

# State Fair Community College

## Associate of Applied Science in Behavioral Health Support

### Part II: BHS Field Manual

Additional Policies and Regulations can be found in the SFCC Course Catalog, MySFCC, and the State Fair Community College official website: [www.sfccmo.edu](http://www.sfccmo.edu)

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Dear Field Instructor,

On behalf of State Fair Community College's Associate of Applied Science in Behavioral Health Support Program, we would like to thank you for taking on the task of serving as a practicum site. Thanks to you, our students get one on one experience with a professional, working in a facility setting. This experience not only helps reinforce learning that has occurred in the classroom, but gives the student a real world look at the behavioral health field today.

Field experience is designed to teach students how to manage an average daily workload, develop strong organizational and critical thinking skills, and work with multiple disciplines on the behavioral health care team. As the student progresses through the required hours, the student should gain experience and be able to assist with a full client load, under the supervision of a field instructor, currently employed by the practicum agency. This experience should ultimately prepare the student for practice as a new Community Support Specialist or related position.

Students will be giving their field instructor a mid-term and final evaluation tool. The students should present the mid-term evaluation once they have completed **75 hours of the practicum experience and again at completion of the required 150 hours**. This should be completed for BHS 290 Field Practicum I and again for BHS 295 Field Practicum II.

Again, we would like to thank you for agreeing to serve as a field placement for our students, and we hope that you and the student will find this a valuable experience. It takes a special employee to assist with educating the future colleague. We applaud and appreciate all of your efforts. The following handbook will assist the Field Instructor with specific information needed to meet the objectives of this course and provides a detailed explanation of what the student should be doing during practicum time.

If you have any questions or concerns that need attention, please feel free to contact Deanna L. Barklage, BHS Program Coordinator at [dbarklage1@sfccmo.edu](mailto:dbarklage1@sfccmo.edu). During the student's practicum, the Field Coordinator will be making at least one unannounced visit to observe student performance. I will be collaborating with you to schedule these visits. I look forward to meeting you and discussing the student's progress as they complete the field experience.

Respectfully,



Deanna L. Barklage, MSW  
State Fair Community College  
BHS Program Coordinator  
660.596.7355 Office  
[dbarklage1@sfccmo.edu](mailto:dbarklage1@sfccmo.edu)

## Table of Contents

Field Practicum Policies and Procedures .....	2
Practicum Definition: .....	2
Advantages of Practicum .....	2
Qualifications of Field Instructors:.....	3
Field Instructor Responsibilities:.....	3
Program Faculty Responsibilities: .....	3
Student Responsibilities:.....	4
Student Guidelines for Practice: .....	4
Practicum Student Dress Code .....	4
Practicum Absence and Tardy Policy: .....	5
Professional Behaviors.....	5
Confidentiality.....	6
Social Media Conduct .....	6
Practicum Program Objectives/Outcome Behaviors .....	7
Practicum Course Competencies .....	9
Practicum Suggestions .....	10
Guidelines for Student Activities .....	10
Directory of Behavioral Health Support Program Affiliations .....	17
Practicum Affiliations.....	17

## Field Practicum Policies and Procedures

### Practicum Definition:

Practicum Experience is an individualized teaching/learning experience where the student defines and implements a behavioral health assistant role with a qualified role model. The role of the field instructor is that of a facilitator of student's goals and objectives. Practicum teaching will occur in a setting mutually acceptable to student, faculty, and Field Instructor. This experience will enable the student to better comprehend the job duties of the Community Support Specialist or similar position, and will enrich the student's transition to that of a professional in the behavioral health field.

### Advantages of Practicum

#### For Students:

1. Socialization into a professional role is enhanced since the Field Instructor is an active practitioner.
2. Opportunity to observe and experience collaboration within the behavioral health care fields.
3. The impact of "reality shock" is eased as the student experiences opportunities to discuss and work through conflicts.
4. Close supervision and immediate feedback is provided by the one-to-one learning relationship.
5. Individual learning needs are better identified and met.
6. Increased confidence and competence in performing skills are facilitated with a professional who has the expertise required for day-to-day practice.
7. Increased opportunities to learn and experience patient care.
8. Expanded view of the behavioral health profession.
9. Fine tunes the critical skills required to prepare the student for their future status as a graduate.

