectedness of all societal systems.

- IV. Develop growth in interpersonal skills through working with individuals, groups and in an administrative capacity.

- a. Demonstrate how to deal effectively with conflict.
 - b. Demonstrate knowledge and understanding of diversity and cultural issues.
 - c. Demonstrate rapport building and development of trust within the agency setting.
- V. Demonstrate awareness of one's own values, strengths, limitations, interpersonal style and reaction patterns.
 - a. Demonstrate understanding of how personal biases can impact dynamics.
 - b. Demonstrate self-awareness of personal and professional values.
 - c. Demonstrate awareness of one's style in the effective use of the professional self.
- VI. Demonstrate progress toward appropriate personal professional goals.
 - a. Develop two personal goals to work on in the field practicum setting.
 - b. Self-monitor progress toward goal and make changes as needed to enhance success.
 - c. Seek opportunities to practice behaviors related to goal.
 - d. Seek appropriate feedback from supervisor and colleagues.

HSR Course Expectations and Responsibilities

Students enrolled in HSR 304: Field Experience Seminar and HSR 404: Advanced Field Experience Seminar will be required to complete 180 hours of experience within an agency setting. Students are expected to complete 180 hours per semester for successful completion and cannot be combined with other semesters. Attendance bi-weekly time logs (Appendix H) will be used to monitor progress, track hours, and identify activities student engaged in within setting.

Students are encouraged to complete HSR 304: Field Experience Seminar and HSR 404: Advanced Field Experience Seminar in consecutive semester to maintain continuity of care with clients within an agency. If students are unable to enroll for consecutive semester, approval must be made with the Field Placement Coordinator and Director of Human Services and Addictions.

The site supervisor and faculty supervisor will evaluate the student during midterm and final evaluations (see Appendix D and E). Students will be expected to adhere to policy of the placement site and requirements of HSR 304: Field Experience Seminar and HSR 404: Advanced Field Experience Seminar course for successful completion.

Students will be rated based on professional competencies on a scale from 0 to 5. A rubric will be provided as a guide for scoring. Each score will be rated as "Proficient," "Independent," "Apprentice," or "Beginner" as described in the rubric (see Appendix F). Students who receive "Needs Improvement" or "Insufficient Evidence" on one or more professional competencies will be considered deficient in performance and may be subject to failure of the course requirements.

Students will also complete a Field Placement Site Evaluation Form (see Appendix G) to evaluate the site placement experience.

Evaluations and forms are subject to change at the faculty supervisor discretion. It is student responsibility to ensure the correct evaluation forms are used for midterm and final evaluations completed by site supervisor.

HSR Field Experience Site Expectations and Responsibilities

The purpose of the field experience is to allow a unique opportunity for students with HSR major to explore career paths within the human services field. The site placement agency will complete an Agency Agreement form (see Appendix C) with Northern Kentucky University to allow for student to complete course requirements of HSR 304: Field Experience Seminar and HSR 404: Advanced Field Experience Seminar.

Students may explore various roles and settings within the human services field. Students will be required to collaborate with field experience coordinator and agency to engage in experiences that will enhance student learning. Students will be asked to engage in activities that will align with the mission and goals of human services professionals.

Site Expectations and Responsibilities

It is expected the site placement will establish guidance and instruction of qualified agency practitioners within the human services field to enrich the educational curriculum. ‘

- The site placement will provide adequate space and facilities for the professional utilization of a student.
- The site placement will provide a variety of activities that align with a generalist approach to human services. This will also include working with students on activities that are appropriate and within their scope of practice and skillsets.
- Student activities will be monitored by the field supervisor and will notify the faculty supervisor if any changes in student performance and progress may arise. Additionally, the field supervisor will notify the faculty supervisor if any changes occur within the agency that may affect the student’s work.
- The site placement reserves the right to determine the number of students that may be placed, dependent upon space, instructional time available, and client population. The site placement will agree to work with students regardless of race, ethnic origin, sex, sexual orientation, age, religion, or disability. Selection of student will be made on the basis of suitability of the site placement’s program to meet educational needs and on the student’s ability to meet the site placements regular requirements.
- The site placement agrees to provide the student’s the opportunity to participate in overall agency program and activities as appropriate to educational needs, educational preparation, practice competence, and skill development.
- The site placement agrees to appoint appropriate personnel to serve as field supervisors on the basis of such qualifications as the Program determines for these positions. The Agency accepts its responsibility in maintaining an educational program of quality including the provision for adequate instructions and supervisory time.
- Student qualifications and educational objectives will be considered by the student, field supervisor, and field experience coordinator during the placement process to ensure agreed upon objectives for the educational experience. Information for accommodations regarding specific difficulties and special needs will be mutually shared.

- The site placement will permit student use of facilities necessary for successful completion of assignments, including office space, access to a telephone, office supplies, and access to client and agency records appropriate to the learning experience.
- The site placement agrees that the student is not considered an employee of the Agency, and will therefore not be eligible for fringe benefits or compensation except for reimbursement of expenses incurred as a part of the learning experience when available.

Field Experience Site Supervision Requirements

The field supervisor is an integral part of NKU's Human Services Field Education Program and a member of the educational team (student, field supervisor and faculty instructor). The human services field student is placed at the agency where the field supervisor is employed.

The field supervisor is a staff member employed at a human services agency and has the practice and experience required for supervision of students. Qualified field supervisors hold either a bachelors' or masters' degree from an accredited institution in human services, counseling, social work, or a related field. If the field supervisor holds a bachelors' degree, two (2) years of post- baccalaureate professional experience is preferred.

Field Experience Site Supervision Responsibilities

The student is required to spend 180 total hours (approximately 12 hours per week) at the Agency. The field supervisor will be required to sign attendance bi-weekly time sheets (see Appendix H) that will be submitted by the student to the field director.

The field supervisor will submit progress reports and evaluation summaries as required by the Program including a midterm and final evaluation (see Appendix D and E). A liaison visit to the Agency by the field faculty member will be arranged each semester and at such other times as may be necessary.

The field supervisor provides a helpful and positive experience for the student in various ways, including:

1. Fostering student application of human services knowledge, values, and skills via agency learning experiences
2. Involving the student in meaningful agency experiences
3. Determining appropriate assignments in conjunction with the student.
4. Instructing the student as to the goals, scope, and operation of the Agency as part of the student's orientation to the Agency.
5. Holding weekly face-to-face 1-hour supervisory sessions with the student.
6. Helping the student make accurate assessments, plan and evaluate appropriate interventions and apply relevant social work theory to practice.

7. Discussing and evaluating student reports, assessment documents and process recordings.
8. Being available for on-site visits with Field Experience Coordinator/Faculty Supervisor
9. Providing ongoing evaluation of the student's performance and completing the evaluation instruments in conjunction with the student.

Appendix A:

Northern Kentucky University Human Services and Addictions Program

HSR 304/404 Field Experience and Seminar Checklist

Step 1: Preliminary/Planning	
	Meeting with Advisor and student declaration of major in Human Services and Addictions program
	Enroll in HSR 100: Society and Human Services (<i>Fall or Spring</i>)
	Enroll in HSR 105: Helping Skills and Techniques (<i>Fall or Spring</i>)
Step 2: Pre-Placement (<i>recommended during 3rd year/Jr status</i>)	
	Review the HSR Field Placement Manual
	Complete Field Experience and Seminar Checklist
	Check with Advisor on enrollment status
	Schedule an informational session/interview with Field Placement Coordinator <ul style="list-style-type: none"> • Fall HSR 304 enrollment contact between February-March • Spring HSR 304 enrollment contact between September-October • Summer HSR 304 enrollment contact between March-April
	Check eligibility for scholarship opportunities with OIFSP Grant
Step 3: Interview Process	
	Determine population or Agency of interest to complete required 180 hours per semester
	Complete screening interview for placement with Field Placement Coordinator
	Student coordinates interview with Agency provided by Field Placement Coordinator. Students may present other agencies to participate for Field Experience Seminar and would need to discuss prior to the interview process. Date of interview:
	Complete all requirements for screenings, orientations, background checks for the agency
	Notify Field Placement Coordinator of acceptance of placement with Agency Include agency name and point of contact.
	<i>IF unable to confirm placement with agency, notify Field Placement Coordinator IMMEDIATELY to identify other field placement sites</i>
Step 4: Enrollment and Readiness of Field Experience Seminar	
	Confirm with Field Placement Coordinator and Agency clearance to begin semester
	Review the HSR 304 Learning Contract (will receive during the first week of courses)
	Review the HSR 304 Agency Agreement (will receive during the first week of courses)
Step 5: HSR 404: Advanced Field Experience Seminar	
	Completion of HSR 304: Field Experience Seminar
	Confirm with agency completion of consecutive semester
	<i>IF not continuing at agency, schedule meeting with Field Placement Coordinator to discuss options for HSR 404 enrollment and agency placement</i>

