



Behavioral Healthcare Program

Field Experience Handbook



University of South Florida
DEPARTMENT OF MENTAL HEALTH LAW & POLICY
COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES

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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 agency or community research project. While at completing the internship, students will have the opportunity to engage with clients, observe staff members, learn research methods & practices, and when appropriate, attend treatment team meetings, observe individual & 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 a 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 an agency. The field experience site list includes a variety of behavioral healthcare providers working with a variety of populations in the Tampa Bay area. Site locations are primarily in the fields of mental health counseling & therapeutic services, substance use treatment, case management, social services, educational programs, research, and criminal justice.

Students are required to apply to take the course and meet with the Field Placement Coordinator in preparation for being linked to agencies. 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 will work with each student to identify his/her population of interest and select a site that most closely matches those interests. The Field Placement Coordinator will then link each student to the agency via email and students will follow-up with the contact at their assigned agency to schedule an interview with agency. Students are responsible for arranging their own interviews directly with the sites and the Field Placement Coordinator provides support to the students and the sites to ensure the placement process is complete before the class begins.

Students will bring their resume and their class & work schedules for the semester to the interview. They are advised to 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 should also have the opportunity to learn about the population served and the services provided by the agency. The interviewer, usually an agency supervisor, will decide if the student is a good fit with the agency.

The agency will likely require background checks and/or a drug screening. A student will only be authorized to intern at any given agency upon successful completion of required screenings. Students are

also responsible for all fees or other expenses, if required by the agency. 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 insure those screenings are complete in a timely manner. Students are also to identify and plan for any orientation or trainings required by the agency. Students can attend these prior to their start date and a portion of the hours (up to 16 hours) can be used toward the overall 120.

During the first week at the site, the student is to arrange a meeting with the site supervisor to complete and review the Field Planning Checklist. Students and site supervisors can use this tool to determine what routine responsibilities and expectations will be for the semester. Included in this manual and on the Field Planning Checklist is a list of suggested potential tasks that are well-suited for students at this level with space provided for agency specific activities. During the first weeks at an agency, students should review the agency's policies and procedural information and develop a general understanding of the agency's target population and service provision process. Students can also attend meetings, shadow staff members, and observe client interactions to acquire knowledge about service provision as well. The types of experiences and responsibilities in which students are able to participate will vary depending on the type of location and the nature of the population. Agencies 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 definitely expect our students to have opportunity to work directly with client populations, students should be supervised by the site supervisor or site staff at all times. For liability purposes, students should not be left to supervise clients or attend home visits without agency staff present.

Students are required to complete 120 hours total at their respective agencies 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 agency 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 agency – the general cutoff should be no later than 9:00PM. Students are asked to work with their agencies to determine what time slots will allow them to have the most opportunities to be involved in or able to observe how that agency 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 will also be spent developing skills for interacting with clients and navigating the various systems of community services. Specific activities are also assigned for the student to report on during the class. This integrated approach combines theory, practical application, and experiential learning to cultivate skills necessary to be successful in the field of behavioral healthcare.

Documentation Required

Affiliation Agreement – Affiliation Agreements provide information about the responsibilities of USF, the Agency, and Students to insure that expectations for the field experience are clear to all parties involved. These agreements are signed by designated USF staff and each agency. The Field Placement Coordinator is responsible for implementing agreements with each agency that hosts students prior to students being placed 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 agency may request a copy of the liability insurance certificate upon request to the Field Placement Coordinator.

Site Approval Form – Site approval forms collect information from the supervisor of each student and serve as verification that students have secured their internships. Students are responsible for accessing this document on in DocuSign and submitting it to their site supervisor. Once completed by the supervisor, a copy of the site approval form will be uploaded to Canvas.

Field Planning Checklist* – Supervisors are to utilize this form to identify what learning opportunities the student will be able to have while at the agency. Students will submit the document via DocuSign to their supervisors. The student will then arrange a meeting with his/her supervisor in-person or virtually to discuss the checklist and set expectation for the semester. The supervisor will complete the form and sign it. Students will upload a copy of the field planning checklist to Canvas once it has been completed.

Hours Log* – Students are required to keep record of hours and activities at their agencies on a daily basis. The hours log will also be accessible on Canvas. Students will complete an hours' form each week for signature by the supervisor using DocuSign. A copy of the log weeks will be turned in mid-semester to insure students are on track to complete their 120 hours successfully. The completed original log is due to the instructor at the end of the semester and should be submitted via Canvas.

Student Evaluation* – Each student will be evaluated by their site supervisor at midterm and at the end of the semester. A link to the midterm semester will be sent to the supervisor listed on the site approval form. A copy of the midterm evaluation will be provided to the student by the field placement coordinator. The final evaluation will be submitted to the site supervisor via DocuSign. Students will arrange a meeting with the supervisor to review and complete the evaluation. Students will upload a copy of their final evaluation to Canvas.

Site Evaluation* – At the end of the semester, students are each to complete a questionnaire about their experience at their assigned agencies. The information collected provides insight into the types and quality of experiences students are having at their respective sites. This information is also used to be able to better match students to sites going forward. Students will complete this form and upload to canvas.