#### For Field Instructors:

1. A source of professional stimulation is provided.
2. Incentives of the pursuit of continuing education may occur.
3. An opportunity to demonstrate leadership and teaching skills is offered.
4. Field Instructors gain affiliation with an educational institution.
5. Field Instructors gain recognition and visibility from peers and supervisors for their expertise.
6. Satisfaction is gained as Field Instructors fulfill their responsibility to enhance the growth of their profession.
7. Provides experience in supervising others and delegating responsibilities.
8. Strengthens the link between the staff and the academic community.

#### For the Behavioral Health Profession:

1. Mutual understanding between education and service is enhanced.
2. Graduates, who are better prepared for entry-level positions, are provided to the behavioral health care system.
3. Learning partnerships are developed and enhanced.

## Qualifications of Field Instructors:

1. Completion of an approved professional bachelor's or master's program in a behavioral health field, or approval from practicum facility administration.
2. Current active employment at the practicum facility.
3. Experience of at least 1 year in the field of behavioral health practice.
4. Three or more years of experience in the field are preferred.
5. Positive role model with experience, confidence and decision-making skills to provide effective delivery of quality behavioral health care.
6. Positive attitude toward learning and toward students with the ability to encourage and support the student problem-solving role.
7. Ability to give constructive feedback to both students and faculty thereby contributing to the evaluation of the student's performance and the student's achievement of established objectives and outcomes.
8. Effective collaborative skills as a member of the health care team.

## Field Instructor Responsibilities:

1. Complete Field Instructor information forms and contracts and return to BHS Practicum Coordinator before the start of the semester.
2. Attend Field Instructor orientation before the beginning of the practicum.
3. Work with student to complete schedule.
4. Notify student of change in schedule (in the case of illness, low census or other reasons).
5. **Notify BHS Program Coordinator, Deanna L. Barklage, [dbarklage1@sfccmo.edu](mailto:dbarklage1@sfccmo.edu), immediately if the student does not attend a scheduled practicum shift or is late to the shift.**
6. Design, at the direction of a faculty member, the student's practicum experience to achieve the stated objectives of the courses in which the student is enrolled.
7. Plan with the student, assignments or experiences that demand increasingly complex critical thinking and decision-making skills to meet course/personal objectives.
8. Orient the students to the agency and its facilities and policies.
9. Assist the student in identifying interventions needed for holistic client care, and allow the student to assist with direct client care under the Field Instructor's direct supervision, once trained.
10. Serve as a professional role model and resource person immediately available to the student on the practicum site.
11. Provide ongoing and summary feedback concerning practicum experiences to both student and faculty. Specifically, conduct formal evaluations of the students' performance at times assigned throughout the semester.
12. Participate in the evaluation process conducted by and/or for the student, Field Instructor, faculty, and practicum site.
13. Field Instructor maintains accountability for patient care at all times.

## Program Faculty Responsibilities:

1. Select qualified field instructors in collaboration with the practicum agency.
2. Host a practicum orientation to clarify the role of the Field Instructor.
3. Discuss with Field Instructors the functions and responsibilities of their role.
4. Discuss strategies with Field Instructor for integrating course objectives and expected competencies in the practicum experience.

5. Make a minimum of one on-site visit and observation of student performance to maintain and evaluate student progress.
6. Evaluate effectiveness of agency in meeting learning needs of students.
7. Utilize Field Instructor feedback and student self-evaluation in final practicum evaluation.
8. Provide Field Instructor feedback regarding student and faculty evaluation of their performance.

### Student Responsibilities:

1. Rank preference of an agency who is willing to precept the student. ***Students may not complete their practicum experience in the same department in which they are currently employed unless previously approved.*** However, students may complete the experience at the same facility.
2. If employed at the facility, provide a copy of the work schedule to BHS faculty to verify employment hours scheduled.
3. Sign the contract for the practicum.
4. Student will verify practicum schedule with the BHS program coordinator at the beginning of each semester and will adhere to that schedule. BHS program coordinator must be notified if there are changes in the schedule.
5. Review course objectives at the beginning of the semester.
6. Choose personal objectives for learning prior to beginning the practicum experience.
7. Follow **ALL** agency policies and procedures, including identification badges and dress code.
8. It is the **STUDENT'S** responsibility to notify **BOTH** the faculty and field instructor of any changes or cancellations in dates, times or hours **PRIOR** to their occurrence.
9. **Notify** instructor of changes in schedule instigated by the facility or field instructor.
10. **Complete** 150 hours of practicum experience per semester.

