



*DELAWARE HEALTH AND SOCIAL SERVICES*

Division of Substance Abuse and Mental Health

**FIELD WORK PLACEMENT PROGRAM**

**STUDENT MANUAL**

## **TABLE OF CONTENTS**

Welcome.....	1
Overview of the Division of Substance Abuse and Mental Health .....	1
DSAMH Contact Information .....	2
<b>STUDENT ACTIVITIES</b> .....	<b>3</b>
<b>GENERAL FIELD POLICIES AND PROCEDURES</b>	
Documents and Records Required Prior to a Field Placement .....	3
Documents to be Completed at the Beginning of a Field Placement .....	3
Orientation and Trainings.....	4
Dress Code .....	4
ID Card/Badges .....	4
Keys.....	4
Illness/Injury to Student .....	4
Incident Reports .....	4
Observations Requiring Immediate Reporting .....	5
DSAMH Employees Engaging in a Field Placement Within the Division .....	5
<b>DISCIPLINARY PROCEDURES</b>	
Procedures for Dismissal from a Field Work Placement.....	5
Violations of Professional Codes of Conduct.....	6
Non-Academic Grounds for Termination and Dismissal from the Program .....	6
Notification of Ending a Field Work Placement (by student) .....	6
<b>THE LEARNING AGREEMENT</b>	
Purpose .....	6
Procedures .....	7
<b>CONFIDENTIALITY</b>	
Use of Computers.....	7
Use of Consumer Information for Academic Purposes .....	7
Accessing Consumer Records .....	8
Consumer Privacy Relating to Observations and Interactions with Students.....	5
<b>ROLES AND RESPONSIBILITIES</b>	
Responsibilities of the DSAMH.....	8
Responsibilities of the DSAMH Internship Coordinator.....	8-9
Responsibilities of the DSAMH Field Instructor .....	9-10
Responsibilities of the Student .....	10-11
Responsibilities of the Learning Institution.....	11-12
Responsibilities of the Faculty Liaison .....	12-13
<b><u>APPENDIX</u></b>	
Emergency Contact Sheet .....	I
Learning Agreement.....	II-VI
Assumption of Risk and Release of Claims .....	VII-VIII
Student Reaction Sheet.....	IX-XII
Bi-Weekly Report and Time Sheet.....	XIII

## Welcome

The Division of Substance Abuse and Mental Health is pleased to welcome you and congratulates you on your successful completion of the course work that has prepared you for your field placement with us. The Division strives to provide students with the opportunity to put into practice their academic course work by performing professional activities appropriate to their field of study, giving them the experience that will prepare them for the transition from student to professional.

## Overview of the Division of Substance of Abuse and Mental Health

The Division of Substance Abuse and Mental Health (DSAMH) is responsible for Delaware's public mental health and substance abuse services for persons 18 years of age and older. DSAMH's mission is to improve the quality of life for individuals with mental illness, alcoholism, substance use conditions, problem gambling, or co-occurring disorders of mental health and substance use conditions. The Division accomplishes this mission by providing publicly-funded treatment, education, prevention, and advocacy. Services are provided through contracts with private agencies and at state-operated facilities.

### State-Operated Facilities and Programs

The Division of Substance of Abuse and Mental Health deliver services at both at State Service Centers and free standing locations throughout the State. These include:

- Community support services to adults with psychiatric disabilities through three state-operated **Community Mental Health Centers (CMHCs)** in New Castle, Kent and Sussex Counties. These services include clinic-based services, mental health counseling services, and 24-hour **Crisis Intervention Services**.
- **Delaware Psychiatric Center (DPC)**, Delaware's only state-operated psychiatric hospital for adults.
- **Crisis Intervention Services (CSI)** units respond to crisis situations to prevent unnecessary hospitalizations for individuals with a mental illness/substance use conditions. Additionally, DSAMH supports the C.A.P.E.S. (Crisis and Psychiatric Emergency Services) program through a joint venture with Christiana Care Health Systems.
- The Division has specialized case management for adult offenders with alcohol/drug abuse problems who are involved in the Drug Courts. Case management is provided through the Division's **Treatment Access Center (TASC)**. Services include: Assessment, referral and case management, as well as a voluntary drug diversion program.

## Contact Information

### Division of Substance Abuse and Mental Health (DSAMH)

Location	Phone Numbers
<b>DSAMH Central Offices</b> 1901 N. DuPont Highway, New Castle, DE 19720 (Main Bldg.)	(302) 255-9399
<b>DSAMH Training Office</b> 1901 N. DuPont Highway, New Castle, DE 19720 (Springer Bldg.)	(302) 255-9480
<b>DSAMH Field Placement Coordinator</b> 1901 N. DuPont Highway, New Castle, DE 19720 (Springer Bldg.)	(302) 255-2790
<b>Delaware Psychiatric Center</b> 1901 N. DuPont Highway, New Castle, DE 19720	(302) 255-2700

### Treatment Access Center Program

Location	Phone Numbers
<b>New Castle County</b> 801 South Harrison Street, Wilmington, DE 19805	(302) 577-2711
<b>Kent County</b> James Williams State Service Center 805 River Rd., Dover, DE 19901	(302) 739-1175
<b>Sussex County</b> Treatment Access Center (Georgetown) 21309 Berlin Road, Unit 7	(302) 856-5487

### Mental Health Programs (CMHC)

Location	Phone Numbers
<b>New Castle County</b> Canby Park Shopping Ctr., 1906 Maryland Ave, Wilmington, DE 19805	(302) 778-6900
<b>Kent County</b> James Williams State Service Center 805 River Rd., Dover, DE 19901	(302) 857-5060
<b>Sussex County</b> Georgetown State Service Center 546 S. Bedford Street	(302) 856-5490

### Crisis Intervention Services

<b>New Castle &amp; Northern Kent Counties</b> 1901 N. DuPont Highway, New Castle, DE 19720 (Springer Bldg.)	(800) 652-2929
<b>Central/Southern Kent and Sussex Counties</b> 700 Main Street (Rear Entrance), Ellendale, DE 19941	(800) 345-6785

## **STUDENT ACTIVITIES**

Each field placement will vary in the nature of its purpose, scope, size, target population, consumer diversity, and specific function or role. Because of the unique services delivered at the various DSAMH programs, students need to research the activities that they would be performing in a field placement, to ensure that the placement will meet their educational needs and interests. Once a student has been accepted for a field placement, the student should ask for and attend to the specific expectations and objectives outlined for them by the Field Instructor.

Students should adhere to all DSAMH program's policies regarding dress, time of arrival and departure, paperwork and procedures, meetings, confidentiality, office space usage, and so forth. Student should consider themselves a member the professional staff during their field placement, and arrange their work schedule in accord with DSAMH program's protocol and requirements.

Students are expected to engage in a broad range of professional activities afforded them by the DSAMH program and the Field Instructor, but at a level commensurate to their education and experience. It must be kept in mind, at all times, that the students work under the supervision of their Field Instructor, and that DSAMH and the Field Instructor maintain the final responsibility for the activities assigned to the student. All decisions made by the student must be done in consultation with the Field Instructor.

## **GENERAL FIELD POLICIES AND PROCEDURES**

**Documents and Records Required Prior to of a Field Placement:** The student's learning institution shall obtain and verify some or all of the following documents prior to the start of a field placement. However, each site will vary in their requirements (the learning institution should contact the Director of the specific DSAMH unit to discuss what documents are required for that unit):

- Medical clearances
- Criminal background checks
- Adult abuse clearance
- CPR (*Note: Arrangements can be made for those students that have not had CPR Training*)
- Drug screening
- Proof of Professional Liability insurance (*either from the school or student*)
- Resume' or Curriculum Vitae
- 1 Letter of Reference from Faculty

**Documents to Be Completed at the Beginning of a Field Placement:** At the beginning of their placement, the student will meet with the Field Instructor and review and sign the following documents:

- Signed Confidentiality Agreement
- Assumption of Risk and Release of Claims Form
- Emergency contact/Personal information
- Completed and signed Learning Agreement
- Appropriate Use of DHSS Information Technology Agreement

Prior to receiving their final grade/evaluation, students are required to complete an "End of Semester Reaction Sheet," which is used to evaluate their Field Placement experience.

**Orientation and Trainings:** During the initial phase of the student's placement, he or she is required to complete orientation and training at the Division level, as well a site-specific orientation and training at the DSAMH unit where they have been assigned. Once the student(s) has been accepted for a placement, the student and their Faculty Liaison will arrange the student's schedule for the required Orientation courses. All students are required to attend the following Orientation courses:

- Cardiopulmonary Resuscitation & Automated External Defibrillator Training (CPR/AED)
- Mandt

In addition, students are required to complete the following orientation courses; however, these orientation courses can be taken as self-directed learning packets:

- HIPPA/Confidentiality
- DSAMH Fire & Safety
- Infection Control
- Ethical/Legal Standards of Consumer Care
- Professional Boundaries
- Peer Support and Recovery
- DSAMH Division Overview.

The student can study the self-directed learning material on their own time, but they will need to complete pre & post tests for each course, within a reasonable timeframe. The self-directed learning packets can be obtained through the DSAMH Training Office.

**Dress Code:** Students are expected to dress in a professional manner and are to refrain from dressing in a manner that may be viewed as being provocative or inappropriate. For safety purposes, students should avoid wearing high-heeled shoes, dangling earrings or other jewelry that may pose a safety risk. Fingernails must not be so long as to pose a safety risk.

**ID Cards/Badges:** If the DSAMH facility or program requires you to wear an identification card or badge, the student should wear the ID card or badge at all times. Ensure that it is visible as well. At the end of their placement, the student should surrender the badge. All lost badges must be reported immediately to the Field Instructor.

**Keys:** If keys are provided to the student, it is their responsibility to keep them secured at all times, not left lying around, or left in doors. Never give keys to consumers or visitors. If a key is lost or cannot be accounted for, this must be immediately reported to the Field Instructor.

**Illness/Injury to Student:** Students must report any injury that occurred while at their placement to the Field Instructor. Students are required to have their own health insurance.

**Incident Reports:** If a student observes an unusual incident, they should report the incident to their Field Instructor. Some examples of an unusual incident would be: injury to consumer, abuse or neglect of a consumer, or medication errors. The Field Instructor may require the student to complete an Incident Report form. The Field Instructor will provide instruction on completing the form.

**Observations Requiring Immediate Reporting:** In addition to the types of incidents that need to be reported and documented, certain types of events need to be immediately reported, due to their urgency. Some examples would include: dramatic changes in consumer behavior, suicidal or homicidal ideation, evidence of planning suicide (hoarding medication, possession of hazardous articles), or physical complaints/symptoms, or seizures.

**DSAMH Employees Engaging in a Field Placement within the Division:** The purpose of a Field Work Placement is to broaden the experiences and knowledge of the student. If an employee of DSAMH would like to use a Division program to complete their field placement, it can not be within the employee's work unit, not only to increase the student's experiential knowledge, but also to avoid conflicts of interest. Additionally, the employee must first obtain their departmental or program supervisor's approval. If approved, the supervisor must contact the Field Placement Coordinator in the DSAMH Training Office to inform them that the field placement is occurring. The DSAMH employee acting as a Field Instructor must follow up this contact by forwarding: a) the name of the employee; b) start and end dates of the employee/student's placement; c) copies of the Learning Agreement; and d) proof of Professional Liability insurance to the Field Placement Coordinator in the DSAMH Training Office (if applicable). At the conclusion of the field placement, the Field Instructor should also forward copies of the student's evaluations.

The field placement activities of the student should not conflict with their employment functions and should be clearly differentiated. This may necessitate a reduction in their workload/hours. These issues need to be clarified and agreed upon prior to the start of the field placement and that this agreement is documented. It must be kept in mind, at all times, that when the employee performs activities related to their field placement, those activities are done under the supervision of their Field Instructor, and that DSAMH and the Field Instructor maintain the final responsibility for the activities assigned to the student. All decisions made by the student (employee) must be done in consultation with the Field Instructor.

## **DISCIPLINARY PROCEDURES**

### **Procedures for Dismissal from a Field Instruction Placement**

In the field placement, most learning problems or learning deficits are successfully resolved collaboratively among the Field Instructor, Faculty Liaison and student. However, if the Field Instructor feels that the student's performance is unsatisfactory, then he/she should inform the student and develop a strategy to help the student meet the required level of performance. If the Field Instructor feels that the student is not making adequate progress in addressing the issues, a joint meeting should be held with the Field Instructor, the DSAMH Field Placement Coordinator, student, and Faculty Liaison to develop a plan to remediate the identified problems. A statement of the plan for remediation of the field performance problems should be written in a timely manner, with copies provided to the Field Instructor, the student, and the Faculty Liaison. Throughout the balance of the field placement, the Faculty Liaison should monitor the situation and provide whatever support needed to assist the student and Field Instructor in helping the student achieve an adequate level of performance by the end of the semester. If the student, however, continues to be unable to meet the outcome criteria, the Field Instructor may decide to end the student's field placement. The Field Instructor and/or the DSAMH Field Placement Coordinator will call together the Faculty Liaison and the student to review the performance problem and formally terminate the student's placement. The DSAMH Field Placement Coordinator will send a formal written notification to the student and the Learning Institution informing them of the Division's decision, and will retain a signed copy of the letter in the student's file.

### **Violations of Professional Codes of Conduct**

Upon receipt of an allegation of a violation of ethics, as defined by the code of ethics governing their field of study or discipline, the Field Instructor will contact the Field Liaison and the DSAMH Field Placement Coordinator. The Field Instructor and the DSAMH Field Placement Coordinator will then meet in a timely manner to discuss the allegation and decide whether to dismiss the charges, or to uphold the allegation. If sufficient cause is found to substantiate the allegation, the Field Instructor and/or the DSAMH Field Placement Coordinator will call together the Field Liaison and the student to review the allegation and formally terminate the student's placement. The DSAMH Field Placement Coordinator will send a written notification to the student and the Learning Institution informing them of the Division's decision, and will retain a signed copy of the letter in the student's file.

### **Non Academic Grounds for Termination and Dismissal from the Program**

A consistent pattern of difficulty in relating to others in the program (i.e., peers, staff, consumers and/or Field Instructors), such as the inability to establish trusting relationships, lack of respect for others, inability to recognize the needs of others in interactions, or inability to accept critical feedback may undermine the student's capacity for professional activities in their field placement and may place consumers at risk. A pattern of impaired relationships, documented in the manner described above, may serve as grounds for dismissal from the field placement. Although it is acknowledged that judgments about a student's style of interpersonal relating involve subjective evaluations, it is critical that serious problems of this nature be addressed. The Field Instructor and the DSAMH Field Placement Coordinator will meet in a timely manner to discuss the concerns and decide whether to dismiss the student. The Field Instructor and/or the DSAMH Field Placement Coordinator will call together the Field Liaison and the student to review the issues and formally end the student's placement. The final decision is communicated verbally and in writing to the student and the learning institution. The DSAMH Field Placement Coordinator will retain a signed copy of the letter in the student's file.

### **Notification of Ending a Field Work Placement (by student)**

All student grievances about issues regarding their Field Placement are channeled first through the Field Instructor. If no resolution is made, the student may call for a meeting with the Field Instructor, the Faculty Liaison, and the DSAMH Field Placement Coordinator to attempt to find a resolution. If the results of this meeting are not satisfactory to the student, he/she may choose to withdraw from the field placement, but must inform the Field Instructor, the Faculty Liaison, and the DSAMH Field Placement Coordinator of their decision verbally and in writing. The DSAMH Field Placement Coordinator will retain a signed copy of the letter in the student's file.

## **THE LEARNING AGREEMENT**

### **Purpose**

The field placement should allow the student a wide range of learning opportunities to practice skills within their field of study to enhance their professional growth. The purpose of the Learning Agreement is to serve as a vehicle to allow the student and Field Instructor to share expectations and to define, clarify, and focus the learning journey in the field. The Learning Agreement also serves as a useful document for evaluating the progress the student is making during, as well as at the end of, the field placement.



## **Procedures**

The student and Field Instructor need to discuss and share ideas for the DSAMH Learning Agreement at the start of, or prior to, the placement, but the student is responsible for writing and submitting a copy of the Learning Agreement to the Faculty Liaison and their Field Instructor. The DSAMH Learning Agreement is to be used, regardless of whether their Learning Institution also requires an agreement as well. The two agreements, however, can be similar in nature.

The student and their Field Instructor should review previous field placements, work and volunteer experiences, career goals, and particular learning interests and needs, and if there are specific activities required by their Learning Institution to be performed during the field placement. From this review, the student develops the Learning Agreement. The Learning Agreement identifies first the learning objectives, and then lists the duties, responsibilities, and activities that the student and Field Instructor will do to achieve these objectives.

The student and Field Instructor should use the Learning Agreement throughout the placement to monitor the student's progress in achieving her/his identified learning objectives. Similarly, the student and Field Instructor use the Learning Agreement at the end of the semester in order to incorporate an assessment of the student's progress in achieving her/his learning objectives into the student's evaluation.

