Field Study Information for Site Supervisors

Overview

FHS field study experiences involve students in supervised and planned site placements in the community. These placements are meant to provide real-world professional exposure and experience for students seeking careers in the human services. Field study will provide students with opportunities to apply the foundational knowledge and skills gained in FHS courses to the activities engaged in by local sites. Students will meet competencies derived from this body of foundational knowledge and skills identified as important for a student pursuing a career in human services. University faculty, site personnel, and the student will develop an individualized work plan for each placement each term. In addition, university and site personnel will provide site supervision, evaluation and support.

Sites approved by the FHS program for field study placements represent a broad range of clientele, professional approaches, human service philosophies, cultural and demographic settings, as well as other features. The range of features represented is:

- Function of site (i.e., education, counseling);
- Approaches in the field (i.e., family preservation/child advocacy);
- Demographic context (i.e., birth to 5 years, 6-13 years, 14+ years);
- Site settings (i.e., home-based or center-based services); and
- Cultural diversity (i.e., racial/ethnic characteristics, individuals with disabilities).

Sites that collaborate in field study experiences reflect this varied exposure to human services. These sites provide early intervention and respite care services, parent training and support services, youth residential homes, programs for abandoned or runaway youth, vocational services for individuals with developmental disabilities, probation and juvenile-to-community transition services, and substance abuse treatment.

Sampling of Features

Students are encouraged to select placements that effectively "sample" a matrix of service delivery programs similar to what they will encounter in their professional careers. In field study, students should gain experience across the range of features and age of clients described above.

Site Selection and Confirmation

Students may only complete field study at FHS-approved sites. Students are responsible for verifying that the sites they are interested in working at are FHS-approved. Students are also responsible for conducting research (i.e., looking at agency websites; talking with peers who have been an intern at a given site they are interested in); and contacting sites directly to determine if the site’s features support the students’ career goals, completion of competency portfolio and schedule. Students should generally plan to make contact with their top three preferred sites to secure a placement for a given term. Interview and background check requirements vary across sites, and students should inquire directly with each site they are interested in to determine what is needed in order to be considered for a placement at that site. Students will need to meet with the site contact person to complete the Field Placement Confirmation Form. The program director reserves the right to make the final determination of sites to ensure students’ success and progress within the program.
Students must submit their completed Field Study Site Confirmation form to the Student Services Coordinator by no later than the deadlines stated below (corresponding to the end of Week 7 of the term) to confirm their site for the term indicated.

- Fall, 2017 site confirmation due: **5/19/2017**
- Winter, 2018 site confirmation due: **11/10/2017**
- Spring, 2018 site confirmation due: **2/23/2018**
- *Summer, 2018 site confirmation due: **5/4/2018**
- Fall, 2018 site confirmation due: **5/18/2018**

*Fully admitted students may only participate in summer field study if they:

- Are registered for field study (FHS 406/OINT 488) credits commensurate with their planned hours (1 credit = 30 hours).
- Register for and participate in group supervision (FHS 407/OINT 488) with an assigned university supervisor.
- Abide by stated FHS field study hour/credit maximums.

Students will receive credit for only those weeks in which they are registered for FHS 406 and are actively meeting with their university supervisor. Hours must be completed during the period of active instruction (i.e., not during finals week or academic breaks) in order to count toward field study.

**Hours**

Each credit of FHS 406 equates to 30 hours of field study. Students must enroll in a minimum of 2 credits (60 hours) of FHS 406 field study per term (and 1 credit of FHS 407 supervision per term) for each term that they engage in field study. Students are expected to evenly divide their field study hours across the entire term; however, as there is variation in the minimum number of hours that sites may require for students to participate in certain learning experiences, the exact distribution of hours across the term should be negotiated by students with their site supervisor and recorded in the work plan. For example, if a student is enrolled in **2 credits of FHS 406 (60 hours)**, it expected that they will complete an average of **6 hours per week** over the **10 weeks of the term**; however, if a site requires that the student complete a minimum of 8 hours per week to engage in a specific learning experience negotiated during the work plan, these hours may be completed over 8 weeks. Please refer to the section on weekly field study hour maximums for additional relevant information.

