Rogue Community College

Human Services

Practicum Supervisor’s Handbook
STAGES OF PRACTICUM EXPERIENCE

I. Basic Assumptions
   A. Students have different needs at different points in the internship
   B. A practicum experience stimulates a variety of feelings

II. Functions of the Practicum Seminar
   A. Time to share experiences and receive comments and feedback from peers and the instructor
   B. Reflective writing—discoveries and insights

III. Stages of the Practicum
   A. Anticipation
      1. Eagerness, Hope
      2. Anxiety and Fear
      3. Self-doubts
      4. Confusion on expectations
      5. Important task of developing realistic goals and expectations for the experience
   B. Disillusionment
      1. Disappointment because of the disparity between expectation and reality
      2. Shift from the “what if” concerns to the “what’s wrong” concerns
      3. Feelings of frustration, sadness, discouragement, and may be directed toward supervisor
      4. Denial—failure to acknowledge feelings
      5. Evaluate what’s happening to you—tendency to run, etc.
      6. Self-blame, failure, panic also possible
      7. Thought of as the onset of a crisis for growth
   C. Confrontation
      1. Resolving the anxieties created in the disillusionment stage often involves a reassessment and adjustment of expectations and goals
      2. May be subtle tension between student and the organization
3. Interpersonal issues between student and clients, supervisor, or co-worker
4. Students encouraged to examine intra personal factors such as personal issues or unexpected crises
5. Implicit belief system, i.e., regarding criticisms or authority

D. Competence

1. More clear sense of purpose and becomes invested in the work—morale is higher
2. Concerns go toward developing competence
3. Begin to demand quality of experience and supervision—may confront ethical issues
4. Need for control shows itself—wanting more challenging assignments; more decision-making capacity
5. Realize a need for more control over their personal lives and perfectionistic tendencies begin to show

E. Culmination

1. Can be satisfying and rewarding
2. Guilt over not having done enough
3. Anxiety over new placement a job needs
4. Separation anxiety—comfort of familiarity
5. Need for closure
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<th>Concerns</th>
<th>Response Strategies</th>
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<td><strong>Anticipation</strong></td>
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<td>Positive expectations</td>
<td>Realistic, clear, specific goals</td>
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<td>Clarify and assess expectations</td>
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<td>Needs and presenting problems</td>
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<td>Dissatisfaction</td>
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<td>Acknowledge gap between feelings and emotion</td>
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<td>Adequacy of skills</td>
<td>Acknowledge and clarify specific issues</td>
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<td>Breadth of demands</td>
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<td>Disappointment with supervisor/co-workers</td>
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<td>Lacoursiere’s Stage</td>
<td>Associated Concerns</td>
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<td>Resolution</td>
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<td>Achieve independence</td>
<td>Reassess goals and expectations</td>
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<td>Gain confidence</td>
<td>Reassess support systems</td>
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<td>Changes in opportunities</td>
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<td>Interpersonal issues</td>
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<td>Intrapersonal blocks</td>
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<td>Production</td>
<td>Competence</td>
<td>Share concerns openly</td>
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<td>High accomplishment</td>
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<td>Investment in work</td>
<td>Develop coping strategies</td>
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<td>Quality supervision</td>
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<td>Ethical issues</td>
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<td>Worthwhile tasks</td>
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<td>Home/self/career issues</td>
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<td>Termination</td>
<td>Culmination</td>
<td>Identify feelings</td>
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<td>Termination with clients</td>
<td>Recognize unfinished business</td>
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<td>Case management issues</td>
<td>Final supervisor meeting</td>
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<td>Redefine relationships with</td>
<td>Collegial gathering</td>
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<td>Ending studies</td>
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<td>Post-internship plans</td>
<td>Introspective/reflective writing</td>
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SAMPLE GENERAL OBJECTIVES FOR HUMAN SERVICES PRACTICUM

Skills and role of skills trainer

Referral processes—Community resources

Learn mental health services

Learn to write progress (SOAP) notes
  Set up cases to manage from beginning to termination
  Carry caseload

Learn about the policy and structure, therapeutic models of the agency

Program planning and development

Grant application and process

Intake interviews and needs assessment/screening

Intervention

Co-facilitate groups

Learn and set and maintain appropriate boundaries

Learn behavioral expectations of a designated population

Learn treatment modalities for children

Computerized paperwork procedures

Special projects as assigned

Prepare and deliver an instructional presentation

Accomplish a healthy closure with clients

Being open to feedback without defensiveness from supervisors

Communicate in a non-judgmental level

Balanced self-awareness
ROGUE COMMUNITY COLLEGE
Human Services Program
PRACTICUM SITE AGREEMENT

Student Name

Site Name ____________________________________________ RCC OK (1st year only)

Address ___________________________________________ Phone __________

Supervisor Name _____________________________________ Title __________

The student named above was interviewed on ___________ for possible placement
(date)
as a Human Services Practicum Student for ________________
(term/year)

The outcome of this interview was: (please check all that apply)

☐ Student accepted for practicum placement:
  ☐ Paid Position   Workers' Comp. coverage provided by:
  ☐ Unpaid Position ☐ Employer
                     ☐ RCC * (see below)
                     ☐ Other
  ☐ Employer agrees to comply with OSHA Safety Standards

☐ Follow-up interview scheduled.

