

Behavioral Healthcare Program

Field Experience Handbook



University of South Florida

DEPARTMENT OF MENTAL HEALTH LAW & POLICY
COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES

Table of Contents

Introduction to the Field Experience Course	2
General Description	2
Field Experience Course Overview.....	2
Required Documentation.....	5
Field Experience Goals, Objectives & Learning Outcomes	6
Goals	6
Objectives	6
Student Learning Outcomes	6
Professional Skill Development.....	7
Competency Areas	9
Evaluating Student Performance	10
Setting Expectations & Tracking Progress.....	10
Student Evaluation Process.....	10
Placement Responsibilities	11
Mutual Obligations of University and Placement	11
Expectations of the Supervisor	11
Getting the Most Out of Your Experience: Tips for Students	13
Field Placement Coordinator Contact Information	13
Appendix	14
A. Sample Hours Log	14
B. Sample Site Orientation Packet	15
C. Sample Performance Evaluation.....	16

Introduction to the Field Experience Course

General Description

The Multidisciplinary Behavioral Healthcare Program views supervised Field Experience as the most effective method for students to experience the application of knowledge obtained in the academic setting and the development of practical skills fundamental to human services and care giving. It is by way of experience in the field that students are able to put theory into practice and develop the skills necessary for working in the behavioral healthcare field.

This experiential class allows the student to observe and be involved with the multidisciplinary staff of a provider placement or community research project. While at completing this field experience, students will have the opportunity to engage with clients, observe staff members, learn research methods and practices, and when appropriate, attend treatment team meetings, observe individual and group counseling, and learn about case management and clinical services. Observations and experiences will be discussed in weekly class meetings, along with other selected topics and activities to assist students with the development of professional competencies for work in the behavioral healthcare field.

Field Experience Course Overview

Field experience education consists of a formalized arrangement between the University and Behavioral Healthcare Organizations referencing mutual expectations, requirements, and procedures. This arrangement is formalized in a written affiliation agreement and signed by appropriate administrative personnel prior to students being placed at a placement. The field experience site list includes a variety of behavioral healthcare providers in Hillsborough County and surrounding areas, working with populations across the lifespan, providing a range of services; including, prevention services, early intervention, long-term treatment, case management, care coordination, residential and outpatient services, crisis intervention services, education support, criminal justice services, and research.

Preparation & Planning

Students are required to apply to take the course and meet with the field placement coordinator to secure a placement location and secure a permit for the course. Applications are due approximately 2 semesters in advance of taking the course and field planning will take place in the semester before the class begins. The Field Placement Coordinator meets with each student individually to plan for their experience.

The Field Coordinator will send a Meeting Preparation Survey via Microsoft forms to every student who have applied the semester before to arrange meetings. Once the survey is returned the coordinator will review and send an invitation for the planning meeting. Planning meetings are conducted in person or on Microsoft Teams.

During planning meetings, students identify their interest areas, select potential sites, and are provided with direction about the interview process and the process to secure their placement. Site availability varies from semester-to-semester, meaning there is no site list distributed to students, but the coordinator will provide information about all available openings at the time of meetings. Additionally, this is a permit only course, **and permits are issued *after* planning meetings are complete – meaning students usually register for this course after registration has already begun. It is not necessary to**

contact advising or the coordinator to request a permit, as all permits are issued at the same time, so that everyone who has completed their meeting is assured a seat in the course.

Securing the Placement

After meetings, the Field Placement Coordinator contacts all placement locations to confirm availability and that they are ready for the student to contact them. Once confirmation from the placement is received, the student will receive a connection to the placement location via email from the Field Coordinator. Once the student receives their linkage email, it is responsibility of the student to contact the placement and schedule the interview.

Students are to bring their resume and their class and work schedules for the semester to the interview. They will utilize the interview time to discuss a start date, their weekly schedule, and determine any trainings or screenings required prior to their start dates. The student will also have the opportunity to learn about the population served and the services provided by the placement. The interviewer, usually a placement supervisor, will decide if the student is a good fit with the placement, and send confirmation to the student and the Field Coordinator.

The placement may require background checks and/or a drug screening. A student will only be authorized to intern at any given placement upon successful completion of required screenings. Students are also responsible for all fees or other expenses, if required by the placement. Students are to discuss the screening process during the initial interview and are responsible for following up in the weeks preceding the course start to ensure those screenings are complete in a timely manner. Students are also to identify and plan for any orientation or trainings required by the placement. Students can attend these prior to their start date and a portion of the hours (up to 16 hours) can count toward the overall 120.