In addition to hours worked in the field study site, field study hours documented on students’ timesheets may include the following:

- Work plan meeting
- Midterm evaluation meeting
- Final evaluation meeting
- Orientations at the site
- Trainings at the site
- Research/tasks assigned by site supervisor to be performed offsite

*FHS Preservice Training may NOT be included toward field study hours.*

**Site closures**
Students are responsible for making up hours missed if a site was closed for any reason on the day a student was scheduled to work. Examples of site closures include holidays, in-service days, snow closures, etc.

24-hour field study

Students may count “awake” time in which they are “actively engaged” in work toward their field study hours. Any student who may be involved in 24-hour field study will need to document this option on their work plan. As with all field study experiences, a site supervisor must be accessible during the entire 24-hour period.

On-call field study hours

Students who have the option of field study activities that require them to be “on-call” may only count the time when “actively engaged” in work. Any student who may have “on-call” hours will need to document this option on their work plan. As with all field study experiences, the site supervisor must be accessible during the entire on-call period.

Driving time to/from field study

Driving time is typically not included in the students’ field study hours. The only exceptions are agencies in Cottage Grove, SCAR/Jasper Mountain in Jasper and SAFE Center in Marcola. Students interning at these sites may include driving time as part of their field study hours documented on their timesheet for one-way only.

Finals week

Students must plan to complete ALL field study hours for a given term by the time of their final evaluation meeting in Week 10. Students who do not complete their hours by the end of Week 10 may receive a No Pass in FHS 406 for that term. Only under unique and exceptional circumstances, and only with the advance written permission of their university supervisor, may students complete field study hours during finals week. Students who do not receive advance written permission will not be allowed to count any hours completed during finals week toward their FHS 406 hour requirements.

Weekly field study hour maximums

To support interns in their role as learners at field sites, students are not allowed to consistently schedule hours in excess of 15 per week. Students may not enroll in more than 3 credits (90 hours) of FHS 406 per term during the fall, winter, or spring terms. Students may not enroll in more than 5 credits (150 hours) of FHS 406 locally or via a study abroad experience during the summer term. Any exceptions to this policy must be approved by the program director. Students may be required to submit a written petition to support their request for an exception to this policy.

Junior Year

FHS juniors will work in community sites for a minimum of 60 hours per term during the weeks
that university classes are in session, excluding finals week. Students may elect to complete up to 90 hours of field study per term without having to request formal program approval. Up to 4 additional credits of beginning (or advanced) field study (beyond the 6 required credits of beginning field study and 6 required credits of advanced field study) may be applied to the FHS major’s Professional Depth requirement; however, students wishing to use field study credits for this purpose must meet with an academic advisor prior to enrolling in additional field study credits to receive authorization. The minimum number of field study hours completed in the junior year is 180 hours. The actual number of hours completed will be based on enrollment in FHS 406 Field Study (1 credit = 30 hours) and the actual work performed will vary depending on the specific site placement, but might include tasks such as:

- Providing one-on-one tutoring or instruction to children/youth/adults
- Participating with group discussion sessions
- Participating in planning meetings with youth and families
- Attending staff meetings or training sessions for staff and clients
- Observing children or youth and completing assessment forms
- Developing written materials for the site

Most juniors will choose three different sites over the three terms to give them a full range of experiences. However, some sites require a two-term commitment. Students who choose those sites will have only two experiences junior year as well as limit their selection for their senior year placement. An additional term of field study may be taken in this case. Field Study is a P/NP course. Requirements are outlined in the Junior Field Study syllabus (FHS 406 – Beginning).

Senior Year

Seniors in FHS choose one of the sites they worked in as a junior for an in-depth supervised field experience. The minimum number of field study hours completed in the senior year is 180 hours, not including the senior project (see below). This experience is designed to give seniors an opportunity to (1) practice and refine the skills they have developed during the junior field experience and (2) gradually assume more of a leadership role within a local community agency. Where the junior field study was largely exploratory, the senior field study is focused on skill building. A key component of the senior field study will be the completion of a senior project designed in conjunction with both agency and University personnel. Field Study is a P/NP course. Requirements are outlined in the Senior Field Study syllabus (FHS 406 – Advanced).