☐ Final determination will be made by ________________ (date)

☐ Student not accepted:  ☐ No practicum being offered
  ☐ All practicum positions already filled
  ☐ Not a match

__________________________________________ (signature agency representative)

*If RCC is providing coverage for a volunteer position and any injury occurs while on the job, a
Workers' Compensation Form must be obtained from the RCC personnel office (541) 956-7329,
completed and returned to Rogue Community College within 5 days.

11/03
ROGUE COMMUNITY COLLEGE
HUMAN SERVICES PRACTICUM STUDENT/SUPERVISOR AGREEMENT
and
RELEASE OF CONFIDENTIAL INFORMATION

This agreement is entered into by ________________________________
(Student name)

and _________________________________________________________,
(an employee of)

__________________________,
(Agency name)

who is assigned to act in a supervisory role for this student during the ___________
(Term(s), year)

Supervisor hereby agrees to the following stipulations in consideration of gaining the services of a
Rogue Community College practicum student.

1. Meet weekly with the student for whom I am responsible to discuss progress
toward learning objectives.

2. I further agree to meet with a Rogue Community College faculty member to
discuss student progress on a regular basis (at least two times a quarter).

3. I also agree that all evaluations and assessments will be completed and returned to
the student or Rogue Community College during the week of the site visitation or
before.

4. I will help the student develop practical objectives.

5. If any problems arise between the agency and the student, I will discuss it with the
student.

6. I also agree not to do the following:
   A. Take a practicum student who has been a former client (without Rogue
      Community College agreement).
   B. Take a student whose family (any member) is currently in treatment at my
      agency (without Rogue Community College agreement).
   C. Allow students to put in hours on Rogue Community College holidays,
      unless prior arrangements have been made with RCC staff.

7. It is understood that this agreement is for the benefit of the agency as well as for
the student and the college.

8. It is also understood that I will make myself available in situations where a
student’s performance is substandard or flawed.

Continued ➔
RELEASE OF CONFIDENTIAL INFORMATION

_Student_ voluntarily consents to the sharing of information between instructors in the Human Services program at Rogue Community College (RCC) and the clinical practicum site for purposes of supervision, evaluation and audit as completing course requirements for Clinical Practicum at Rogue Community College.

I understand that all information gathered from my participation in the Clinical Practicum may be shared with others at the school and/or institution. I further understand that this release may be revoked by myself at any time. However, I understand that certain data may be necessary for assessment of my grade and computation of clinical hours, and I agree to provide and allow this information to be shared between my Clinical Supervisor and RCC faculty.

I understand that this information SHALL NOT be shared with any person outside the College or Clinical Practicum site except where allowed/required by law, including the following:

- Reporting suspected child and/or elder abuse
- Reporting imminent danger to interviewee or others
- Reporting to relevant agencies as required by law

I hereby acknowledge with my signature that I voluntarily consent to participate in the Clinical Practicum, freely share personal information for this practicum, and understand the nature and scope of this release of confidential information.

Executed this _________ day of ______________________

__________________________
(signature of clinical practicum student)

__________________________
(signature of clinical site supervisor)

__________________________
(signature of Human Services faculty representative)
ROGUE COMMUNITY COLLEGE HUMAN SERVICES PROGRAM

Practicum Student Evaluation

Seminar Instructor ____________________________  Quarter  F  W  Sp  SU

Date _________________________________________  Midterm Evaluation

Student ________________________________________  Final Evaluation

Field Supervisor ________________________________  (Name, Title, Credentials)

Agency _________________________________________

Address ________________________________________

Phone ________________________________

A. Check the boxes that relate to the student’s activities at the agency.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>□ Work with individuals</td>
<td>□ Case consultation</td>
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<tr>
<td>□ Work with groups</td>
<td>□ Clerical tasks</td>
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<tr>
<td>□ Work with families</td>
<td>□ Record Keeping/Documentation</td>
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<tr>
<td>□ Administrative tasks</td>
<td>□ Research</td>
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<tr>
<td>□ Case management</td>
<td>□ Committee work</td>
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<td>□ Staff meetings</td>
<td>□ Community organization</td>
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<tr>
<td>□ Seminars/Trainings</td>
<td>□ Other (specify)</td>
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Comments: ________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

B. Please give your overall assessment of the student. (Performance, professional growth, potential contribution to the field):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
C. Rate the student using the following scale as applicable.