The First Weeks – Getting Started On-Site

During the first week at the site, the student will arrange a meeting with the site supervisor to complete the Site Orientation Packet and establish a schedule and learning plan for the semester. Supervisors will use this document to identify routine responsibilities and expectations for the semester. Students will turn this form to class but are advised to keep a copy for reference to track progress over the course of the semester.

Included in this manual and on the Site Orientation Packet there is a list of suggested potential tasks that are well-suited for students at this level with space provided for placement specific activities. During the first weeks at a placement, students should review the placement's policies and procedural information and develop a general understanding of the placement's target population and service provision process. Students can also attend meetings, shadow staff members, and observe interactions with the service population to acquire knowledge about service provision as well. The types of experiences and responsibilities in which students can participate will vary depending on the type of location and the nature of the population. Placements are encouraged to tailor the learning opportunities to each unique setting in a way that will maximize the students' chances to learn and build skills. While we expect our students to have opportunity to work directly with service populations, students should be supervised by the supervisor or site staff at all times. For liability purposes, students should not supervise individuals or attend home visits without placement staff present.

Students are required to complete 120 hours total at their respective location over the course of the semester – this is 8-10 hours a week during the Fall & Spring semesters and 12-15 hours a week during the Summer semester. Students can schedule their hours at the site according to what works best for the placement as well as scheduling around the student's class & work schedules. Students are permitted to work nights & weekends, however, students are not permitted to work overnight hours at any placement – the general cutoff should be no later than 9:00PM. Students will discuss scheduling with their supervisor to determine what time slots will allow them to have the most opportunities to be involved in or able to observe how that placement provides services to the community. For that reason, we encourage students to be as flexible as possible to maximize their experiences.

In addition to being at their locations, students will be attending a seminar on campus each week. Every week students will attend a class and report on their experiences during the previous week. Class time is focused on developing skills for interacting with clients and navigating the various systems of community services as well as developing interpersonal skills when engaging in the weekly discussions and in-class activities. This integrated approach combines theory, practical application, and experiential learning to cultivate skills necessary to be successful professional in the field of behavioral healthcare in various settings and roles.

Required Documentation

Affiliation Agreement – Affiliation Agreements provide information about the responsibilities of USF, the Placement, and Students to ensure that expectations for the field experience are clear to all parties involved. Agreements will be signed by designated USF staff and placement staff prior to the start of the semester. The Field Placement Coordinator is responsible for implementing agreements with each placement that hosts students prior to student placement at any location.

Liability Insurance Certificate – All students in the Behavioral Healthcare Program are covered by professional liability insurance under a policy held by the College of Behavioral & Community Sciences. Any placement may request a copy of the liability insurance certificate upon request to the Field Placement Coordinator.

Site Orientation Packet* – The site orientation packet is composed of two sections: Section I includes confirmation that the site has been secured & supervisor contact information, and Section II includes a checklist to outline learning opportunities and expectations for the semester. This should be provided the supervisor the first week of the semester. Preferably, the supervisor should complete it and review it with the student; both need to sign, and both retain a copy. Students will upload the completed document to Canvas.

Hours Log* – Students will document their tasks and time on the log provided on Canvas. Log entries will include a description of how time is spent, and the hours allocated to each task listed each day. The weekly log will be submitted to the supervisor **each week** for signature. Logs can be printed and handwritten with handwritten signatures or can be completed and signed electronically. Supervisors will provide students with direction on when to submit logs and in what format, in writing or electronically. Logs should indicate both a weekly total and an overall total. Students submit logs to the Canvas at Midterm & Final Class. *Note: There are times when organizations have placement specific logs for interns, these are not a substitute for the course log. The log provided on Canvas is the only acceptable version for submission.*

Performance Evaluations* – Supervisor will complete a performance evaluation at midterm and at the end of the semester. The Field Coordinator will email a link to the midterm evaluation to the supervisor listed in Site Orientation Packet. A copy of the midterm evaluation will be provided to the student by the field placement coordinator. Students will email the final performance evaluation to the site supervisor via email, for the supervisor to complete in advance of the final meeting or during. Students will arrange a meeting with the supervisor to review and complete the evaluation. Students will upload a copy of their signed, final evaluation to Canvas.

Student Site Survey – Students will complete a survey to provide feedback on their internship experience at their respective agencies at the end of the semester.