Senior Project

The senior project is the capstone experience for students in the FHS undergraduate major. These projects serve as the final “product” students develop as they move beyond academic preparation and support into their professional careers. With careful planning and advising, students devise senior projects that connect their educational experiences and goals to concrete career opportunities. The senior project requires students to take aim at a professionally-relevant issue and develop a body of work that addresses specific agency needs in the community. Examples of senior projects include, but are not limited to:

- Program evaluation
- Program/curriculum development
- Manual/handbook
- Grant writing/fundraising
Topics for senior projects must be negotiated and approved by both University faculty and agency personnel during their enrollment in the Senior Project Proposal seminar (FHS 496). Students register for the Senior Project Proposal seminar during their first term of senior field study. The purpose of the Senior Project Proposal seminar is to design and write a comprehensive senior project proposal. Projects must result in a written product that can be used within the sponsoring agency. Examples of completed senior projects will be made available to students through participation in FHS 496.

Once the proposal has been approved, each student must complete a total of 60 hours for the senior project in conjunction with enrollment in FHS 497. Students may begin tracking these hours during the second term of senior field study. These project hours are in addition to the 180 required hours for field study. Students will track their hours using the Senior Project Time Sheet. Completed time sheets will be turned in along with the final project. Once projects are completed, students will present their project in a formal presentation to University faculty, agency personnel and their classmates at the end of the term. Students' projects and presentations are graded.

Supervision

A vital piece of the FHS program is supervision. The FHS program supports multiple levels of supervision to promote the educational growth of our students. All students are required to register for FHS 407, arrive on time, and participate in weekly supervision groups with a university supervisor each term in the program. Students are also assigned to a supervisor at the site in which they are completing their field study hours and must have weekly meetings with this individual.

Work Plan

Once the field study sites are established, students will schedule a meeting with their university supervisor and site supervisor to develop the work plan. This initial meeting is the opportunity to lay the groundwork for the entire field study experience. It is due by the end of the second week of classes for juniors and the end of the third week of classes for seniors. A copy of the final document should be given to both the site supervisor and the university supervisor.

Field study hours performed beyond the third week of the term without a work plan on file will not count toward the needed total for the term. Students will turn in the original form to their university supervisor who will file the form with the FHS Student Services Coordinator. Students are encouraged to keep a copy of the work plan for their portfolio as well as for a guide to ensure they are meeting the required competencies and responsibilities laid out in the agreement.

At the meeting, the participants will write up a work plan that defines the roles the student will play within the site, and clarify the specific expectations of both the university supervisor and site supervisor. In some sites, the site placement coordinator also will participate in this planning meeting. Each work plan should include the following components:

- Student name/Site Supervisor name/University Supervisor name
- Field placement name
- Dates/times that field study student will be on site during the term
Dates/times that field study student will be on site during finals week
List of field activities (tasks to be performed by student)
List of competencies to be met during field study and criteria for how meeting these competencies will be measured.

Student Competencies developed in Field Study:

Juniors and Seniors:
3.2 Assessment (refers to formal assessments)
3.4 Interviewing (refers to formal interviews)
3.5 Clinical Observation (in a professional context)

Seniors ONLY:
4.1 Case Management
4.2 Agency Collaboration
4.4 Community Development
4.5 Agency Management and Administration
5.1 Intervention Design and Implementation
5.2 Program Evaluation
5.3 Grant Writing/Fund Raising

Please note: Most agencies will be able to meet a limited amount of competencies required of the program. Students are responsible for working with their university supervisor to ensure all competencies are met during their 2-year program by working with a range of sites throughout their field study experiences. Students will need to take an active role in ensuring they meet the program and field study competencies.

Evaluation

Evaluating the effectiveness of the field study placement will be dependent on clear and consistent methods of communication among site supervisors, university supervisors, and the students engaged in the field study experiences. The onsite supervision of students will be a major vehicle for developing observational and communication opportunities to guarantee the quality of placements, professional learning among students, and student performance in the field. These observational and communication opportunities will be formalized in the field study evaluation described below.