## **CONFIDENTIALITY**

All consumers seeking, receiving, or inquiring about services, as well as former consumers, are protected by Federal and State Regulations regarding their confidentiality. It is of paramount importance that any information regarding any contact with any consumer, regardless of whether you are or not working with them, is kept completely confidential. This includes their identity. Students should ensure that any confidential information regarding consumer is kept private both on and off the facility. Avoid discussing consumer information in public areas or where your conversation may be overheard. Students are bound by this confidentiality before and after their association with DSAMH. At the beginning of a student's placement, they will be required to sign confidentiality agreements. Below are the types of information that must be kept confidential.

**Use of Computers:** Students are obligated to never use State systems (such as the Intranet or Internet) that violate State policies related to the protection and integrity of confidential information maintained on State systems. Students must protect data and information stored on, or communicated across, our systems and not to access data or information (for example, agency data or communications, patient records, criminal records) unless authorized, to avoid compromising or disclosing nonpublic State Information or communications.

**Use of Consumer Information for Academic Purposes:** Students must have approval of their Field Instructor before using case material for class purposes and consumer identity must at all times be appropriately disguised. This includes the use of audio or video tapes of counseling sessions, treatment notes, etc. Additionally, the consumer must also give permission to disclose any information concerning themselves and that such permission must be given in writing on a standard consumer "consent to release information" form. Additionally, the student must disclose their status as a student, their educational and professional experiences, and qualifications to provide services, and the purpose and intent of their interactions with the consumer.

**Accessing Consumer Records:** Students may be required to review confidential information when performing professional activities associated with their field placement. It is the student's responsibility to ensure that confidential information is kept secure at all times. Do not leave any confidential information unattended in public places or in a manner where the information is visible to others. When finished with records, they must be returned and secured. Records are never to be taken off site, and can not be copied.

**Consumer Privacy Relating to Observations and Interactions with Students:** All interactions with a consumer are to be held in strict confidence, including information from observations of consumers that the student is not directly working with. During an initial meeting with a consumer, the student is required to gain written consent from the consumer to discuss any information that may potentially be of a confidential nature with their Field Instructor or faculty. Students must have approval of their Field Instructor before using case material for class purposes and consumer identity must at all times be appropriately disguised.

## **ROLES AND RESPONSIBILITIES**

The success of a field placement depends upon cooperation between the Division, the Field Instructor, the Faculty Liaison, the learning institution, and the student. The following describes the various participants' roles and responsibilities.

### **Responsibilities of DSAMH**

It is the Division's responsibility to:

1. Provide qualified Field Instructors who have the appropriate educational credentials and/or post-graduate professional experience;
2. Ensure the student is provided, during the initial phase of the student's placement, with a general orientation and training at the Division level, as well as facilitating orientation and training at the specific site facilitating the field placement;
3. Give the Field Instructor adequate time to oversee the work performed by the student and to provide adequate individual supervision, maintain routine contact with the Faculty Liaison and/or learning institution, and to document student evaluations;
4. Provide adequate space and learning opportunities for the student to gain field work; and
5. Ensure that an Affiliation Agreement between the Division (DSAMH) and the learning institution (and the specific program or department), indicating acceptance of designated responsibilities, is in place prior to accepting referrals for student placements.

### **Responsibilities of the DSAMH Field Placement Coordinator**

It is the responsibility of the DSAMH Field Placement Coordinator to:

1. Be responsible for the oversight and monitoring of field placements within the Division;

2. Provide each DSAMH Field Instructor with a list of learning institutions (and specific programs/departments) that have an Affiliation Agreement (or similar instrument) in place and may refer students for field placements.
3. Establish a process of accepting placement applications with each learning institution. The Field Placement Coordinator will determine whether the DSAMH Supervisor's and Learning Institution's preference is to have the Field Placement Coordinator or the Supervisor act as the point of contact for processing applications. A school may submit list of potential candidates or notify the Field Placement Coordinator that students from their program/department will be contacting the Field Placement Coordinator.
4. Convey to each Learning Institution they must obtain documentation and/or records and verify that all students are in compliance with proof of Professional Liability insurance, background clearances, contact information, etc., that are required by a particular unit of the Division.
5. Maintain a centralized record system containing documentation pertinent to each student. The central records will be kept in the DSAMH Training Office, with the Field Placement Coordinator.
6. When a student is interviewed for a field placement, a DSAMH employee will conduct the interview. The Field Placement Coordinator will ensure that all necessary procedures are adhered to, and the Field Instructor will determine if the student's background and educational needs are a good match to the field placement.

### **Responsibilities of the DSAMH Field Instructor**

It is the responsibility of the Field Instructor to:

1. When a DSAMH Field Instructor is contacted by a student inquiring about starting a field placement, the Field Instructor will inform the DSAMH Field Placement Coordinator of the inquiry. The Field Instructor must ensure that the student's placement is permitted, by confirming with the Field Placement Coordinator;
2. The Field Instructor must forward a list of all students they are supervising, start and end dates of the student's placement, and copies of Learning Agreements, to the Field Placement Coordinator in the DSAMH Training Office at the beginning of the placement. At the conclusion of the field placement, the Field Instructor should also forward copies of the student's evaluations and student reaction sheets;
3. Ensure that during the initial phase of the student's placement, he or she is provided with a general orientation and training at the Division level, as well as conducting site-specific orientation and training for the field placement location, with exceptions to this dependent on the duration of the placement (i.e., if the placement is of very short duration or is supervised by faculty at all times);
4. To ensure an appropriate educational experience, structure the student's field work assignments through collaboration with the learning institution and/or the student in developing their learning objectives, and regularly reviewing progress made in achieving goals identified in their Learning Agreement;