**Sample document included at the end of the handbook. Official versions of these and other documents will be available on Canvas prior to the start of the semester. Students are responsible for providing the required documentation to their placement supervisors for completion and/or signature.*

Field Experience Goals, Objectives & Learning Outcomes

Goals

The purpose of the field experience course is consistent with the mission of the University and the needs of the community in which it serves. The field experience course provides opportunities for students to positively contribute to community agencies and to their service populations as they apply what they have learned in the academic environment. These opportunities also enable students to evaluate themselves, personally and professionally, and to set a course for focused, ongoing professional development.

Objectives

By the end of this course, you will be able to:

1. Identify services and interventions used in the setting to achieve meaningful outcomes, and observe how those outcomes are accomplished by service professionals in Behavioral Healthcare settings;
2. Identify the challenges faced by organizations and staff in Behavioral Healthcare settings (funding issues, understaffing, burnout, client resistance, etc.) and examine the consequences on service delivery and the strategies organizations use to address these issues;
3. Develop and apply practical skills learned in your coursework in your field placement setting, such as clinical observation, utilizing the mental status exam, composing clinical documentation, and implementing reflective listening and interview skills for building rapport;
4. Define and describe principles of professional ethics and cultural competency and how to apply those concepts to issues in the practice environment using the ethical decision-making model, multicultural approaches, and collaborative problem-solving;
5. Demonstrate effective communication, critical and analytical thinking, and problem-solving skills both in class and in the placement setting, and utilize appropriate clinical terminology, person-first and non-judgmental language when discussing client populations;
6. Document, evaluate and discuss on-site learning experiences* with a focus on (a) best practices observed, (b) key experiential takeaways, and (c) planning for continued development;
7. Assess personal and professional readiness to work in the field of behavioral healthcare by engaging in meaningful self-reflection, applying performance feedback, and processing your experiences in your written assignments and class discussions.

**Behavioral Healthcare includes a wide array of placement types, providing services working with variety of types of populations. On-site learning experiences vary widely. The discussion in the class about the shared experiences is valuable for expanding understanding about how expansive this field is.*

Student Learning Outcomes

1. Students will engage in meaningful critical reflection in required coursework.
2. Under professional oversight, students will utilize contextually appropriate behaviors, tools, techniques and/or dispositions.
3. Students will integrate discipline-specific knowledge into the contextualized experience.
4. Students will synthesize discipline-appropriate learning via a culminating assignment.
5. Students will demonstrate the ability to effectively contribute as a member of an interprofessional team, by way of engaging in discussion and collaboration with peers, instructors and with staff at community agencies.

Professional Skill Development

The Behavioral Healthcare Program has identified activities and tasks for students that will assist them in developing an understanding of the field and provide opportunities to build skills. The activities outlined below provide the best means for students to learn about and display the professional competencies detailed on their performance evaluation. We recognize that placements may modify or add learning opportunities specific to their operation and services. Depending on the type of placement and the following list serves only as a guide and is not intended to be exhaustive or explicit. Agencies and students are encouraged to adapt activities and identify what will work best at each location and will help students achieve the identified learning objectives.

Clinical Skill Development – *Tasks and activities targeted at building the clinical skills necessary to assess client needs, understand diagnosing, treatment planning, and clinical documentation. Skills can be developed by observing other professionals, discussing clinical processes with staff, and interacting directly with clients.*

Students will:

- study and observe the process of risk assessment and crisis intervention
- gain an understanding of the purpose and importance of treatment planning
- learn to make differential diagnoses using the DSM
- investigate the role of mutual help groups
- review client files and develop an understanding of standard documentation forms and how records are kept by the organization
- observe and practice good clinical documentation – it is acceptable for the student to write “mock documents” like therapy notes, incident reports, biopsychosocial evaluations, intake assessments etc. using information that can be gleaned from a client file and done solely for the purpose of practicing composing clinical documentation
- observe the roles of various disciplines in the treatment process
- gain experience in gathering biopsychosocial historical data
- learn techniques to conduct a clinical assessment
- observe various treatment protocols of a psychoeducational approach
- observe individual, family or group counseling services (when available and appropriate)
- assist with or facilitate groups and client activities
- attend clinical team meetings, treatment planning meetings, and other staff meetings pertaining to clinical service provision

Placement Policy and Administration – *Tasks and activities targeted at providing opportunities to learn about how the placement provides and funds services to the community, the placement’s established guidelines for best practices, the organizational structure, and any other information relevant to the placement’s policies and procedures. Students can learn this information by reading policy and procedural information, completing web training and research, assisting with program development and planning, and discussing these areas with supervisors and/or designated staff members.*