A formal evaluation in each of the students' field study placements will be conducted in relation to regular observations and communication among respective site and university supervisors and students. The site supervisor will have daily contact with the students and be able to provide immediate feedback and guidance. The university supervisor will provide weekly supervision groups and monitor the students' development for the duration of the students' junior year and senior year. The role of each of these supervisors is to provide support, guidance, and educational training to undergraduate students.

In addition to onsite supervision and communication with the student, at least two times per term as a junior and at the end of each term as a senior, a meeting will be scheduled between the student, university supervisor and site supervisor. The midterm evaluation is due by the end of the sixth week of classes for juniors and at approximately 90 hours for seniors. The final
evaluation is due by the end of the 10th week of classes for juniors and at approximately 180 hours for seniors. Prior to the final meetings, the university supervisor and site supervisor will complete a written evaluation of the field study experience on the Final Evaluation form. The student will complete a Final Self Evaluation form. The purpose of the midterm and final evaluations is three-fold:

1. To assess how the field study experience is matching the original work plan,
2. To assess the student's performance that includes information on the student's attendance, participation, etc., and
3. To assess if the student exceeds, meets or does not meet the professional competencies outlined in the original work plan.

This written information will be shared in conference settings and summarized by the student as part of their portfolio of written field study records. The portfolio is created during the senior year and is meant to provide students a process and product for reflecting upon and assessing their own professional development, career goals, emerging competencies, and human service experiences relative to future employment. Students are encouraged to gather information from their sites as well as their work plans and evaluations throughout their field study experiences.

Roles and Responsibilities

This section describes the roles and responsibilities of each of the key players in the field study experience, including the student, the site supervisor, and the university supervisor.

Student

Students are expected to engage as professionals-in-training for community agencies approved by FHS for field site placement. Students must meet all requirements related to field study specified in this handbook (i.e., number of sites, number of hours, achieve all competencies linked to field study).

Student Responsibilities

1. Read the FHS student handbook for your cohort.
2. Attend an initial meeting with the site placement coordinator to determine appropriate match and to complete the Field Study Confirmation form.
3. Gather paperwork and forms necessary to complete the work plan, midterm evaluation, final evaluation, and time sheets.
4. Provide forms to onsite supervisor prior to meetings.
5. Schedule and participate in the development of the work plan along with the university supervisor and the site supervisor.
6. Implement the work plan activities with children/youth/families or other site staff.
7. Maintain time sheet log with site supervisor initials and turn in to university supervisor when requested.

8. Work with site personnel to meet site requirements, such as volunteer training sessions or other special requirements particular to the site.

9. Maintain portfolio of written field study records, such as a site supervisor initialed log of hours completed, the work plan form, and midterm and final evaluations. More information on the portfolio will be provided in the senior year. Students are responsible for making copies of evaluations and work plans.

10. Work to meet field study competencies outlined in the work plan.

11. Follow site and program expectations for professional conduct, including:
   a. Maintaining professional relationships,
   b. Adhering to site policies for maintaining student/client confidentiality,
   c. Observing professional dress and grooming appropriate to the site/position
   d. Being on time for scheduled field study hours.

12. Complete all field study assignments in a timely manner.

13. Schedule and participate with the midterm evaluation and final evaluation meetings with site supervisor and university field supervisor.

14. Complete the Student Midterm and Final Self Evaluation form prior to the midterm and final meetings.

15. Contact the site supervisor and university supervisor if unable to participate in scheduled field study hours. You must give the site enough notice to find someone to fill in for your absence.

16. Work with site supervisor to arrange a make-up of field study hours missed. If a site is closed on the day a student was scheduled, the student is responsible for making up the hours missed.

17. Contact university supervisor for support if any problems arise at field site.

18. Attend POA meetings as requested.

**Site Supervisor**

Site supervisors are experienced community site personnel who supervise FHS field study students on site. These individuals are responsible for providing orientation and training on specific tasks or duties that field study students will perform. Site supervisors also take on a "mentoring" role with FHS students by providing regular supervision and constructive feedback: If a site supervisor leaves the site when a student is present, the site supervisor must find another staff person to fill in as supervisor during their absence. This ensures that the student has someone to "check in" if needed.
Site Supervisor Responsibilities

1. Assist in developing a work plan/agreement with the student and university supervisor and establish a weekly schedule for the student that meets the student's field study requirement.