### Student Guidelines for Practice:

1. Supervision is needed for all client interaction(s).
2. Student must have access to the supervising facility employee at all times during the practicum experience.
3. Students are expected to participate in practicum conference and/or additional learning experiences when applicable.
4. Should the student be unable to complete necessary client care prior to the end of their shift, they must stay until the work is completed unless excused by the Field Instructor.
5. Absence from scheduled practicum hours may place the student at risk for failure to complete all course objectives satisfactorily. All absences should be reported to the BHS Program Coordinator.

### Practicum Student Dress Code

While in the practicum setting, students must wear black or khaki pants with a BHS Program Polo or an approved polo that has been embroidered with the BHS Program logo. Polo's are available for purchase through the SFCC Campus Store. Order forms are also available in the BHS program office. Students must have at least one BHS Program polo. Jewelry is limited to a wedding band, wrist watch, and pierced earrings. No other body jewelry, including tongue piercing, is to be worn while in the practicum setting. Shoes are encouraged to be closed heel and toe (or according to agency dress code requirements). Students must maintain a professional appearance at all times.

## Practicum Absence and Tardy Policy:

- If the student will be absent from practicum, they are required to call the field instructor at least 1 hour prior to the start of their day. Leaving a voicemail is acceptable. Texting, e-mailing, and/or sending word by a classmate/friend are not acceptable methods of communicating an absence unless previously discussed with Field Instructor.
- A student not calling or arriving to practicum by the end of the practicum experience will be considered a “No Call, No Show”. A student having two “No Call, No Show” events throughout the entire program will be dismissed.
- Students absent from practicum may be assigned an additional day(s) at the practicum site based on agency resources and student performance in the current practicum. If additional days are not available student may be assigned to participate in alternative practicum experiences. Alternative experiences may include training, webinars or other experiences as appropriate which should be arranged with the field instructor. The instructor will provide a deadline to complete assigned alternate practicum experience. Alternative experiences must be complete before the end of the practicum course.
- All practicum absences will be documented.
- Excessive practicum absences could result in student’s inability to achieve the practicum competencies therefore, could result in failure of the practicum course.
- Absences in a practicum course may constitute a failing practicum grade.
- Punctual attendance is required for all scheduled practicum experiences. Students are expected to be on time and prepared for their assignments.
- Students are expected to report to the assigned agency at least ten minutes before actual assignment time in proper practicum attire.
- Tardiness is defined as arriving to a practicum after the designated start time.
- If the student will be late to practicum, they are required to call the field instructor prior to the start of the assigned day. Leaving a voicemail is acceptable. Texting, e-mailing, and/or sending word by a classmate/friend are not acceptable methods of communicating a tardy.
  1. An initial tardy occurrence will result in a written counseling by the field instructor.
  2. A second tardy occurrence will be counted as a practicum absence for that day. Student will be required to complete a field assignment as assigned by the instructor (training, webinar, etc).
  3. A third tardy occurrence may result in an unsatisfactory practicum performance evaluation and thus a course failure.
- All tardiness will be documented and will impact the practicum performance score.

## Professional Behaviors

- Limit cell phone use during practicum and class to relevant activities (do not make or receive phone calls while in class, and no personal text messaging). A student may be asked to leave class if this is not followed.
- Avoid side conversations while faculty, guest lecturers, or class members are speaking. This behavior infringes on your fellow classmates learning. A student may be asked to leave class if this is not followed.
- Respect those who are teaching. Give them your full attention.
- Solicit help quickly if you have a problem with class material (poor test grade, don’t understand some of the material, etc.).
- Please arrive at least 5 minutes before the scheduled Zoom class time with cameras on and microphones muted. If you are going to miss class, please inform your instructor ahead of time,

by phone, by email, or in person. If you are requesting class be recorded, you must notify instructor at least one hour prior to the scheduled class time. You must watch ALL recordings.