Students will:

- attend orientation and participate in trainings provided by the placement to develop familiarity with business practices
- review and become familiar with policy and procedures of service delivery
- identify the mission, vision, and core values for the placement
- Explore & observe the various placement structures of service delivery
- observe exemplary programming and practices
- gain an overall understanding of service financing
- explore public policies of service delivery
- Understand the service financing and funding sources of the placement
- Assist with program development & planning

Client/Participant Interaction – *Tasks and activities targeted at building competency and comfortability with engaging directly with individuals; which can include tasks related to researching and understanding the unique dynamics of the target population, and cultivating the skills necessary to establish & maintain professional boundaries, use effective communication skills, and display cultural competency.*

Students will:

- observe and assess the processes and techniques for building and maintaining rapport with the service population
- demonstrate awareness, empathy, and active listening skills when engaging with clients
- demonstrate abilities to build rapport with clients
- identify and research the target population and develop an understanding of the unique challenges faced by that population
- learn about professional boundaries and display skills for setting and maintaining boundaries when engaging with clients
- examine the experiences of culturally diverse consumers with respect to quality of care and adjust delivery of care as needed

Personal Professional Development – *Students at this level of internship are cultivating their professional skills and establishing their professional identities for work in the field of behavioral healthcare. Students are expected to engage in the behaviors, skills, and tasks below to display professionalism throughout the duration of their internship experience.*

Students will:

- communicate with others using professional and appropriate language
- dress appropriately for the work environment
- develop skills to self-advocate, take initiative, and seek out learning opportunities
- manage schedule effectively, which includes setting a weekly schedule, arriving for shifts on time, and working required weekly hours consistently
- maintain hours log and document how time is spent at the placement
- Assist with various clerical and administrative support duties as assigned by the placement
- Complete assigned tasks in a timely manner and seek out assistance if additional direction is needed to complete assigned tasks successfully

- routinely seek out and incorporate feedback from supervisor/staff regarding his/her overall progress and skill development
- work cooperatively and collaboratively with supervisor and staff members
- shadow staff members in different positions and learn about level of education and experience required for the various types of positions within the placement

Competency Areas

Utilizing the strategies above for learning and skill building, over the course of the semester students will work towards developing professional competencies necessary for work in the field. We have identified eleven specific competency areas on which students are to be evaluated while at their sites. These areas are intended to set the standard for student conduct at their sites and will serve as indicators of each student's progress throughout the semester.

1. **Adaptability:** Adjusts her/his actions to meet changing demands and tasks and can be trusted to respond appropriately in new situations.
2. **Responsible attention to detail:** Attends fully to instructions and accomplishes tasks with full concern for all the areas involved.
3. **Task persistence:** Consistently follows through with tasks and seeks out needed information, clarification, or assistance.
4. **Reliability and dependability:** Consistently on time, follows instructions reliably, and is fully honest in verbal communication and self-representation.
5. **Enthusiasm for the experience:** Fully engaged, asks appropriate questions, and looks for learning opportunities and new experiences.
6. **Willingness to ask for and use guidance:** Consistently asks for guidance when needed, is responsive to supervision, and learns from experience.
7. **Ability to work cooperatively with others:** Consistently works cooperatively and effectively with others.
8. **Professionalism:** Conforms to guidelines regarding professional behavior as established by the placement; including dressing appropriately for the work environment, using appropriate language, and maintaining appropriate boundaries with consumers, staff, and supervisors.
9. **Communication:** Expresses ideas effectively and clearly in individual and group situations
10. **Ethical behavior:** Behavior exemplifies exceptional ethical and legal professional standards
11. **Consumer empowerment:** Responsive to client/consumer preferences, goals, and values. Is not judgmental, but respectful of individual differences and personal histories. Fully engages and involves the consumer in activities when possible.

Evaluating Student Performance

Setting Expectations & Tracking Progress

During the first week on site, the student and site supervisor will meet to complete the Site Orientation Packet to set expectations for the semester and provide direction for how the student will be able to demonstrate personal and professional development over the course of the semester. Site supervisors are to meet with the student and determine which tasks students will be able or required to participate in while at the placement. It will also be helpful if at the time of this discussion, supervisors inform students how and when these activities will be incorporated into their day-to-day duties. We understand that each placement will have varying ways of setting performance goals as it relates to the setting and would like for expectations to be set early in the semester so students and site supervisors can accurately track progress and provide each student with a clear plan to be successful in their roles.