Appendix B:



Learning Contract for HSR 304/404 Field Experience and Seminar

The purpose of practicum field placement courses is to help students translate into practice in a particular setting the concepts and principles taught in the classroom, develop and exhibit a professional level of work performance, and indicate by their performance an internalized sense of professional identity that causes them to think, feel and act in accordance with the values and responsibilities of the Codes of Ethics of the Human Services Profession.

The following competencies are the focus of the field experience and will be evaluated by the supervisor. *The supervisor will provide an evaluation of the student's performance at midterm and at the end of the semester.*

The field placement requires 180 hours of experience in the agency setting.

Professional competencies and specific behaviors to be demonstrated:

- I. Identify as a professional Human Services worker and conduct one's behavior accordingly.**
 - a. Practice personal reflection and self-correction to assure continual professional development.
 - b. Attend to professional roles and boundaries.
 - c. Demonstrate professional demeanor in behavior, appearance and communication.
 - d. Utilize supervision and consultation.

- II. Apply Human Services ethical principles to guide professional practice.**
 - a. Recognize and manage personal values in a way that allows professional values to guide practice.
 - b. Make ethical decisions by applying standards of the National Organization for Human Services Code of Ethics.
 - c. Tolerate ambiguity in resolving ethical conflicts
 - d. Develop and sustain behaviors that are congruent with the values and ethics of the profession.
 - e. Apply strategies of ethical reasoning in arriving at professional decisions.

- III. Apply knowledge and theory of the interaction of human systems including individual, interpersonal, group, family, organizational, community and societal.**
 - a. Analyze models of assessment, prevention, intervention and valuation with all individuals, groups, families, organizations, communities and colleagues.

- b. Demonstrate effective oral and written communication in working with individuals, groups, families, organizations, communities and colleagues.
 - c. Demonstrate the ability to understand the interconnectedness of all societal systems.
- IV. **Develop growth in interpersonal skills through working with individuals, groups and in an administrative capacity.**
- a. Demonstrate how to deal effectively with conflict.
 - b. Demonstrate knowledge and understanding of diversity and cultural issues.
 - c. Demonstrate rapport building and development of trust within the agency setting.
- V. **Demonstrate awareness of one’s own values, strengths, limitations, interpersonal style and reaction patterns.**
- a. Demonstrate understanding of how personal biases can impact dynamics.
 - b. Demonstrate self-awareness of personal and professional values.
 - c. Demonstrate awareness of one’s style in the effective use of the professional self.
- VI. **Demonstrate progress toward appropriate personal professional goals.**
- a. Develop two personal goals to work on in the field practicum setting.
 - b. Self-monitor progress toward goal and make changes as needed to enhance success.
 - c. Seek opportunities to practice behaviors related to goal.
 - d. Seek appropriate feedback from supervisor and colleagues.

Please sign below to indicate your understanding and acceptance of the target goals and required assessment.

Field Supervisor

Date

NKU Student

Date

Ashley Nicole De La Torre-Brooks, EdD, LPCC-S
NKU/HSR Field Experience Coordinator

Date

Appendix C:

**NORTHERN KENTUCKY UNIVERSITY
HUMAN SERVICES AND ADDICTIONS FIELD PROGRAM**

**Agreement between Human Services Field Agency
& Northern Kentucky University**

This contract is entered into by the Northern Kentucky University Human Services and Addictions Field Program, herein referred to as the “Program” and

Student’s Name: _____

Agency _____

Name of Field Supervisor:

Job Title _____

Phone _____

Email _____

The above stated agency, herein referred to as the “Agency”, agrees to enter into an agreement with Northern Kentucky University and said student listed above, for the purpose of establishing an educational curriculum of field instruction for students enrolled in the Program, under the guidance and instruction of qualified agency practitioners.

The field supervisor is an integral part of NKU’s Human Services Field Education Program and a member of the educational team (student, field supervisor and faculty instructor). The human services field student is placed at the agency where the field supervisor is employed.