- Please come to class prepared for the work to be done and in a positive frame of mind so that you are ready to learn.
- Complete readings and other learning activities. Have available all necessary course materials such as paper, pencil, required books, handouts, and notes.
- Address any concerns regarding your courses with the course instructor (not other faculty) outside of normal class times.
- When responding to classroom questions, please do not interrupt a fellow student or the instructor. Take your turn.
- When you respond to another student's comment, please acknowledge the other class member's position and address each other by name.
- Outside individuals are not permitted in the zoom class area to protect the confidentiality of those participating in class. In an emergency situation, a student may contact the instructor prior to class to discuss options.
- SFCC employees can be reached by office phone, email or cell phone (if listed on the course syllabus).
- Voicemails and emails will be addressed within 24 hours on weekdays. Messages received on weekends may not be addressed until Monday.
- Violation of these expectations may result in student being removed from the web-based class and being ineligible for class participation points or quiz completion.

## Confidentiality

Students are legally and ethically obligated to treat information about clients in any of the clinical settings as confidential. The Health Insurance Portability and Accountability Act of 1996 (HIPAA) provides national standards for confidentiality. As a student your relationship with clients gives you access to information that is considered private. Any information you receive that is of a personal nature and has no direct bearing on the client's treatment or well-being should be considered confidential. Unless the information you have received may cause harm to the person or others it should be withheld and considered private.

Sharing of information with other health care personnel who are a part of the client's health care team is appropriate as long as the information is relevant to the care of the client. The release of information to anyone other than persons directly associated with caring for the client, without permission, is a violation of the client's right to privacy.

As a student, you will use client records to gather information that will assist you in planning and implementing their care. This information needs to be properly disposed of (shredded) when no longer needed for its intended use. Practicum papers should contain only fictitious names and no identifying information, such as address, medical record number, etc. **A breach of confidentiality may result in legal or disciplinary action, including program dismissal.**

## Social Media Conduct

Students are expected to comply with all state, local, and federal requirements governing the privacy of medical information including the *National Association of Social Workers* guidelines for social media use. Students are bound to comply with all privacy requirements even when they are not at the practicum site. This includes conversations with family, friends, and peers. Students will be held accountable for



maintaining the privacy of any information they obtain, see, or are given during their practicums. To uphold the privacy of such information, students must not post or discuss any practicum experience or information regarding their experience with the practicum agency, its staff, or its clients/patients on any internet social media (Facebook, Twitter, emails, Instagram, or any other not mentioned). The State Fair Community College administration periodically searches the internet for breaches in its privacy policies. Students violating any privacy requirements will be prohibited from returning to the practicum site. Such violation may result in a delay of a student completing their degree requirements and may result in further disciplinary action.

## Practicum Program Objectives/Outcome Behaviors

A **practicum** is defined as an individual practicum teaching/learning method that facilitates the transition of a student into the work environment. The unique characteristic of a practicum is the pairing of an experienced employee (acting as a Field Instructor) with a Behavioral Health Support student.

**PURPOSE:** The purpose of the Practicum Program in the Associate of Applied Science in Behavioral Health Support Program at State Fair Community College is to provide additional practicum experience for students to facilitate the transition of students into leadership roles essential for the employment in the behavioral health field.

The following **objectives** are the basic suggested foundation for activities which the student will complete with the assistance of the Field Instructor. The practicum experience is not restricted to these objectives:

STUDENT	FIELD INSTRUCTOR
Review the emergency (e.g., fire codes, disasters) policies and procedures, protocols and responsibilities for your facility.	Provide information requested by the student on emergency procedures for your facility.
Locate and learn your facility's flow sheet/checklist/narrative notes for documenting clients' assessment and care.	Provide assistance/supervision to the student in performing the client assessment and documentation of care.
Complete all required forms on a client.	Review the initiated and revised care plans or notes done by the student.
Determine the format used by your facility for writing care plans or documentation notes. Initiate and revise at your assigned facility.	Review the initiated and revised care plans done by the student. Give positive feedback and/or suggestions for improving performance.
Give a report to another employee on your client seen each shift.	Listen to the report given by the student and give positive feedback and/or suggestions for improving performance.
Verbalize to your Field Instructor, prior to any client interactions, any needed client education; parameters or undesirable effects for which to monitor.	Discuss with the student anticipated responses and/or understand outcomes of interactions prior to experience.

Interact with clients based upon facility policies, program instruction and Field Instructor guidelines.	Validate student on performance.
Document interactions and the outcomes on the forms used by your facility.	Provide information for and feedback on student documentation.
Discuss plans for client/family education with your Field Instructor and implement teaching plan.	Observe student during teaching interactions. Add relevant suggestions.
Demonstrate utilization of strengths-based practice in the care of your clients.	Observe student's practicum performance in using the strengths-based model and give feedback on positive performance and suggestions for improvement.
Review with your Field Instructor, staffing and schedules; model of delivery of care; communication systems.	Answer any questions the student may have or refer to the facility supervisor any questions you cannot answer.
Review with your Field Instructor the various partnerships that collaborate to provide client care.	Review referral process for services needed outside the scope of care of behavioral health center. Discuss collaborative care.
Demonstrate knowledge of the stages of change in treatment by assessing in which stage the client resides and practical interventions at each stage.	14. Discuss with student appropriate treatment interventions at each stage of change.

**Course Description BHS 290: Field Practicum 1**

This course is a field placement designed to provide a student with observation and practical experience in a behavioral health community center or similar service agency or provider. The course will compare and contrast how various populations are being served and how agencies collaborate and integrate services to meet client needs. Students will have the opportunity to practice completing intake, assessments and treatment planning. Passing a background check and drug test is required for this course.

The first practicum semester is heavy on documentation for students. All efforts should be made to include the students on documentation (assessments, treatment plans, PIRP notes, etc). Students are expected to be co-facilitators in all interactions with clients. This means they should be participating in planning for and executing appointments, documentation etc. Student documentation will be done in a word document as they do not have access to note software. Supervision should be provided for all client interactions.

**Course Description BHS-295: Field Practicum 2**

This course provides students with practical experience in Community Behavioral Health Centers and other community service agencies. Students will gain experience working with diverse client populations facing a variety of behavioral issues. Students will conduct functional behavioral intervention plans and make informed decisions when working with clients having behavioral health issues. They will gain an understanding of how agencies coordinate and integrate treatment and how a comprehensive individualized treatment plan is developed.

As the last semester before graduation, this semester is heavy on full participation with client interactions. Students should be allowed to plan for and facilitate appointments and documentation. Supervision should be provided for all client interactions.

**Outcome Behaviors: Upon program completion, the student will demonstrate the following behaviors:**

1. Application of critical thinking to determine priorities in practicum problem solving independently or with minimal guidance, when caring for individuals, families, and or groups within diverse settings.
2. Utilizing the learned processes to assist individuals, families, and groups in meeting universal, developmental, and health deviation self-care requisites.
3. Integrating safe practice standards and guidelines including complex safety factors specific to diverse practicum settings.
4. Practicing effective communication and collaboration principles with assigned individuals, families, groups, peers, and health care team members.
5. Applying teaching/learning skills as a central component of self-care, with individuals, families, and/or groups in diverse settings.
6. Adherence to professional standards regarding honest, ethical, moral, and legal issues in the care of individuals, families, and/or groups in diverse settings.
7. Utilizing effective leadership/management/delegation skills in providing collaborative care to individuals, families, and/or groups in diverse settings.
8. Estimate the extent that demographic, cultural, and economic factors in the environment create ethical dilemmas for behavioral health professionals.

## Practicum Course Competencies

### BHS-290 Field Practicum I

- Analyze the mission and goals of the practicum agency in relation to the services offered.
- Compare the behavior health agency to client populations and services provided by other agencies in the community.
- Evaluate client services within the agency focusing on strengths and weaknesses of the agency in regards to diverse populations.
- Create an organizational chart of professional roles required for the practicum agency to function.
- Investigate the agency sources of funding and sustainability.
- Analyze common treatment modalities utilized by the agency.
- Diagram the treatment process for clients from intake to discharge.
- Evaluate agency situations and outcomes

### BHS-295 Field Practicum II

- Implement bio/psycho/social assessments.
- Create a treatment plan including goals and objectives.

- Assess a client for safety and complete appropriate documentation including screenings and a safety plan.
- Create a reference portfolio featuring community agencies, listing their mission, goals, client population and services.
- Assess treatment modalities utilized within the agency.
- Create proper client documentation required for case management.

**\*\*Progress toward outcome behavior and course competencies will be documented by both the Field Instructor and the student during BHS-290 and BHS-295 practicum experiences via weekly practicum logs and midterm evaluation.**

## Practicum Suggestions

Before the start of the practicum experience:

- a. Become familiar with the course description and outcomes.
- b. Review the Field Handbook for content.
- c. Connect with Practicum Coordinator to answer any lingering questions.