**Case management skills**
- *Documentation, record keeping* 1 2 3 4 5
- *Networking and referral* 1 2 3 4 5

**Interpersonal skills**
- *Relationship with clients, consumers, patients* 1 2 3 4 5
- *Relationship with families* 1 2 3 4 5
- *Relationship with co-workers* 1 2 3 4 5
- *Relationship with immediate supervisor* 1 2 3 4 5
- *Relationship with administrators* 1 2 3 4 5
- *Ability to work as a team member* 1 2 3 4 5

**Professionalism**
- *Attitude* 1 2 3 4 5
- *Responsibility* 1 2 3 4 5
- *Follow through on assigned tasks* 1 2 3 4 5
- *Initiative* 1 2 3 4 5
- *Attendance* 1 2 3 4 5
- *Appropriate use of supervision* 1 2 3 4 5
- *Creativity* 1 2 3 4 5
- *Punctuality* 1 2 3 4 5
- *Professional Growth* 1 2 3 4 5
- *Ethical conduct* 1 2 3 4 5

**Knowledge in the field**
- *Understanding the human services worker’s role and its boundaries* 1 2 3 4 5
- *Understanding agency policies, goals, and procedures* 1 2 3 4 5
- *Utilization of community resources* 1 2 3 4 5
- *Utilization of agency resources* 1 2 3 4 5
- *Identification of service gaps* 1 2 3 4 5

* Must be rated on these

Rating scale:
1 well established and practiced consistently
2 above average for student/or entry level Human Services work
3 average for student's current training level
4 emerging or beginning to develop
5 lower than expected

D. This report was discussed with the student: _____ yes _____ no

E. Student’s statement:

This evaluation was discussed with me on _________________________, and I found it
_____ acceptable _____ unacceptable.

Student’s comments: __________________________________________

Student’s Signature ____________________________ Date ____________

Supervisor’s Signature ____________________________ Date ____________

R:\Practicum Notebook\Practicum Student Eva.doc Created on 11/20/03
HUMAN SERVICES STUDENT EVALUATION OF PRACTICUM SITE

Agency ___________________________________________ Term __________________

Supervisor ___________________________ Year __________

It is important that your college practicum supervisor receive accurate feedback regarding the degree of satisfaction with our practicum site. This questionnaire is designed to measure degree of satisfaction in critical areas of on-site supervision, training, availability of materials, relevance to your specific career goals, frequency of meetings with site supervisor and other pivotal areas of student development.

The evaluation will be utilized by you, your college practicum supervisor and your site supervision to facilitate adjustments that may be necessary for you to receive the maximum benefit for your practicum experience.

Please circle the appropriate number to indicate your satisfaction with the conditions at your site. Using the following scale:

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<th>3</th>
<th>4</th>
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<tr>
<td>5</td>
<td>Strongly agree</td>
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<td>4</td>
<td>Agree</td>
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<td>Strongly disagree</td>
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✓ Adequate time was scheduled for face-to-face meetings with my supervisor. 1 2 3 4 5

✓ I received appropriate and useful feedback from my site supervisor regarding my performance. 1 2 3 4 5

✓ My on-site supervisor was available and accessible with needed. 1 2 3 4 5

✓ I had opportunities to participate in on-site staff training and development programs. 1 2 3 4 5

✓ The work I had been doing at my site is relevant to my professional career aspirations. 1 2 3 4 5

✓ I would recommend this site for other practicum students. 1 2 3 4 5

✓ The amount of time spent in direct contact with clients met my expectations and needs. 1 2 3 4 5

✓ My assigned responsibilities provided me with opportunities to learn and grow professionally. 1 2 3 4 5

✓ Overall, I was satisfied with my practicum experience. 1 2 3 4 5

Additional comments (degree of independence, stress, structure, demands, etc.):

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
PRACTICUM HOURS CERTIFICATION

I certify that ____________________________, a student in the Human Services Program, has completed ________ unpaid hours and/or _________ paid hours at the practicum site. The hours were put in beginning ___________________ and completed on ___________________.

_________________________                ____________________________
Practicum Site                         Address

______________________________
Signature of Site Supervisor

_________________________________________________________________

THIS SECTION TO BE COMPLETED BY RCC FACULTY ONLY

______________  Miscellaneous Hours

Description: _______________________________________________________

_________________________________________________________________

______________  Seminar Hours

______________  TOTAL HOURS

____________________________
Signature of Seminar Instructor

Revised 4/01