**Indicates a sample document is included at the end of the manual. Official versions of these and other documents will be available on Canvas/DocuSign prior to the start of the semester. Students are responsible for providing the required documentation to their agency 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

The objectives of the course are to provide students with the opportunity to:

- A. observe and discuss how meaningful outcomes are achieved in mental health counseling, addictions treatment and social service agencies in real-life settings;
- B. identify the challenges faced by service providers and determine the professional competencies required to meet them;
- C. practice essential skills for working in behavioral healthcare, such as interview skills, assessment procedures, clinical documentation, treatment planning, professional skills, ethical & cultural competency, and working knowledge of service populations & agency functioning;
- D. understand the purpose of ethical standards & cultural competency when observing issues in the practice environment and discussing how those issues can be appropriately addressed;
- E. strengthen abilities for communicating effectively, critical & analytical thinking, and problem-solving as it pertains to the field behavioral healthcare, utilizing appropriate clinical terminology, person-first language, and non-judgmental evaluation of client populations;
- F. 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;
- G. assess personal and professional readiness to work in the field of behavioral healthcare.

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 have been identified as the best means for students to learn about and display the professional competencies detailed on their performance evaluation. We recognize that these may be modified or implemented differently depending on the type of agency and the following list is intended to serve only

as a guide. This list is not intended to be exhaustive or explicit, so 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 working 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 agency
- 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

Agency Policy and Administration – *Tasks and activities targeted at providing opportunities to learn about how the agency provides & funds services to the community, the agency’s established guidelines for best practices, the organizational structure, and any other information relevant to the agency’s 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.*

Students will:

- attend orientation and participate in trainings provided by the agency 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 agency
- Explore & observe the various agency 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 agency
- 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 in order 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 agency
- Assist with various clerical 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 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 agency

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: Is a self-starter who is 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 agency; 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 field planning checklist to set expectations for the semester and provide direction for how the student will be able to demonstrate personal 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 agency. It will also be helpful if at the time of this discussion, supervisors inform students how and when these activities will be incorporated in to their day-to-day duties. We understand that each agency will

have different ways of setting performance goals as it relates to the setting and would like for expectations to be set early on 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 Field Planning Checklist (See appendix B).

Student Evaluation Process

Supervisors will complete two student performance evaluations; a midterm & a final evaluation. 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 an email copy to the student & the professor. 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. The field coordinator will provide a link to supervisors approximately 2-3 weeks before the due date. 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. Supervisors are asked to submit the signed evaluation via Qualtrics. The student will be evaluated according to their performance related to the core competencies listed above.

Agency Responsibilities

Mutual Obligations of University and Agency

1. Assume initial responsibility for selection of students to be placed at the agency, and involve the agency 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 principle liaison between the College and the agency;
 - b. Schedule a minimum of at least one contact during mid semester with the agency 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 agency 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 agency.

Expectations of the Supervisor

The field experience supervisor is expected to:

- meet with the student to review and complete the Field Experience Planning Checklist;
- 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 agency, 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 insure 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 agency isn't active can result in a disappointing experience.

Widen your scope – Students tend to focus their attention the clinical aspects of the agency (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 agency 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 agency 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

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B. Sample Field Planning Checklist

USF Behavioral Healthcare Program
MHS 4425 -Field Experience

FIELD PLANNING CHECKLIST

Student Name:

Agency Name:

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.*

The student will be able to:

- Learn about or 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, biopsychosocials, 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 list any other clinical skill development opportunities identified by the agency:

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.*

The student will be able to:

- 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

Please utilize the space below to list any other agency policy and administration related opportunities identified by the agency:

Client/Participant 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.*

The student will be able to:

- 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

USF Behavioral Healthcare Program
MHS 4425 -Field Experience

- 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

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 in order 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 clerical 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

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

Please include any additional information pertaining to student activities, responsibilities, or expectations not included above of which the student should be aware at the start of the semester:

Supervisor Name:

Title:

Supervisor Signature:

Date:

C. Sample Site Evaluation

**Behavioral Healthcare Program****Field Experience Site Evaluation**

Date: _____

Student: _____

Agency: _____

Program: _____

On-Site Supervisor: _____

To the Student:

Please use this form to evaluate your field placement site. Your response will help us monitor the quality of the provided internship experience. Your honest evaluation is much appreciated.

Please circle the responses that best represent your perception of your field placement site supervision and your overall experience there. In the spaces provided, please add comments to clarify and support your response.

I. Opportunities	Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly
I received adequate supervision of my field experience activities	1	2	3	4	5
Orientation to the agency was adequate	1	2	3	4	5
Agency staff were supportive of me as a student	1	2	3	4	5
A supervisor was reasonably available for help and guidance	1	2	3	4	5
I received recognition and encouragement in the further development of my strengths and capabilities	1	2	3	4	5
I received useful feedback that was constructive and positive	1	2	3	4	5
Overall, I would recommend this site for other students.	1	2	3	4	5
This experience helped broaden my understanding of behavioral healthcare.	1	2	3	4	5

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II. Please list the site's most noticeable strengths and areas of limitations as a student placement.

A. Strengths: _____

B. Limitations: _____

III. What did you like most about your experiences at the agency?

IV. What did you like least about your experience at the agency? Please include a description of any steps you took to address these experiences with your site supervisor and what the response was.

V. General Comments:

