

Northern Marianas College
CURRICULUM ACTION REQUEST

Effective Semester / Session: Summer 2012

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: RH 440

Course Title: Human Services Fieldwork Experience II

Reason for initiating, revising, or canceling:

This course is being modified to reflect the change in credits from 3 to 4. This will allow the students to have more time for in-class discussion (30 hours instead of 15 hours). This follows the School of Education standard practices. Also, to delete RH 410 as a prerequisite and to change the Math Placement from MA 161 to MA 132.


Jose Herrera

5-25-12

Proposer

Date


Roy Greenland

5-25-12

Acting Director, School of Education

Date


Barbara Merfalen

5-25-12

Dean of Academic Programs and Services

Date

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Course: RH 440 Human Services Fieldwork Experience II

1. **Department**

School of Education

2. **Purpose**

This course is the second of two fieldwork experiences that the students are required to take for the Bachelor of Science degree in Education with a concentration in Rehabilitation and Human Services. This course gives students hands-on experience in a rehabilitation and/or human services agency. The target population is all students pursuing a Bachelor of Science degree in Education-Rehabilitation and Human Services.

3. **Description**

A. Required/Recommended Textbook(s) and Related Materials

Required:

Baird, Brian. *The Internship, Practicum, and Field Placement Handbook*.
5th ed. Upper Saddle River, NJ: Prentice-Hall, 2007.

Readability level: Grade 12

Handouts on specific topics will also be distributed.

B. Contact Hours

1. **Lecture:** 2 hours per week / 30 hours per semester
2. **Lab:** None
3. **Other:** 60 hours fieldwork experience in a rehabilitation and/or human services agency.

C. Credits

1. **Number:** 4
2. **Type:** Regular degree credits

D. Catalogue Course Description

This course provides an opportunity for students to apply concepts and theories learned in courses by engaging in actual supervised work experience in a rehabilitation and/or human services agency.

Experiences are discussed and integrated with academic work in weekly seminars. Students complete 60 hours of service at the cooperating agency and attend a weekly in-class seminar.

Prerequisite(s): RH 310, RH 320, RH 330, and RH 400 with a "C" grade or higher in each of these courses.

English Placement Level: EN 202. Math Placement Level: MA 132.
(Offered Fall, Spring, Summer)

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E. Degree or Certificate Requirement Met by Course

This is a course requirement for the B.S. degree in Education - Rehabilitation and Human Services.

F. Course Activities and Design

This course provides advanced learning experiences in a local rehabilitation and/or human services agency. The emphasis will be on supervised personal involvement with others as a helper. Class will be held weekly to discuss professional issues and to critique and reflect on fieldwork experiences.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisite(s): RH 310, RH 320, RH 330, and RH 400 with a "C" grade or higher in each of these courses.

English Placement level: EN 202

Math Placement level: MA 132

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for a 4-credit course, cost of the textbook, and any applicable fees. Transportation to fieldwork setting is the student's responsibility.

Cost to the College: Instructor's salary.

Instructional resources for the course may include books (to be identified by the instructor), films, overhead projector, TV, VCR/DVD player, blank videocassettes, LCD projector, extension cords, duplicating supplies and materials (for copies of handouts).

6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

NMC's and SOE's grading and attendance policies will be followed.

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7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Preparation
 - 1.1 Selecting a site
 - 1.2 Internship agreements
 - 1.3 Journal writing based on internship experiences
 - 1.4 Goal setting

- 2.0 Getting Started
 - 2.1 First impressions
 - 2.2 Role of the intern
 - 2.3 Role of the professional/supervisor
 - 2.4 Fees

- 3.0 Ethical and Legal Issues
 - 3.1 Ethical guidelines of the helping professions
 - 3.2 Health Insurance Portability and Accountability Act (HIPAA)
 - 3.3 Informed consent
 - 3.4 Confidentiality
 - 3.4.1 Exceptions to confidentiality
 - 3.4.2 Confidentiality with minors
 - 3.5 Dual relationships
 - 3.6 Liability and insurance
 - 3.7 Technology and ethics
 - 3.8 Research ethics
 - 3.9 Peer groups