Objectives for initial meeting with supervisor are:

- to establish a general plan for the semester that identifies student responsibilities, learning opportunities, and expectations for student conduct;
- to establish student schedule, if this has not been done prior to the start date;
- to set a schedule and plan for student/supervisor meetings throughout the semester and discuss how student performance will be monitored;
- to identify other staff on-site who will be involved in the supervision of the student;
- to complete the Site Orientation Packet (See appendix B).

Student Evaluation Process

Supervisors will complete two student performance evaluations at midterm and the final week. The evaluations include a rating scale for each of the professional competencies detailed above.

The midterm evaluation is completed in electronic survey format via a link emailed to the student's supervisor. The Field Placement Coordinator reviews all midterm evaluations and provides a copy to the student and instructor. Students are encouraged to discuss these evaluations with their supervisors and identify how to make improvements prior to the final evaluation. The midterm evaluation does not require the students' signature or review with the supervisor; however, supervisors can feel free to discuss the evaluation with the student.

The final evaluation is due by the last class. Students are to provide the Final Evaluation Form two-weeks before the last class. We ask that students schedule a meeting with the supervisor to formally review, discuss and sign the final evaluation before it is submitted. Students are also advised to provide information to their supervisors about their impressions of their own development, accomplishments and what they have gained from their experience to be considered during the evaluation process. Forms can be completed in writing, signed by both, and scanned in as .pdf to turn in, or electronically completed, signed by both parties using docusign, and uploaded to Canvas.

Placement Responsibilities

Mutual Obligations of University and Placement

1. Assume initial responsibility for selection of students to be placed at the placement and involve the placement in final decisions regarding placement.
2. Provide a designated member of the faculty/staff to serve as a liaison between the University and the field experience settings in matters pertaining to the field instruction. This field experience coordinator will:
 - a. Serve as liaison between the College and the placement;
 - b. Schedule a minimum of at least one contact during mid semester with the placement to review students' progress and consult with the onsite supervisor in the field;
 - c. Be available to the onsite supervisor for immediate consultation when requested;
 - d. Share with the site supervisor and other appropriate placement staff members the knowledge regarding the educational preparation of field experience students through meetings, a current field experience manual and other verbal and written communications.
3. Share the responsibility for the administration of the field experience course including decisions that affect the progress of the students such as grades, credits, and a minimum number of field experience hours in the placement.

Expectations of the Supervisor

The field experience supervisor is expected to:

- meet with the student to review and complete the Site Orientation Packet;
- oversee the student's field experience and provide opportunities through which the student can learn and demonstrate his/her skills;
- select clients with whom the student can utilize and integrate knowledge, theory, and understanding of psychological principles;
- provide students with opportunities to become involved with assessment and research when appropriate;
- contact the Field Placement Coordinator or Professor if issues arise onsite that require the assistance of USF staff to resolve;
- identifying on-site staff members appropriate to assist with supervision of the student or be utilized as staff for the student to observe;
- maintain an ongoing evaluation of the student's performance with an evaluative statement of student's progress at the middle and end of the semester. The University is responsible for providing the evaluation guidelines.

- hold a bi-weekly conference with the student for the purposes of reviewing work in progress and providing instruction;
- discuss the strengths and weaknesses of the field experience for improvement and modification of the course.

Getting the Most Out of Your Experience: Tips for Students

Prepare in advance – You are provided with this handbook to use as a resource throughout the semester. You are also provided with all required documentation in advance of starting with your placement, and each form has instructions about how it should be completed and by whom. Please take the time to read through and understand all the documentation. You will be responsible for explaining the particulars of the course to your supervisor and getting all documentation completed. Taking the time to familiarize yourself with all the requirements will make this process much easier.

Take Initiative & be persistent – Seek out learning opportunities whenever you can. During down time, ask your supervisor or other staff members if there are new tasks you can take on or other areas of service you can observe. It is the site's responsibility to provide you with supervision and direction, but it is your responsibility to make the most of your experience by stepping out of your comfort zones and looking for ways to get the most out of the internship.

Manage time effectively – Time management is an essential skill for navigating the internship experience. Arranging your weekly schedule to insure you meet your weekly hours' requirement, making up for missed hours as soon as possible, and identifying the best time to be on-site for exposure to services will help you to meet your hours' requirement successfully and ensure that you are using your time wisely while at your placements. Conversely, having very narrow or inflexible windows of time to be at your agencies, getting behind on hours, or being at your sites when the placement isn't active can result in a disappointing experience.

Widen your scope – Students tend to focus their attention the clinical aspects of the placement (i.e. wanting to see therapy in action or wanting to have face-to-face client interaction). While you should have opportunities to work directly with clients, it's not always appropriate for students to be involved directly with all therapeutic processes and the ways in which services are delivered vary from site to site. Take the time to find out what other aspects of the placement you can learn about or observe to help you have a more diverse learning experience. Pay attention to what's happening around you and what you're learning about how the placement functions, how it provides services to the community, and what you can learn about the unique aspects of the service population.

Communicate – When in doubt about what your goals are or what you should or shouldn't be doing at your site, express your concerns: whether it's to your site supervisor, your instructor, or the field placement coordinator. Learning to work collaboratively with other professionals and cultivating the skills to self-advocate and problem-solve are valuable aspects of professional development.

Field Placement Coordinator Contact Information

Amy Gierhahn, MA

Department of Mental Health Law & Policy

MHC 2513A

813-974-9007

agierhah@usf.edu

B. Sample Site Orientation Packet

USF Behavioral Healthcare Program
Orientation Packet/Updated: 0723

Field Experience Site Orientation Packet

This documentation is intended to serve as confirmation that the placement has been secured, an introductory meeting has taken place between student and supervisor, and an initial plan & expectations for the semester are established. The first part is demographic & contact information and the second is a planning checklist. The supervisor is to complete both parts, both parties sign, and the student will upload the complete packet to Canvas. Students should arrange to meet with their supervisor to review within the first couple weeks to complete and sign for the student to submit to Canvas (see syllabus for due date). This can be printed and handwritten, or completed electronically (google docs, DocuSign, Adobe, etc.), and the completed form needs to be in PDF format to upload to Canvas.

Part I: Confirmation of Placement & Site Information

Student Name: _____

Agency Name: _____ Agency web address: _____

Student has completed all necessary steps to secure placement for the _____ (Sem/Year).

Site Location Address:

Street: _____ City: _____ St.: _____ Zip: _____

Hours of Operation: _____

Administrative Office Address (if different from above):

Street: _____ City: _____ St.: _____ Zip: _____

Supervisor Information

Direct supervisor name: _____ Title: _____

Office phone: _____ Cell: _____ Email address: _____

Primary contact method for student (select one): Office Phone Cell/Text Cell/Call Email

Please be advised:

- Students are required to complete hours each week, 8-10 hours per week in Fall & Spring, and 12-15 hours per week in Summer.
- Students are to meet biweekly with the supervisor to discuss progress and identify learning opportunities.
- There will be two performance evaluations. The midterm evaluation will be completed via link sent by the field coordinator & the final evaluation forms will be provided by the student and should be completed in a formal performance evaluation meeting prior to the last class.
- Any issues that arise over the course of the semester, please contact the Field Coordinator, Amy Gierhahn, agierhah@usf.edu

USF Behavioral Healthcare Program
Orientation Packet/Updated: 0723

Part II: Field Planning Checklist

Instructions for Supervisors

The activities outlined below have been identified as the best means for students to learn about agency functioning and provide opportunities to display the professional competencies detailed in the student handbook and on the evaluation form. The site supervisor will complete the below, selecting the opportunities that are available within each learning area, and adding any additional tasks or responsibilities specific to the placement. This form will provide students with an overview of what learning opportunities are available and what will be expected of them over the course of the semester.

The suggestions provided in each area are not intended to be exhaustive or explicit, so feel free to adapt activities and identify what will work best at your location and will help students achieve the identified learning objectives. Please place a check next to any available opportunities and leave blank ones that are not available to the student. Space has been provided for including additional opportunities specific to the placement. *Note: We have recently expanded placements to include community-based research projects. New research-related tasks have been added, but very minimally. We understand that many of the learning opportunities are unique to each project and may not be included below, we encourage you to add details about the specific project the student is assigned and any related tasks.

Clinical Skills Development: Tasks and activities targeted at building the clinical skills necessary to assess client needs, understand diagnosing, treatment planning, and clinical documentation. Skills can be developed by observing other professionals, discussing clinical processes with staff, and working directly with clients.