5. Provide regular individual supervisory conferences and be accessible to the student as needed to maximize the field learning experiences. The Field Instructors may require students to submit material that documents the professional activities conducted by the student, such as progress notes, audio/videotapes, role-play scenarios, and/or other methods of documentation;
6. When feasible and appropriate, include the student in other professionally-related learning opportunities, such as teaching seminars, study groups, staff meetings, and conferences within and outside of the Agency;
7. Serve as a professional role model who is committed to the values and ethics of their profession and to the importance of supervision as a critical element of the student's learning process;
8. Engage the student in a collaborative process of evaluation of the student's performance and learning in the field. The evaluation process should provide an opportunity for the Field Instructor and student to jointly assess the student's learning progress, set new learning goals and review the stages of the learning process;
9. Maintain adequate communication with the Faculty Liaison with regard to the student's progress, and provide feedback on the program's curriculum and field instruction program; and
10. Complete evaluations of the student as required during their placement. Additionally, the Field Instructor should complete an evaluation on the Faculty Liaison and the school/program, as well as giving feedback on the process to the DSAMH Field Placement Coordinator. The Field Instructor will require the student to complete a reaction sheet PRIOR to giving the student their final evaluation. The Field Instructor will forward their evaluations on the Faculty Liaison and the school/program, and the student's reaction sheet, to the Field Placement Coordinator at the end of the field placement.

### **Responsibilities of the Student**

It is the student's responsibility to:

1. Ensure that prior to the start of the process for field placement, the student has obtained and submitted to their Learning Institution documentation of any pre-placement screenings, clearances, etc. required by DSAMH;
2. Ensure that Professional Liability Insurance is in effect, if applicable. Some schools supply coverage for their students, while other schools require that student obtain their own insurance;
3. Adhere to the policies of your Learning Institution regarding applying for a field placement with DSAMH. A relationship between DSAMH and a learning institution must exist, including a current Affiliation Agreement (or similar instrument);

4. Adhere to the school's field placement calendar and to their DSAMH setting's work schedule, precedence being given only to attendance at classes enrolled in for the degree or certificate program associated to the field placement;
5. In collaboration with the Field Instructor and Faculty Liaison, establish learning objectives that describe their goals and expectations for the placement; and regularly review with their Field Instructor progress made toward achieving identified learning objectives. Copies of the Learning Agreement are submitted to the DSAMH Field Instructor, Field Placement Coordinator, and your teacher during the initial phase of a field work placement;
6. Perform all assigned functions in a professional and responsible manner, including all required documentation and delivery of services, and meet the required field instruction outcome criteria described in the Learning Agreement, to be used for evaluation purposes;
7. Adhere to the Code of Ethics applicable to the student's particular field of study or discipline in performing professional duties;
8. Participate in supervision meetings by being prepared for the discussion, addressing issues related to assignments in the course of your field work, theoretical issues, and/or related agency concerns. Students are encouraged to use supervision actively by identifying their learning needs and resolving any barriers to learning that might interfere with their learning process;
9. Complete readings and written material assigned by the Field Instructor in a timely manner;
10. Participate in staff meetings, student seminars, teaching seminars, study groups, and conferences if approved by your Field Instructor;
11. Share academic material related to practicum learning with the Field Instructor, if requested, once the appropriate signed consents have been obtained and disclosures (e.g., status as a student, sharing confidential information with others) have been made;
12. Maintain confidentiality of consumer contact, observations, case records and other work setting material;
13. Maintain on-going communication with the Faculty Liaison about progress, any concerns or problems interfering with the student's performance; and
14. Complete a reaction sheet on their experiences with the field placement. Students are required to complete a reaction sheet PRIOR to receiving their final evaluation.

### **Responsibilities of the Learning Institution**

It is the program's responsibility to:

1. Authorize and then submit DSAMH's Agreement of Affiliation contract to the Division's Contract Manager. The Affiliation Agreement (or Memorandum of

Understanding or similar contractual instrument) will establish an association with DSAMH and specifies mutual expectations and responsibilities for the Division and the learning institution;

2. Establish a process for requesting field placements with DSAMH. This will include:
  - Maintaining records and verifying that all students are in compliance with all pre-placement screenings and requirements.
  - Establish a student referral process for field placements with DSAMH which ensures that the Division is informed and prepared to accept the referrals efficiently;
3. Provide faculty to serve as the Faculty Liaison who will coordinate field instruction;
4. Collaborate with DSAMH and Field Instructors to provide sufficient training and/or orientation in order to adequately integrate the field placement experiences with the curriculum of the learning institution; and
5. Provide or ensure students obtain Professional Liability insurance prior to placement in the field.

### **Responsibilities of the Faculty Liaison**

It is the Faculty Liaison's responsibility to:

1. Coordinate the student placement process with DSAMH, including:
  - Matching students with field placements appropriate to the student's learning needs
  - Maintaining active collaboration with DSAMH on selection of qualified students
  - Establish method of informing DSAMH about student referrals, including time frames
  - Ensure documentation of all pre-placement screening requirements and clearances are verified;
2. Provide consultation for Field Instructor regarding the student's overall learning process. If a serious problem arises with student's learning and/or a placement must be terminated, the Faculty Liaison will coordinate the process with the appropriate DSAMH staff;
3. Coordinate all field activities, including the development of a field calendar;
4. Maintain regular contact with the Field Instructor and visit the student's placement on a routine or as needed basis each semester;
5. Provide the DSAMH Field Instructor a general orientation manual, outlining the learning institution's policies and procedures prior to the start a field placement assignment. Additionally, the Field Instructor should be provided opportunities for informational meetings and seminars. (Note: the Field Instructor's participation in these informational meetings and seminars is at the discretion of the Field Instructor's availability and ability to attend);

6. Attend meetings or trainings for Field Instructors that are offered to by the learning institution;
7. Act as a liaison between the learning institution's program and the DSAMH setting. The Faculty Liaison conveys the program's expectations to Field Instructor, helps plan and implement the field placement, and provides information with regard to the curriculum as it relates to student's field work. The Faculty Liaison is also expected to support the DSAMH setting's continued availability as a field placement setting;
8. Assist the student and collaborate with the DSAMH Field Instructor in the development of the student's learning objectives, by helping plan the student's learning duties, responsibilities and activities, resolving learning problems, monitoring progress made in achieving identified objectives and evaluating the student's progress through joint discussions with the student and their Field Instructor.
9. Complete a reaction sheet on their experiences with the field placement.



