



Monroe Community College
STATE UNIVERSITY OF NEW YORK

Department of Human Services
Fieldwork Handbook:
Supervisors and Human Services Students

Revised June 2024

Fieldwork Supervisors

The Human Services faculty has developed this manual for the guidance of the human services professionals who supervise our students in their fieldwork experience. We have tried to provide a maximum amount of information in a minimum amount of space, but such a policy runs the risk of omitting information or under explaining. If you wish clarification of any points, or if you want further information, please contact our department.

You will find five sections in this manual, each one dealing with a specific and separate topic. Those sections are:

Part 1: Overview of Human Services

Part 2: Learning Outcomes and Developmental Goals of Fieldwork

- First and second semester student learning outcomes
- Third and fourth semester student learning outcomes
- Developmental goals of all students

Part 3: Responsibilities of the Student, Fieldwork Supervisor, and Human Services Instructor

Part 4: Preparation of the Fieldwork Learning Contract

Part 5: Evaluation of the Student's Performance

Part 1. Overview of Human Services at Monroe Community College

The Human Services student who has come to you is engaged in a program composed of three elements: reality testing, experiential learning, and general Liberal Arts.

We believe that students should be able to test whether or not it is realistic for them to pursue a career in human services. In order to do that, we believe that they must have:

- an opportunity for client contact
- supervision by a professional human services worker, and
- settings in which to integrate all of their ongoing learning and experiences.

Obviously, the fieldwork site is the place where client contact and professional supervision are made available.

In order for students to integrate their human service learning and experience with their academic learning and their ongoing life experience, we believe that our teaching must follow an experiential model. Our seminars provide the setting for such learning. Sharing experiences, discussion of relevant principles and issues, a variety of audio-visual presentations, guest speakers, role-playing, and video taping of human service techniques, reading, writing, and conventional instruction are among the diverse techniques we use to affect this experiential learning.

In addition to Human Services courses, most of our students are taking a wide range of Liberal Arts courses in conjunction with their degree programs such as psychology, sociology, English, etc.

Part 2: Learning Outcomes for Fieldwork

The following learning outcomes in this section are suggested as guidelines in completing the fieldwork learning contract.

First and Second Semester Student Learning Outcome

As a result of the supervised fieldwork experience the student will be able to:

- Discuss the purposes, methods, and problems of the agency in which the student is placed, and describe the policies and procedures of that agency.
- Support the agency as a student in a supervised learning situation, following agency rules, using supervision constructively.
- Demonstrate respect for the integrity and privacy of individuals and groups, and to treat as strictly confidential any personal information gained through professional contact.
- Demonstrate professionalism in reporting to fieldwork on time, keeping appointments, preparing for supervisory conferences, planning, and organizing work, meeting deadlines, and accepting constructive criticism as part of the learning process.
- Demonstrate the importance of professional learning through attending appropriate meetings and conferences as a part of the agency team.
- Demonstrate a beginning ability to observe, listen, hear, and report findings orally or in writing, in an objective manner.

Third and Fourth Semester Student Learning Outcome

It is assumed that more advanced students will develop outcomes appropriate to their unique position in their agency.

- Further demonstrate competence in previously acquired helping skills.
- Describe the human service delivery system and the roles, responsibilities, and limitations of the human services worker.
- Evaluate some specific models of intervention.
- Write about a human services agency in depth, including structure, function, funding sources, etc.

Developmental Goals of All Students

- Demonstrate an understanding of the agency's relationship to other community resources and programs.
- Examine through practice the basic values and assumptions of the human services profession.
- Demonstrate an acceptance of persons from different cultural and socio-economic backgrounds, and respect varying values systems and lifestyles.
- Develop and maintain caring and helping relationships through which problems may be approached, identified, assessed, and solved.
- Demonstrate adaptive flexibility, creativity, and tolerance for frustration.
- Value the importance of self-understanding for personal growth.

- Develop and demonstrate insight into the behavior of individuals and families and assess the factors that cause individual and social problems.
- Develop and discuss a personal style and philosophy of helping
- With increasing sophistication describe the connection of academic coursework to real situations.
- Demonstrate self-understanding for personal growth in relation to their personal goals.
- Explore and evaluate career choices in human services.

Part 3: Responsibilities of the Student, Fieldwork Supervisor, and the Human Services Instructor

We believe that each of the three persons concerned directly with the student's fieldwork experience - student, fieldwork supervisor, and human services instructor should assume certain basic responsibilities.