The field supervisor is a staff member at a human service agency who has practice experience and the required credentials. Qualified field supervisors hold either a baccalaureate or masters’ degree from an accredited institution in human services, counseling, social work, or a related field. If the field instructor holds a baccalaureate degree, two (2) years of post- baccalaureate professional experience is preferred.

The field supervisor provides a helpful and positive experience for the student in various ways, including:

1. Fostering student application of human services knowledge, values, and skills via agency learning experiences

2. Involving the student in meaningful agency experiences
3. Determining appropriate assignments in conjunction with the student.
4. Instructing the student as to the goals, scope, and operation of the Agency as part of the student's orientation to the Agency.
5. Holding weekly face-to-face 1 hour supervisory sessions with the student.
6. Helping the student make accurate assessments, plan and evaluate appropriate interventions and apply relevant social work theory to practice.
7. Discussing and evaluating student reports, assessment documents and process recordings.
8. Being available for on-site visits with Field Director.
9. Providing ongoing evaluation of the student's performance and completing the evaluation instruments in conjunction with the student.

It is expected that the Agency will provide adequate space and facilities for the professional utilization of a student. In keeping with the generalist approach to human services, the field supervisor will arrange a variety of activities for the student whereby student skills working with various systems can be developed and enhanced.

Early in the student's placement, a written "Learning Contract" will be provided, negotiated, and executed between the student, field supervisor, and field faculty. The field supervisor should keep the field faculty member informed about the student's activities and progress, any problems associated with the student's performance, and any agency changes that may affect the student's work.

It is hereto agreed that:

1. There will be mutual agreement between the Program and the Agency in the selection of students for placement. Students will be assigned without respect to race, ethnic origin, sex, sexual orientation, age, religion or disability. Selections will be made on the basis of suitability of the Agency's program to meet educational needs, and on the student's ability to meet the Agency's basic requirements. The Agency reserves the right to determine the number of students that may be placed, dependent upon space, instructional time available, and client population.
2. The student will be provided the opportunity to participate in overall agency program and activities as appropriate to educational needs, educational preparation, practice competence, and skill development.
3. The Agency will appoint appropriate personnel to serve as field supervisors on the basis of such qualifications as the Program determines for these positions. The Agency accepts its responsibility in maintaining an educational program of quality including the provision for adequate instructions and supervisory time.
4. The student's qualifications and educational objectives will be considered by the

student, field supervisor, and field director early in the placement to insure agreed upon objectives for the educational experience. Information regarding specific difficulties and special needs will be mutually shared.

5. The Agency will permit student use of facilities necessary for successful completion of assignments, including office space, access to a telephone, office supplies, and access to client and agency records appropriate to the learning experience.
6. The withdrawal of a student from the Agency for reasons of health, performance, or other reasonable cause will be preceded by a process of discussion and negotiations between the field supervisor, student, and field faculty member. When consensus cannot be reached, the field director may make the determination to place the student at another site.
7. The student is expected to follow the University calendar regarding holidays, spring and fall breaks, and exam schedule. Other holidays observed by the Agency will be observed by the student.
8. It is understood that the student is not considered an employee of the Agency, and will therefore not be eligible for fringe benefits or compensation except for reimbursement of expenses incurred as a part of the learning experience when available.
9. The field supervisor will submit progress reports and evaluation summaries as required by the Program (mid-semester and at the end of the semester). A liaison visit to the Agency by the field faculty member will be arranged each semester and at such other times as may be necessary.
10. This agreement shall be in effect subject to annual review and revision by the Program and the Agency. The agreement may be terminated by either the Program or the Agency by the submission of written notice of the intent to terminate and the termination date.
11. Both the field faculty and the field director are employees of the University.
12. The provisions of this agreement shall be interpreted according to the laws of the Commonwealth of Kentucky.
13. **The student is required to spend 180 total hours (approximately 12 hours per week) at the Agency.** The field supervisor will be required to sign bi-weekly time sheets that will be submitted by the student to the field director.

Field Supervisor

Date

Ashley Nicole De La Torre-Brooks, EdD, LPCC-S
Field Experience Coordinator
Human Services and Addictions Program

Date

Dr. Alar Lipping
Director
School of Kinesiology, Counseling and Rehabilitative Sciences

Date

Appendix D:



**HSR 304/404: Field Experience and Seminar
Midterm Progress Evaluation**

Please rate each of the following professional competencies on a scale from 0 to 5. Use the rubric provided at the end of this document to make your judgments.

Professional competencies and specific behaviors to be evaluated:

I. Identify as a professional Human Services worker and conduct one's behavior accordingly.

___ Practice personal reflection and self-correction to assure continual professional development.

___ Attend to professional roles and boundaries.

___ Demonstrate professional demeanor in behavior, appearance and communication.

___ Utilize supervision and consultation.

II. Apply Human Services ethical principles to guide professional practice.

___ Recognize and manage personal values so that professional values guide practice.

___ Apply standards of the National Organization for Human Services Code of Ethics.

___ Tolerate ambiguity in resolving ethical conflicts.

___ Develop and sustain behaviors that are congruent with the values and ethics of the profession.

___ Apply strategies of ethical reasoning in arriving at professional decisions.

III. Apply knowledge and theory of the interaction of human systems including individual, interpersonal, group, family, organizational, community and societal.

___ Analyze models of assessment, prevention, intervention and valuation.

___ Demonstrate effective oral and written communication.

____ Demonstrate the ability to understand the interconnectedness of all societal systems.

IV. Develop growth in interpersonal skills through working with individuals, groups and in an administrative capacity.

____ Demonstrate how to deal effectively with conflict.

____ Demonstrate knowledge and understanding of diversity and cultural issues.

____ Demonstrate rapport building and development of trust within the agency setting

V. Demonstrate awareness of one's own values, strengths, limitations, interpersonal style and reaction patterns.

____ Demonstrate understanding of how personal biases can impact dynamics.

____ Demonstrate self-awareness of personal and professional values.

____ Demonstrate awareness of one's style in the effective use of the professional self.

VI. Demonstrate progress toward appropriate personal professional goals.

____ Develop two personal goals to work on in the field practicum setting.

____ Self-monitor progress toward goal and make changes as needed to enhance success.

____ Seek opportunities to practice behaviors related to goal.

____ Seek appropriate feedback from supervisor and colleagues.

Please sign below to indicate that the information was shared and discussed with the student. Students may attach a statement if he or she is not in agreement with the supervisor's evaluation.

Name of Field Supervisor

Signature

Date

Name of NKU Student

Signature

Date

Dr. Nicole De La Torre, Ed.D, LPCC-S
NKU/HSR Field Director/Field Faculty

Signature

Date

Appendix E:



**HSR 304: Field Experience and Seminar
Final Progress Evaluation**

Please rate each of the following professional competencies on a scale from 0 to 5. Use the rubric provided at the end of this document to make your judgments.

Professional competencies and specific behaviors to be evaluated:

I. Identify as a professional Human Services worker and conduct one's behavior accordingly.

___ Practice personal reflection and self-correction to assure continual professional development.

___ Attend to professional roles and boundaries.

___ Demonstrate professional demeanor in behavior, appearance and communication.

___ Utilize supervision and consultation.

II. Apply Human Services ethical principles to guide professional practice.

___ Recognize and manage personal values so that professional values guide practice.

___ Apply standards of the National Organization for Human Services Code of Ethics.

___ Tolerate ambiguity in resolving ethical conflicts.

___ Develop and sustain behaviors that are congruent with the values and ethics of the profession.

___ Apply strategies of ethical reasoning in arriving at professional decisions.

III. Apply knowledge and theory of the interaction of human systems including individual, interpersonal, group, family, organizational, community and societal.

- ____ Analyze models of assessment, prevention, intervention and valuation.
- ____ Demonstrate effective oral and written communication.
- ____ Demonstrate the ability to understand the interconnectedness of all societal systems.

IV. Develop growth in interpersonal skills through working with individuals, groups and in an administrative capacity.

- ____ Demonstrate how to deal effectively with conflict.
- ____ Demonstrate knowledge and understanding of diversity and cultural issues.
- ____ Demonstrate rapport building and development of trust within the agency setting.

V. Demonstrate awareness of one’s own values, strengths, limitations, interpersonal style and reaction patterns.

- ____ Demonstrate understanding of how personal biases can impact dynamics.
- ____ Demonstrate self-awareness of personal and professional values.
- ____ Demonstrate awareness of one’s style in the effective use of the professional self.