## Emergency Contact Sheet

### EMERGENCY CONTACT INFORMATION

**Whom shall we contact in case of an emergency?**

**Name:** \_\_\_\_\_ **Relationship to you:** \_\_\_\_\_

**Address:**

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

**Telephone number:** \_\_\_\_\_

**Alternate telephone number:** \_\_\_\_\_

**Please note any medical information that would be pertinent in the event of an emergency (i.e. unseen disability, allergies):**

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

### HEALTH INSURANCE INFORMATION

**I currently have health insurance:**  Yes  No

**If yes, Insurance Company Name:** \_\_\_\_\_

**Policy #:** \_\_\_\_\_

**Insurance Company Contact Telephone:** \_\_\_\_\_

**By initialing here, I understand the Division of Substance Abuse and Mental Health (DSAMH)-does not provide health insurance for students taking part in the Field Placement Program. I understand I am responsible for having the appropriate coverage during the internship period.**

**Initials:**

\_\_\_\_\_





## LEARNING AGREEMENT FOR FIELD WORK PLACEMENTS

**DRAFTING YOUR LEARNING AGREEMENT:** The primary purpose of this agreement is to describe what you intend to learn during the course of your field placement experience (**learning objectives**), how you intend to learn these things (**learning strategies/activities**), and the means by which your *Faculty Liaison* and *Field Instructor* can assess the achievement of your learning objectives (**evaluation**). ***As the student, you are directly responsible for drafting and submitting your learning agreement.*** It is expected that you will discuss with your *Faculty Liaison* and *Field Instructor* the information requested. It is recommended that you compose a rough draft of the agreement in advance of your discussions with your *Faculty Liaison* and *Field Instructor*.

Once your final version is complete (containing all the required signatures), make 3 copies. Retain 1 copy and provide copies to your *Faculty Liaison* and *Field Instructor*. Revisions and additions to the agreement are to be made by mutual consent of the *student, Faculty Liaison* and *Field Instructor*.

**SUPERVISION:** All students participating in Field Work Placement program have both a *Faculty Liaison* and *Field Instructor*. The *Faculty Liaison* oversees the academic components of the internship while the *Field Instructor* oversees your performance at the Field Work Placement. It is expected that you will maintain regular contact with your *Faculty Liaison* during the term of your field placement experience to assess your progress toward your learning objectives and to discuss issues and/or concerns that may arise.

**SITE EVALUATION:** Upon completion of your field placement, you are required to complete and submit the *Student Reaction Sheet*.

### **FIELD INSTRUCTOR & FACULTY LIAISON MUST ALSO COMPLETE THIS AGREEMENT**

**Important:** The Learning Agreement **MUST** be completed and signed by the Student, Faculty Liaison and Field Instructor.

## LEARNING AGREEMENT FOR FIELD WORK PLACEMENTS

**List of student's learning objectives:** Describe what you hope to learn and accomplish from this experience. The number of objectives you choose to establish is not as important as the significance of each objective and the time and effort required to complete them. For each objective, identify the learning activities and duties the student will be responsible for in order to achieve the objective, and the criteria that will be used to evaluate the student's performance. The Field Instructor will guide this process to ensure that the objectives are relevant, realistic, and contribute to their professional growth and the work and mission of the Division.

**Learning Objective #\_\_\_:**

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**Duties, Responsibilities and Activities for Meeting Objective.**

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**Criteria for Evaluating the Student's Performance on the Objective:** \_\_\_\_\_

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**Learning Objective #\_\_\_:**

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**Duties, Responsibilities and Activities for Meeting Objective.**

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**Criteria for Evaluating the Student's Performance on the Objective:** \_\_\_\_\_

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**Learning Objective #\_\_\_:**

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**Duties, Responsibilities and Activities for Meeting Objective.**

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**Criteria for Evaluating the Student's Performance on the Objective:** \_\_\_\_\_

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**STUDENT** (this section must be completed and signed by the Student)

Student's Name: \_\_\_\_\_

Learning Institution: \_\_\_\_\_

Academic Department: \_\_\_\_\_

Start/End Dates of Field Placement:  Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Major(s): \_\_\_\_\_ Minor(s): \_\_\_\_\_

Phone #: \_\_\_\_\_ Cell Phone#: \_\_\_\_\_

**STUDENT RESPONSIBILITIES**

*As a student seeking credit for an internship experience, I agree to:*

- Complete the Learning Agreement and submit it to the both the Faculty Liaison and Field Instructor.
- Perform to the best of my ability those tasks assigned by my Field Instructor which are related to my learning objectives and to the responsibilities of this position.
- Follow all the rules, regulations, and normal requirements of this DSAMH placement.
- Complete the academic requirements outlined in this Learning Agreement under the guidance of my Faculty Liaison.
- Notify DSAMH staff of any changes I need to make in this agreement or of any problems that may develop during the field placement.
- Obtain written approval of DSAMH before using case material for class purposes; this includes the use of audio or video tapes of counseling sessions, treatment notes, etc. The work products of students relative to the Field Placement are the property of DSAMH.
- The identity must at all times be appropriately disguised, and consumers must give permission to disclose any information concerning themselves and that such permission must be given in writing on a standard consumer "consent to release information" form.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**DSAMH FIELD INSTRUCTOR** (this section must be completed and signed by the Field Instructor)