Student Responsibilities

- Students are responsible to comply with all guidelines and protocols of your fieldwork site, such as vaccinations, testing, and other health requirements.
- Students are responsible to comply with all agency onboarding processes such as background checks, fingerprinting, training, etc.
- Students are ultimately responsible for following up and attaining a fieldwork placement with the guidance of the fieldwork coordinator and their instructor. If a student is struggling with starting a placement, they must communicate this in a timely manner to their instructor and the fieldwork coordinator.
- For students who would like a placement outside of Monroe County, it is expected that you will be an active participant in locating a placement, as our department has established primary connections within Monroe County. While the fieldwork coordinator will communicate to confirm your placement and supervisor, you may be asked to research and provide potential placement site information.
- To commit 8-10 hours per week throughout the semester for fieldwork (see course information sheet for further information regarding minimum hours).
- To be prompt and regular in attendance.
- Follow agency policies regarding cell phone use, communication and/or any other agency protocols.
- MCC Education and Human Services Department fieldwork uniform shirt is required to be worn at agency unless utilizing job site for fieldwork.
- To strive for a professional attitude in performance of duties and in relationships at the fieldwork site.
- To formally complete the Fieldwork Learning/Evaluation Contract.
- To observe all fieldwork site rules and to maintain ethical standards of conduct, with special reference to confidentiality.
- To fulfill all assigned duties promptly to the best of the student's ability.
- To demonstrate a commitment to learning.

Fieldwork Supervisor Responsibilities

- It is the agency's responsibility to communicate the onboarding process to students i.e. background check, health screening, and any required vaccinations, as well as to ensure that the student has completed any onboarding procedures required by the agency.
- To provide opportunity for the student to engage in nine hours per week of appropriate, client-related work.
- To assist the student in developing relevant and appropriate learning outcomes for the Fieldwork Learning/Evaluation Contract.
- To assign to the student such responsibilities that will enable the student to accomplish the learning outcomes.
- To provide regular weekly opportunity for conferencing with the student about fieldwork experiences.
- To evaluate the student's performance based on the criteria listed in Section III, Fieldwork Evaluation and Ratings.
- To contact the Human Services instructor if problems or concerns should occur.

Human Services Instructor Responsibilities

- To guide and approve selection of the student's fieldwork site.
- To instruct and assist the student in preparation of the Fieldwork Learning/Evaluation Contract.
- To provide opportunities, through the experiential learning mode in seminar, for students to integrate fieldwork learning.
- To confer with the student as needed about specific problems related to fieldwork.
- To confer with the fieldwork supervisor at regular intervals as needed about problems that may arise.
- To assign the final grade for the student's fieldwork experience based upon stated criteria including the evaluation by the fieldwork supervisor.

Part 4: Preparation of the Fieldwork Learning Contract

Learning outcomes represent what you and the student decide will be realistic, relevant, and appropriate for this semester. These outcomes should be expressed in behavioral terms, for example:

As a result of this fieldwork experience the student will be able to:

- Refer clients to resources within the community.
- Discuss basic facts about developmental disabilities.
- Demonstrate interpersonal communication skills.

In preparing these learning outcomes, three criteria should guide you and the student; 1) learning outcomes should be realistic, relative to actual tasks the student may undertake; 2) learning outcomes should be attainable within the present semester; and 3) learning outcomes should be measurable and related to the course learning outcomes.

Responsibilities represent actual tasks or duties that you are willing to assign to the student. Also, they should be the sort of activity that will actually lead to the desired learning outcome. For example:

Learning outcome: Refer clients to resources within the community.

Responsibility: Develop a community resource list.

First semester students will need more assistance in mapping out learning outcomes than will advanced students, of course, and we suggest that you give as much or as little help in this area as you sense is needed.

In so far as responsibilities are concerned, we believe that only the fieldwork supervisor can delegate or assign these, although a student might well ask about a particular responsibility.

Steps for Completing the Fieldwork Learning Contract

1. Student enters learning outcomes and corresponding responsibilities on the Fieldwork Learning Contract.
2. The fieldwork supervisor and the student must both sign the contract.
3. The student returns the contract to the human services seminar instructor for approval and signature.
4. The contract is returned to the student.

We encourage you and the student to use the contract throughout the semester, (n.b. The evaluation section will be completed at the end of the semester).

Part 5: Evaluation of the Student's Performance

Sections II and III of the Fieldwork Learning Contract/Evaluation are devoted to evaluation of the student's performance. Each section serves a different purpose.

Section II – Fieldwork Time Commitment Record

This section is included for the student and/or supervisor to keep track of the student's hours of fieldwork. At semester's end, be sure to total the hours and sign the form.

Fieldwork Evaluation and Ratings

This section contains items relating to characteristics of the student's performance that we believe are of primary significance. The fieldwork evaluation consists simply of check-rating the student for each characteristic, adding a narrative response and signing the form.

When the evaluation has been completed, we believe that it is important for you to go over your evaluation with the student so that you may point out ways to improve performance and also to emphasize the student's strengths.

Conclude the fieldwork experience by transmitting the contract, signed by both you and the student, to the Human Services instructor and the Fieldwork Coordinator. It is most ideal to have the student return the contract to their instructor if they are taking their seminar on campus, although it is acceptable to email it to the instructor and Fieldwork Coordinator, Robin Richardson at richardson@monroecc.edu. If you use an electronic signature, please be sure to email us directly from your official work email. The important factor in this last step is to see to it that the contract is returned according to the announced deadline, thus avoiding any possible penalty for this student.

In conclusion we wish to emphasize that this is a brief treatment of the Human Services fieldwork experience, and you may have some questions or need for clarification. If such is the case, please make it a point to contact the department Monday through Friday from 8:45am to 4:45pm at (585) 685-6008.