Get to know the student:

1. What does the student want to learn from this practicum rotation?
2. Are there specific skills that the student would like to work on?
3. Discuss the student's personal objectives for this semester's practicum experience.
4. What is the student's practicum background?
5. Discuss with the student the ways in which they learn best.

## Guidelines for Student Activities

This is a recommended model of learning for student practicum experiences that includes the following progressive steps:

1. Focus on **PLANNING** skills
  - Discuss goals and objectives (personal, course, agency).
  - Increase comfort level of agency and facility.
  - Develop rapport with Field Instructor.
  - Evaluate strengths and weaknesses regarding planning.
  - **Assist** with care for 1-2 clients (facility dependent).
    - Complete all required documentation.
    - Give report as needed.
2. Focus on **ORGANIZATION** skills
  - Evaluate strengths and weaknesses regarding organization.
  - Create goals and objectives for subsequent shifts.
  - Review goals and objectives.
3. Focus on **PRIORITIZATION** skills
  - **Assist with and co-facilitate** care for 2-3 clients (facility dependent).
    - Complete all required documentation.
    - Give report as needed.
  - Evaluate strengths and weaknesses regarding prioritization.

- Create goals and objectives for subsequent shifts.
- Review goals and objectives.
- 4. Focus on **DELEGATION** skills
  - **Assist with and facilitate** care for clients (facility dependent, under supervision).
    - Complete all required documentation.
    - Give report as needed.
  - Evaluate strengths and weaknesses regarding delegation.
  - Create goals and objectives for subsequent shifts.
  - Complete all required documentation.
  - Work on practicum midterm and final summative project.

**STATE FAIR COMMUNITY COLLEGE**  
**ASSOCIATE OF APPLIED SCIENCE IN BEHAVIORAL HEALTH SUPPORT PROGRAM**  
**FIELD INSTRUCTOR INFORMATION SHEET**

*(to be completed by Field Instructor prior to the beginning of practicum)*

***This form must be returned to the BHS Program before the student begins the practicum experience.***

Semester (circle one):    Fall                      Spring                      Summer                      Year: \_\_\_\_\_

*Legal Name as Appears on Employment Records*

Field Instructor Name \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Cell Phone Number \_\_\_\_\_

Best time to contact by phone (circle one):    Daytime                      Evening

Email Address \_\_\_\_\_

Designated Facility \_\_\_\_\_

Facility Phone Number \_\_\_\_\_

Name of university graduated from & location: \_\_\_\_\_

Date of graduation and degree conferred \_\_\_\_\_

Degree(s) held (circle): BA                      BS                      MA                      MS                      Other: \_\_\_\_\_

Length of experience in field \_\_\_\_\_ years    Length of time at current facility \_\_\_\_\_ years

Certifications – Specialty Certifications

\_\_\_\_\_  
\_\_\_\_\_

Please document in the space provided how you demonstrate expertise in your area of practicum practice, in which the student will be assigned for supervision:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Field Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

**STATE FAIR COMMUNITY COLLEGE**  
**ASSOCIATE OF APPLIED SCIENCE IN BEHAVIORAL HEALTH SUPPORT PROGRAM**  
**FIELD INSTRUCTOR AGREEMENT**  
*(to be completed by Field Instructor prior to the beginning of the practicum experience)*

I, \_\_\_\_\_ agree to serve as  
a Field Instructor for the following students:

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These students are Behavioral Health Support students at State Fair Community College Associate of Applied Science in Behavioral Health Support Program. This experience will be held at the following facility (name and location):

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I have reviewed the Field Instructor Handbook, and understand the responsibilities required of me. If I have any questions or concerns during the semester, I will contact the BHS Program Coordinator. I further agree that I will not falsify any document related to the practicum program, and will ensure that the student has completed the required amount of hours to fulfill the course requirements. I agree that I may terminate the practicum at any time, with or without cause, by notifying the SFCC BHS Program Coordinator immediately after this decision has been made.