Office/Program Name: \_\_\_\_\_

Address: \_\_\_\_\_

**Field Instructor Contact Information:**  Dr.  Ms.  Mrs.  Mr.  other \_\_\_\_\_ Phone #: \_\_\_\_\_

Name: \_\_\_\_\_ Fax #: \_\_\_\_\_

Title: \_\_\_\_\_ Email: \_\_\_\_\_

**Field Placement Information:**

Compensation:  paid hourly / rate: \_\_\_\_\_  paid (stipend) amount: \_\_\_\_\_  unpaid

Status:  full-time  part-time

Field Placement Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**FIELD INSTRUCTOR RESPONSIBILITIES**

The Division of Substance Abuse and Mental Health greatly appreciates your participation in our internship program. Your role is integral to the student's Field Work Placement experience and success.

*As a site supervisor for this internship, I agree to:*

- Clearly discuss the responsibilities and parameters of the Field Placement with the student.
- Work with the student to develop on-site goals and learning objectives.
- Provide ongoing supervision and feedback to the student on their performance.
- Be available to talk with the Faculty Liaison and/or meet with him/her during a site visit.
- Complete a candid evaluation of the student's performance and attitude during the Field Work Placement so that the Faculty Liaison can evaluate both field work and academic components of the student's work.

**Faculty Instructor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**FACULTY LIAISON** (this section must be completed and signed by the Faculty Liaison)

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**FACULTY RESPONSIBILITIES**

*As a Faculty Internship Advisor for this field placement, I agree to:*

- Work with the student to formulate concise, clear goals and learning objectives for the Field Work Placement.
- Keep in contact with the student during the field Placement to provide guidance and support.
- Assess the student's learning based upon the Field Instructor's evaluation and the completed activities required by the learning institution; specified hours at the site, submission of the Learning Agreement, a daily journal, meetings with the Faculty Liaison, final paper or other visible product, and public oral presentation, if possible.
- Contact the Field Instructor at least once during the semester to discuss the student's performance and the applicability of theory to the Field Placement experience.
- Be available to meet with the Field Instructor and/or student as requested.

**Faculty Liaison's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## **ASSUMPTION OF RISK AND RELEASE OF CLAIMS**

I, \_\_\_\_\_, have freely chosen to participate in a Field Placement (“Placement”) with the Divisions of Substance Abuse and Mental Health (“DSAMH”), at their \_\_\_\_\_ location. This placement has been approved by, \_\_\_\_\_ (“Learning Institution”), in coordination with my Faculty Instructor, \_\_\_\_\_. I understand and agree to abide by the normal rules and regulations governing professional conduct established for any DSAMH site applicable during my assigned Field Placement.

### **RISK OF PARTICIPATION**

I am aware there may be risks inherent in participating in this Field Placement. I am aware that I will be responsible for any loss of money or personal property whether as a result of my own actions or by theft. I will be responsible for my own safety and actions. I therefore agree to assume all of the risks and responsibilities that may be encountered during my Field Placement program.

### **HEALTH & SAFETY**

I recognize that DSAMH is not obligated to attend to any of my medical needs. In case of a medical emergency occurring during my participation in a placement, DSAMH may (but is not obligated to) take any actions it considers to be warranted under the circumstances regarding my health and safety. I understand and agree that DSAMH or any related entity assumes no responsibility for any injury, damage or cost which might arise out of or in connection with such authorized medical treatment.

I have been advised to consult with a medical doctor with regard to my personal medical needs. I state that there are no health-related reasons or problems that preclude or restrict my participation in a DSAMH Field Placement.

### **ASSMPTION OF RISK AND RELEASE OF CLAIMS**

Knowing the risk described above, and in consideration of being permitted to participate in the field placement, I agree, on behalf of my family, heirs, and personal representative(s), to assume all the risks and responsibilities surrounding my participation in the field placement. To the maximum extent permitted by law, I release and indemnify the Delaware Health and Social Services, Division of Substance Abuse and Mental Health, its employees, their administrators, agents, advisors, or the State of Delaware (the “Indemnified Parties”) from any present or future claim, loss or liability for injury to person or property which I may suffer, or for which I may be liable to any other person, during my participation the field placement (including periods in transit).

I have carefully read the foregoing Assumption of Risk and Release of Claims Agreement before signing it. No representations, statements, or inducements, oral or written, apart from the foregoing written statement, have been made. This agreement shall only become effective upon receipt by the Division of Substance Abuse and Mental Health and shall be governed by the laws of the state of Delaware, which shall be the forum for any litigation.

Signed this \_\_\_\_\_

Day of \_\_\_\_\_, 20( )

\_\_\_\_\_  
Type or print name of Student

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Type or print name of Witness

\_\_\_\_\_  
Signature of Witness



*DELAWARE HEALTH AND SOCIAL SERVICES*

Division of Substance Abuse and Mental Health

Student Field Work Placement Program  
End of Semester Reaction Sheet

**Student Information**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Current Address: \_\_\_\_\_ Apt.: \_\_\_\_\_

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

Phone: (\_\_\_\_\_) \_\_\_\_\_ Email: \_\_\_\_\_

**Division of Substance Abuse & Mental Health Site Information**

DSAMH Site: \_\_\_\_\_

Name of your Field Instructor : \_\_\_\_\_

Field Instructor's Title: \_\_\_\_\_

Phone: (\_\_\_\_\_) \_\_\_\_\_ Email: \_\_\_\_\_

**Field Work Placement Information**

Started: \_\_\_\_\_ Ended: \_\_\_\_\_

How many hours per week were attend on average: \_\_\_\_\_

How many course work credits did you receive for this Field Placement: \_\_\_\_\_



### Evaluation of Field Work Placement Experience

Please use the following page to give your opinion of your Field Instructor and your educational experience for the semester. Your opinion WILL NOT influence your grade, so be honest. You may include a separate sheet of comments if you wish. Please circle the number on the scale that best describes your response to each item.