CLINICAL SKILLS DEVELOPMENT TASKS & ACTIVITIES
Observe the process of risk assessment and crisis intervention
Understand the purpose and importance of treatment planning
Discuss differential diagnoses using the DSM IV, DSM5
Review client files/research data and develop an understanding of standard documentation & data collection procedures, and learn how records are kept
Observe and practice good clinical documentation – this can be in the form of writing “mock documentation” using formats utilized by the agency
Observe the roles of various disciplines in the treatment/research process
Review any tools utilized by the agency or project (assessments, intake forms, biopsychosocial, etc.)
Observe and report on various techniques to conduct a clinical assessment or community-based research
Observe individual, family, or group counseling services (when available and appropriate)
Assist with or facilitate groups and client activities
Attend clinical team meetings, treatment planning meetings, and other staff meetings

Please utilize the space below to identify other clinical skill development opportunities identified by the agency:

USF Behavioral Healthcare Program
Orientation Packet/Updated: 0723

Policy & Administration: Tasks and activities targeted at providing opportunities to learn about how the agency provides & funds services to the community, (for community-based research) learning about the purpose of the project, the funding, and the stakeholders, the established guidelines for best practices, the organizational structure, and any other information relevant to the agency’s research policies & procedures. Students can learn this information by reading policy and procedural information, completing web training and research, assisting with program development & planning, and discussing these areas with supervisors and/or designated staff members.

AGENCY POLICY AND ADMINISTRATION TASKS & ACTIVITIES
Attend orientation and participate in trainings provided by the agency to develop familiarity with business practices
Review policy and procedures of service delivery
Review research grant particulars and research protocols (when applicable for research-based placements)
Identify the mission, vision, and core values for the agency
Observe research processes such as data storage, disclosure forms, informed consent policies, etc.) (when applicable for research-based placements)
Explore & observe the various agency structures of service delivery
Observe programming and business practices
Understand the service financing and funding sources of the agency or research grant
Explore and understand public policies of service delivery
Assist with program development & planning

Other agency policy and administration related opportunities identified by the agency:

Client Interaction: Tasks and activities targeted at building competency and comfortability with engaging directly with clients, which can include tasks related to researching and understanding the unique dynamics of the target population and cultivating the skills necessary to establish & maintain professional boundaries, use effective communication skills, and display cultural competency.

CLIENT/PARTICIPANT INTERACTION TASKS & ACTIVITIES
Observe and assess the processes and techniques for building and maintaining rapport with the service population, research participants, or community partners
Demonstrate the ability to build rapport with others
Demonstrate awareness, empathy, and active listening skills when engaging with participants/clients/consumers.
Research the agency’s target population and develop an understanding of the unique challenges faced by that population
Learn how to set and maintain professional boundaries
Develop an understanding of ethical research practices
Develop an understanding of cultural competency and learn the ways in which the agency delivers services in a way that takes into consideration the unique sociocultural aspects of their clients.

USF Behavioral Healthcare Program
Orientation Packet/Updated: 0723

Please utilize the space below to list any other client interaction related opportunities identified by the agency:

Personal Professional Development: Students at this level of internship are cultivating their professional skills and establishing their professional identities for work in the field of behavioral healthcare. Students are expected to engage in the behaviors, skills, and tasks below to display professionalism throughout the duration of their internship experience.

PERSONAL PROFESSIONAL DEVELOPMENT
Communicate with others using professional and appropriate language
Dress appropriately for the work environment
Self-advocate, take initiative, and seek out learning opportunities
Manage schedule effectively, including, setting a weekly schedule, arriving for shifts on time, and working required weekly hours consistently
Maintain hours log and document how time is spent at the agency
Routinely seek out and incorporate feedback from supervisor/staff regarding progress and skill development
Work cooperatively and collaboratively with supervisor and staff members
Assist with various clinical and administrative support duties as assigned by the agency
Complete assigned tasks in a timely manner and seek out assistance if additional direction is needed to complete assignments successfully
Learn about staff members in different positions and learn about level of education and experience required for the various types of positions within the agency

Utilize the space below to list any other personal professional development related opportunities identified by the agency:

Provide a general idea of optimal days/times for Student Availability (example: weekday evenings or one full day a week or twice a week Mon & Fri, or even flexible from week to week):

Indicate the tentative schedule set for this student:

Supervisor Name: _____ Title: _____

Supervisor Signature: _____ Date: _____

Student Name: _____ Student Signature: _____

C. Sample Performance Evaluation

**UNIVERSITY OF SOUTH FLORIDA
BEHAVIORAL HEALTHCARE FIELD EXPERIENCE
FINAL EVALUATION**

Student Name: _____ Date of Evaluation: _____
 Agency Name: _____ Supervisor Name: _____

The final evaluation is completed by the student's site supervisor **before the last class** of the semester. The supervisor and student are to meet to review and sign the evaluation. The evaluation can be printed out, handwritten by the supervisor, signed by both. Or the evaluation can be completed and signed electronically. Once returned, the student will upload the complete, signed, .pdf version to Canvas. Any questions or issues with the form or process, please contact Amy Gierhahn Agierhah@usf.edu.