VI. Demonstrate progress toward appropriate personal professional goals.

- ____ Develop two personal goals to work on in the field practicum setting.
- ____ Self-monitor progress toward goal and make changes as needed to enhance success.
- ____ Seek opportunities to practice behaviors related to goal.
- ____ Seek appropriate feedback from supervisor and colleagues.

Please sign below to indicate that the information was shared and discussed with the student. Students may attach a statement if he or she is not in agreement with the supervisor’s evaluation.

Name of Field Supervisor

Signature

Date

Name of NKU Student

Signature

Date

Dr. Nicole De La Torre, Ed.D, LPCC-S
NKU/HSR Field Director/Field Faculty

Signature

Date

Appendix F:

Evaluation Scoring Rubric: Example for Evaluating Students in Field

<p>Identify as a professional Human Services worker and conduct one’s behavior accordingly</p> <p>Behavior to be evaluated: “Utilize supervision and consultation” .</p>	<p><u>Behavioral Guide to Ratings</u></p>
<p>0. Insufficient evidence</p>	<p>There is little or no evidence from which to evaluate this practice behavior. (All practice behaviors should be completed when hours of field placement are achieved.)</p>
<p>1. Needs improvement</p>	<p>Student has engaged in practice behaviors and needs improvement. For instance, in supervision student rationalizes mistakes, denies that errors were made, is argumentative, blames others, refuses to or does not make corrections, etc.</p>
<p>2. Beginner</p>	<p>Designates a student who is new to HSR field placement and who is undergoing training in order to learn professional standards of practice. Student is actively engaged in attempting the desired practice behavior. For example, in supervision, student accepts critical feedback in a positive manner on one or two occasions.</p>
<p>3. Apprentice</p>	<p>Student is developing the desired practice behavior. For example, in supervision student accepts critical feedback in a positive manner more often than not and applies it to improve performance.</p>
<p>4. Independent</p>	<p>Student is achieving the desired practice behavior, i.e. displays the behavior consistently. For example, in supervision student accepts critical feedback in a positive manner and applies it to improve performance, does not argue or blame others for errors, and actively solicits criticism/feedback in order to further learning and improve performance.</p>
<p>5. Proficient</p>	<p>Student has mastered the desired practice behavior, and, for example, student’s expertise is, or could be, sought to teach others in utilizing and responding to supervision.</p>

Appendix G:

**SITE EVALUATION FORM
HUMAN SERVICES AND ADDICTIONS PROGRAM**

STUDENT _____ DATE _____

COURSE _____

NAME OF PARTICIPATING AGENCY _____

NAME OF AGENCY SUPERVISOR _____

CHECK APPROPRIATE BOX FOR EACH STATEMENT	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Supervision					
Adequate supervision was provided.					
My supervisor was accessible.					
My supervisor was supportive.					
My supervisor took an active interest in my experience at the agency.					
My supervisor arranged meaningful experiences for me.					
My supervisor was cooperative in completing required paperwork.					
My supervisor met weekly with me.					
Agency Climate					
Agency employees made me feel welcome.					
Agency employees made me feel valuable.					
Agency policies and procedures were explained to me.					
Agency employees were available to answer my questions and provide assistance when needed.					
The agency had a positive work environment.					
I felt safe at the agency.					
Work Responsibilities					
I was given the opportunity to work directly with clients.					

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I participated in a range of activities.					
I was asked to perform duties that were beyond my level of competence.					
I had sufficient work to do when at the agency.					
Overall					
I had a valuable experience at this agency.					
I would recommend this site to other students.					
This experience changed my career plans.					

Additional Comments:

Appendix H:



**HUMAN SERVICES AND ADDICTIONS PROGRAM
ATTENDANCE RECORD FOR FIELD EXPERIENCE – HSR 304/404**

DATES		Activities	DATES		Activities
	Hours worked	Include summary of activities		Hours worked	Include summary of activities
Sunday			Sunday		
Monday			Monday		
Tuesday			Tuesday		
Wednesday			Wednesday		
Thursday			Thursday		
Friday			Friday		
Saturday			Saturday		

Total for Week 1		Total for Week 2	
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Total Hours for Log	
Total Hours for Semester	

Student Signature Date

Site Supervisor Date