2. Provide an orientation to the site that includes the expectations of the student in the role of an intern, the site's policies and procedures and the layout of the site's physical structure.

3. Regularly assist and guide the field study student, providing ongoing supervision and feedback on job performance, and meetings with the student after formal observations have been conducted.

4. Communicate with the student's university supervisor on a regular basis, especially if there are concerns.

5. Complete midterm and final written evaluations of student performance prior to meeting.

6. Actively participate in work plan, midterm evaluation and final evaluation meetings with university supervisor and student.

7. Verify student's time sheet with a signature.

8. Attend and participate in the site supervisor training and agency fair when scheduled.

Site Placement Coordinator

Depending upon the size, some sites will need to identify a placement coordinator in addition to the site supervisor. This site liaison will be the initial contact person for university staff and students, and will identify appropriate field study placements and site supervisors within the site.

Site Placement Coordinator Responsibilities

1. Coordinate all scheduling of field study activities within the site.

2. Serve as the site liaison to university staff.

3. Identify and supervise all site supervisors within the site.

4. Work with the university supervisor to determine appropriate job tasks for field study students or delegate this responsibility to the site supervisor.

5. Participate in student evaluations as appropriate or requested.
University Supervisor

The University supervisor functions as the liaison between the students, the community sites, and the FHS faculty and administration. University supervisors are responsible for assisting students to determine appropriate field study placements and providing onsite support and training throughout the students' field study experience.

University Supervisor Responsibilities

1. Assist student in securing appropriate field study placement. Check to be sure student has a weekly schedule set up to meet the hour requirement for the term.

2. Supervise, evaluate and support junior and senior undergraduate students in field settings.

3. Serve as a liaison to site placement coordinator and site supervisor at the community site. Introduce self to these site personnel before working with the student within the site.

4. Develop the work plan with site supervisor and student.

5. Make regular contact with site supervisor. Read and discuss written records of field study activities when necessary.

6. Debrief field study activities with students in weekly supervision group.

6. Attend and conduct meetings (work plan, midterm evaluation, and final evaluation) with the student and site supervisor as appropriate to the student’s year and status in the program.


8. Act as mentor and advisor to student.

9. Be available to site staff to assist in resolving any concerns with field study placement or student’s lack of meeting competencies. Communicate concerns to the FHS faculty member providing supervision of FHS 406/407.

10. Facilitate weekly supervision groups for juniors and seniors, including site-related support, professional development, and didactic elements.

11. Participate in weekly supervision group for university supervisors led by a member of the FHS faculty.

12. Advise senior student with developing and presenting senior proposal and project.
13. Provide students with weekly office hours.

14. Determine whether students are meeting field study competencies.

15. At the end of the term, assign a grade of Pass or No Pass for FHS 407 and recommend a grade (based on documentation collected from the student during supervision meetings) to the instructor of record for FHS 406, who will assign the grade for that course.

16. Evaluate effectiveness of site placements on a quarterly basis.

17. Initiate and participate in POA meetings as needed and/or requested.

**Summary Timetable for University and Site Supervisors**

<table>
<thead>
<tr>
<th>Quarterly/Yearly Tasks</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Plans</td>
<td>Due end of Week 2 (Week 3 at the LATEST!) (attended by University Supervisor)</td>
<td>Due end of Week 2 (Week 3 at the LATEST!) (Beginning first quarter of senior field study and attended by University Supervisor)</td>
</tr>
<tr>
<td>Midterm Check-in/Evaluations</td>
<td>Due end of Week 6 (attended by University Supervisor)</td>
<td>At 90 hours (attended by University Supervisor)</td>
</tr>
<tr>
<td>Begin looking for new field site (Juniors only)</td>
<td>Week 2 of each term</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Site confirmation forms</td>
<td>Due by the end of Week 7 each term</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Final Evaluations (completed by Site Supervisor)</td>
<td>Due end of Week 10 (not attended by University supervisor)</td>
<td>At 180 hours (not attended by University Supervisor)</td>
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