Please rate the student's performance using the following rating scale for each area. Ratings should take into consideration the performance expected for an undergraduate intern with no previous experience in the behavioral healthcare field. Utilize the blank space to provide specific details about performance in each area, especially to explain particularly high or low ratings. Reserve outstanding ratings for performance that was above and beyond.

5	Outstanding	Performance consistently superior
4	Exceeds Expectation	Performance routinely above what is expected
3	Meets Expectation	Performance regularly competent & dependable
2	Below Expectation	Performance does not meet expectations
1	Unsatisfactory	Performance is consistently unacceptable, even after coaching

Professional & Clinical Dimensions		Rating (Circle one)				
Adaptability		1	2	3	4	5
Adjusts her/his actions to meet changing demands and tasks. Responds appropriately in new situations. Open to taking on new responsibilities.						
Responsible Attention to Detail		1	2	3	4	5
Attends fully to instructions. Completes assignments thoroughly and thoughtfully. Accomplishes tasks with full concern for all the areas involved.						

Final Evaluation | Page 1 of 4

Task Persistence	1	2	3	4	5
Consistently follows through with all tasks, responsibilities, and assignments. Seeks out needed information, clarification, or assistance when needed to complete assigned tasks.					
Reliability & Dependability	1	2	3	4	5
Consistently on time and abides by agreed upon schedule. Properly provides notification about absences or schedule changes. Honest in verbal communication and self-representation.					
Initiative & Enthusiasm	1	2	3	4	5
Fully engaged in the experience. Asks appropriate questions, looks for learning opportunities and new experiences. Engaged in learning about the client population & the agency.					
Willingness to Ask for Guidance	1	2	3	4	5
Consistently asks for guidance when needed. Responsive to performance feedback & able to apply feedback to the task at hand. Learns from experience.					
Ability to Work Cooperatively	1	2	3	4	5
Works cooperatively and effectively with supervisor, staff members, and client population.					
Effective Communication	1	2	3	4	5
Expresses ideas effectively and clearly in individual and group situations, both in written and oral communication.					

Final Evaluation | Page 2 of 4

Ethical Behavior	1	2	3	4	5
Aware of and attentive to the ethics of the profession. Able to seek out information about appropriate ways to address ethical dilemmas when they arise. Behavior exemplifies exceptional ethical and legal professional standards.					
Consumer Empowerment	1	2	3	4	5
Responsive to client/consumer preferences, goals, and values. Presents with a non-judgmental attitude and is respectful of individual differences and personal histories. Fully engages and involves the consumer in activities when possible.					
Rapport Building	1	2	3	4	5
Consistently displays positive regard for client population. Listens attentively, gains useful information, and demonstrates empathy, interest, and warmth when engaging.					
Assessment	1	2	3	4	5
Collects useful information from consumers. Recognizes areas of concern and contacts staff when important information relevant to safety or treatment planning is discovered. If the student only observes or learns about the assessment process, the student exhibits an understanding of what assessments are used, what data is collected, and how that information is utilized for treatment/case planning.					
Cultural Competence	1	2	3	4	5
Respectful of diverse client population. Able to interact effectively with people of different backgrounds & cultures, including but not limited to ethnicity, race, age, religion, disability, socioeconomic status, gender, and sexual orientation.					
Overall Professionalism	1	2	3	4	5
Conforms to guidelines regarding professional behavior as established by the agency, including dressing appropriately for the work environment, using appropriate language, and maintaining appropriate boundaries with clients, staff, and supervisor.					

Final Evaluation | Page 3 of 4

Please describe the student's specific strengths and areas for improvement.

Strengths: _____

Areas for Improvement: _____

Supervisor's Signature: _____ Date: _____

Signature of the student below indicates that she/he has read and reviewed the evaluation with the supervisor.

Student's Signature: _____ Date: _____

Please contact the field placement coordinator, if you have any questions about the evaluation process or how to submit documentation. Also, feel free to provide feedback about your experience hosting a student or ways we can make improvements to the program to better support you.

Amy Gierhahn, M.A.
Office: 813-974-5007
Email: Agierhah@usf.edu

Thank you for taking the time to complete this evaluation. We appreciate all your work with our students!

Final Evaluation | Page 4 of 4