- 4.0 Models of Peer Group Learning
 - 4.1 Forming
 - 4.2 Role plays
 - 4.3 Ethics in classes and groups

- 5.0 Supervision
 - 5.1 Definition
 - 5.2 Frequency and timing
 - 5.3 Content
 - 5.4 Case notes and discussions
 - 5.5 Suggested guidelines
 - 5.6 Conflict in supervision
 - 5.7 Evaluation

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- 6.0 Diversity
 - 6.1 Working with differences
 - 6.2 Recognizing strengths
 - 6.3 Recognizing problems
 - 6.4 Prejudices and biases
 - 6.5 Cultural sensitivity

- 7.0 Clinical Writing, Treatment Records, and Case Notes
 - 7.1 Writing skills
 - 7.2 Record keeping

- 8.0 Stress and Self-Care
 - 8.1 Sources of stress
 - 8.2 Effects of stress
 - 8.3 Cognitive self-care
 - 8.4 Physical self-care
 - 8.5 Emotional self-care

- 9.0 Assault and Other Risks
 - 9.1 Risks of assault
 - 9.2 Responding to assault
 - 9.3 Prevention

- 10.0 Closing Cases
 - 10.1 Ethical considerations and termination
 - 10.2 Techniques for termination
 - 10.3 Transfer of clients/consumers

- 11.0 Internship Completion
 - 11.1 Conclusion of relationships
 - 11.1.1 Supervisory
 - 11.1.2 Staff
 - 11.2 Letters of recommendation
 - 11.3 Involvement
 - 11.3.1 Professional
 - 11.3.2 Community
 - 11.3.3 Political

- 12.0 Rehabilitation and/or Human Services Agency
 - 12.1 Mission
 - 12.2 Purpose
 - 12.3 Population served
 - 12.4 Role in the setting

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13.0 Challenges and Barriers

14.0 Field Work Setting

14.1 Experiences

14.2 Strengths

14.3 Weaknesses

8. **Instructional Goals**

This course will introduce the student to:

- 1.0 Site preparation;
- 2.0 Roles of the helper/intern and professional/supervisor;
- 3.0 Ethical and legal issues;
- 4.0 Models of peer group learning;
- 5.0 Supervision;
- 6.0 Diversity;
- 7.0 Clinical writing, treatment records, and case notes;
- 8.0 Stress and self-care;
- 9.0 Assault and other risks;
- 10.0 Case closure;
- 11.0 Required duties and responsibilities of an intern in an agency and the process of internship completion;
- 12.0 A rehabilitation and/or human services agency's mission, purpose, population served, and the role of the student intern in the setting;
- 13.0 The challenges and barriers faced by both helping professionals and consumers in the setting; and
- 14.0 The students' strengths and weaknesses as revealed in the fieldwork experience.

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9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Discuss site preparation and select a site;
- 2.0 Apply the helping roles in the internship;
- 3.0 Make ethical and legal decisions in regards to clients;
- 4.0 Discuss models of peer group learning;
- 5.0 Obtain weekly supervision feedback on current caseload;
- 6.0 Apply the principles of diversity and cultural sensitivity;
- 7.0 Give written samples of clinical writing, treatment records, and case notes;
- 8.0 Practice effective stress management and self-care techniques;
- 9.0 Discuss how to recognize potentially violent and dangerous individuals and how to respond to assault;
- 10.0 Apply the process of case closure (if applicable);
- 11.0 Practice the required duties and responsibilities of an employee in an agency and complete the internship;
- 12.0 Describe and share with others the agency's mission, purpose, population served, and the role of rehabilitation and human services in the setting;
- 13.0 Recognize the challenges and barriers faced by both helping professionals and consumers in the setting; and
- 14.0 Describe their strengths and weaknesses as revealed in the field experience.

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10. **Assessment Measures**

Assessment of student learning may include, but not be limited to, the following:

- 1.0 In-class discussions (journal sharing).
- 2.0 Class and internship attendance.
- 3.0 Performance evaluation (minimum rating of "satisfactory") by the professional/supervisor he/she works with at the selected agency.