Field Instructor signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty signature \_\_\_\_\_ Date \_\_\_\_\_

**STATE FAIR COMMUNITY COLLEGE**  
**ASSOCIATE OF APPLIED SCIENCE IN BEHAVIORAL HEALTH SUPPORT PROGRAM**  
**FIELD INSTRUCTOR RESPONSIBILITIES**  
*(to be completed by Field Instructor prior to the beginning of the practicum experience)*

1. Field Instructors will be selected according to written criteria jointly developed by faculty, administration in the practicum facility, and in accordance with the State Fair Community College's guidelines.
2. Field Instructors must hold a minimum of a Bachelor's degree.
3. Field Instructors must be actively employed at the practicum facility.
4. Field Instructors must have a minimum of 1-year experience in the behavioral health field.
5. Field Instructors are preferred to have three or more years of experience in the field.
6. The Field Instructor may precept no more than two to three students at one time.
7. The Field Instructor should portray a behavioral health care philosophy that is congruent with the education program objectives of State Fair Community College Associate of Applied Science in Behavioral Health Support Program.
8. Based on a personal recommendation by faculty members or administration in the practicum facility, the Field Instructor should exemplify the qualities of a positive, practicing role model in the facility:
  - Attitude toward students in the facility
  - Role socialization
  - Practicum skills and problem solving
  - Supervisory skills
  - Communication/collaboration
  - Professional stimulation
  - Enthusiasm for teaching
  - Commitment to lifelong learning
9. The Field Instructor will provide feedback to student and faculty during the practicum experience as desired, and provide a student evaluation at least once during practicum experience.

I, \_\_\_\_\_ understand my responsibilities as a Field Instructor, and agree to follow the established guidelines.

Field Instructor signature \_\_\_\_\_ Date \_\_\_\_\_



## **BHS Practicum Orientation Checklist**

Within the first month of field placement, each BHS student shall receive a comprehensive orientation to the agency. The student and field instructor are responsible for covering the following items as the student is oriented to the agency. Once completed and signed, please have the student return to the BHS program field coordinator. The orientation checklist includes, but is not limited to:

### **Agency Overview**

- Review agency mission/purpose statement/philosophy/goals. Review organizational structure.
- Review the funding auspices and staffing patterns of the agency.
- Review the role of the agency in relation to the community and its resources.
- Review the identified program or service area where the student is assigned to complete practicum requirements.

### **Agency Policies and Protocols**

- Review agency policies and procedures manual.
- Review telephone and communication policies/computer utilization.
- Review internal communication policies.
- Review office procedures, supplies, and provisions.
- Review parking details and mileage policy.
- Review work schedule, including late arrivals, absenteeism, lunch-time, and breaks.
- Review agency, department, and/or program meeting schedule.
- Review intake, admissions, eligibility, registration, and informed consent policies and procedures.
- Review information and referral policies.
- Review client fees and payment schedule.
- Review forms for documentation/accountability/utilization review
- Review client records and charting policies and procedures.
- Review all laws, ethical codes, and BHS values regulating practice.
- Review confidentiality, privileged communication, and release of information, and legal exceptions to confidential information.
- Review reporting laws and protocol, including child abuse/neglect, elder/dependent adult abuse/neglect, and abusive or assaultive behavior.
- Review high risk/dangerous client laws, including suicide protocols.
- Review client emergency protocol.
- Review agency policy regarding safety and security procedures and protocol, e.g. personal safety; agency safety; community safety, etc.
- Review agency policy regarding harassment and discrimination.
- Review agency policy regarding Americans with Disabilities Act.
- Review agency policy regarding HIPAA regulations and legislation.
- Review agency policy regarding OSHA.

**Field Instructor/Student Responsibilities**

- Review role, responsibilities, and expectations of student interns in the agency operation.
- Review role and responsibilities of field instructors and task supervisors (if applicable).
- Review supervision orientation, preparation and expectations for supervision. Review supervision schedule.
- Review emergency consultation with field instructor protocol.
- Review educationally based recordings, process recordings and schedule. Review agency orientation, training, and staff development opportunities (if applicable).
- Review plan for diversity/multi-cultural experiences.
- Review how student will represent professional self and identifying self as a BHS intern with clients, staff and professionals.
- Review scope of practice within the agency and as a BHS student. Review professional boundaries in the students' relationships with clients, collateral clients, and agency staff.

**X**

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SFCC Behavioral Health Support Student

**X**

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Practicum Agency Field Instructor

Directory of Behavioral Health Support Program Affiliations  
Practicum Affiliations

Burrell Behavioral Health  
<https://www.burrellcenter.com/>

Compass Health  
<https://compasshealthnetwork.org/>

Katy Trail Community Health  
<https://www.katytrailcommunityhealth.org/>

Missouri Behavioral Health Council  
<https://www.mobhc.org/workforce-development>