### RELEVANCE TO STUDIES

Rate how relevant your daily activities were to your studies provided and course work?

	1	2	3	4	5
	<u>Irrelevant</u>	<u>Somewhat Irrelevant</u>	<u>Average</u>	<u>Somewhat Relevant</u>	<u>Highly Relevant</u>
<b>Level of Relevance</b>					

I learned a great deal from my Field Placement:

	1	2	3	4	5
	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Average</u>	<u>Agree</u>	<u>Strongly Agree</u>
<b>Level of Agreement</b>					

### OVERALL VALUE

Rate the overall value of the Field Work Placement:

	1	2	3	4	5
	<u>Worthless</u>	<u>Needs Improvement</u>	<u>Average</u>	<u>Good Value</u>	<u>The Best Internship Ever</u>
<b>Overall Value</b>					

My Field Work Placement met my expectations:

	1	2	3	4	5
	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Average</u>	<u>Agree</u>	<u>Strongly Agree</u>
<b>Level of Agreement</b>					

### SUPERVISION

My site supervisor was actively involved in my Field Placement:

	1	2	3	4	5
	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Average</u>	<u>Agree</u>	<u>Strongly Agree</u>
<b>Level of Agreement</b>					

The lines of communication remained open between me and my Field Instructor:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<u><b>Strongly Disagree</b></u>	<u><b>Disagree</b></u>	<u><b>Average</b></u>	<u><b>Agree</b></u>	<u><b>Strongly Agree</b></u>
<b>Level of Agreement</b>					

My Field Work Placement was sufficiently structured:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<u><b>Strongly Disagree</b></u>	<u><b>Disagree</b></u>	<u><b>Average</b></u>	<u><b>Agree</b></u>	<u><b>Strongly Agree</b></u>
<b>Level of Agreement</b>					

### **OFFICE WORK**

While performing various office duties are necessary, they offer little educational reward. Rate the level of office work that was expected of you:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<u><b>Minimal</b></u>	<u><b>Below Average</b></u>	<u><b>Average</b></u>	<u><b>Above Average</b></u>	<u><b>High</b></u>
<b>Amount of Office Work</b>					

### **QUALITY OF EXPERIENCE**

Rate the level of support you experienced during your Field Work Placement:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<u><b>Not Supportive</b></u>	<u><b>Somewhat Supportive</b></u>	<u><b>About Average</b></u>	<u><b>Supportive</b></u>	<u><b>Very Supportive</b></u>
<b>Level of Support</b>					

I enjoyed my Field Work Placement:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<u><b>Strongly Disagree</b></u>	<u><b>Disagree</b></u>	<u><b>Average</b></u>	<u><b>Agree</b></u>	<u><b>Strongly Agree</b></u>
<b>Level of Agreement</b>					

I feel my Field Work Placement was of value:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<u><b>Worthless</b></u>	<u><b>Needs Improvement</b></u>	<u><b>Average</b></u>	<u><b>Good Value</b></u>	<u><b>The Best Internship Ever</b></u>
<b>Level of Value</b>					

I would recommend DSAMH Field Work Placement Program to other students:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b><u>Strongly Disagree</u></b>	<b><u>Disagree</u></b>	<b><u>Average</u></b>	<b><u>Agree</u></b>	<b><u>Strongly Agree</u></b>
<b>Level of Agreement</b>					

If you were to repeat this Field Placement, what changes would you suggest?

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How could you have improved your performance in your Field Placement?

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What suggestions can you offer the Division of Substance Abuse & Mental Health about the Field Placement Program?

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Please return this form to:

1901 N. DuPont Highway

Springer Building

New Castle, DE 19720

ATTN:

DSAMH Training Office

Student Field Work Placement Program Coordinator



## Bi-Weekly Report

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Name (please print): \_\_\_\_\_

Phone Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Name of DSAMH Site: \_\_\_\_\_ Today's Date: \_\_\_\_\_

***Weekly time sheet***

*Please record the number of hours you worked each day*

	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Week of :						
Week of :						

**Bi-Weekly Total:** \_\_\_\_\_

**Semester Total:** \_\_\_\_\_

***Educational reward***

Briefly describe your activities over the last two weeks.

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

Explain briefly how your activities are related to your coursework.

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

Do you have any questions or problems that you would like to discuss with your Faculty or the DSAMH Field Work Placement Program Coordinator? \_\_\_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_  
 Name of Field Instructor (Please Print)

\_\_\_\_\_  
 Signature of Field Instructor

\_\_\_\_\_  
 Date



DELAWARE HEALTH AND SOCIAL SERVICES

Division of Substance Abuse and Mental Health

## Background Check Release Form

I, ( \_\_\_\_\_ ), give permission for The Delaware Health and Social Services, Division of Substance Abuse and Mental Health to perform a check of my background to include:

(Have applicant initial next to each category they are giving permission for)

Criminal record                       Physical/physician  
 Child/Adult Abuse Registry       Faculty reference

I understand that I do not have to consent to this background check, however refusal to do so may exclude me from consideration into the Field Work Placement Program with the Division of Substance Abuse and Mental Health

I understand that information collected during this background check will be limited to what's appropriate for the Field Work Placement that I'm being considered and all information during the check will be kept confidential.

Additionally, I extend permission to those individuals or agencies contacted for the purpose of this background check to give their honest evaluation of my suitability for the described Field Work Placement and other information as deemed appropriate.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_