



Field Experience Handbook

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Introduction to South Florida Bible College & Theological Seminary

Welcome to the SFBC&TS' Practicum and Internship training programs. SFBC&TS is committed to the establishment of quality standards in academic as well as practical field education in the implementation, oversight and review of the skills required of individuals who desire to be involved in practicum, from counseling to clinical or social services, business management, or pastoral ministry within the Christian community.

This program is designed to develop your skills in a variety of applications related to counseling, clinical and social human services, business management, and pastoral ministry, all from a Christian perspective. It is the desire of the Board of Directors that every individual who seeks membership, certification and licensure understands the commitment to quality training required in this field practicum. It is important for each intern to ensure that all reports are filed in a timely manner to the Student Life Office of SFBC&TS.

This manual has been prepared so that you, the intern, may receive the maximum benefit from this learning experience.

Please study it carefully and use it faithfully during your time of internship.

May God bless you in this endeavor as we all anticipate much spiritual growth in you and those with and to whom you will be ministering.

Should you encounter any situation that you believe cannot be resolved on the assignment level, please contact the Student Life Office at SFBC&TS.

In Christ,

Josiah A. Stephan
Director of Student Life

Introduction

Field experiences are a part of three degree programs at SFBC, including Christian Clinical Counseling, Christian Business Management, and Pastoral Ministry at the Undergraduate level. These tracks share common core courses and objectives at all levels, yet each track develops distinct competencies through environmental emphases and field experiences.

Purpose

Field Experiences are designed to provide students with the opportunity to apply and practice the competencies acquired throughout their training program. The field experience courses are judged by the faculty to be the most important preparatory experiences in which students will engage. It is an opportunity to synthesize and apply theoretical knowledge and to enhance and refine students' skills. In many instances the field experiences serve as a stepping-stone for future student employment. The field experiences also provide a link between the schools, community, and the college.

Ethical & Legal Standards

Students must abide by (1) the standards of conduct established by SFBC; (2) the standards of conduct established by the practicum or internship site; and, (3) Standards of Ethical Conduct of the American Counseling Association (ACA) and the American Association of Christian Counseling (AACC). Any incident of unethical behavior should be immediately brought to the attention of the Faculty Supervisor.

Application Process

Students must apply for field experiences by the following deadlines:

Deadline Dates:

July 1: Fall semester placement

November 15: Spring semester placement

March 15: Summer semester placement

Information can be found by accessing <http://sfbc.edu/?q=node/182> .

Once requirements are completed, students should submit signed applications to the Student Life Office by deadlines listed above.

The completed packet includes:

- The completed Field Experience Application
- An unofficial copy of your transcript, and
- An updated résumé

The Practicum/Internship

The practicum/internship provides for the development of skills under supervision. An internship is a field experience (on-the-job training.), an experience that is an integral part of the intern's formal education, a program that involves a specified period of time, and

an experience where the SFBC&TS and/or the field institution supports the program and provides proper supervision. An internship is not a means to have an “errand boy” or to provide the field institution with “cheap labor”, nor an apprenticeship that is, filling a need in the field institution and exploiting the intern’s expertise to the advantage of the institution and to the detriment of the overall development of the intern.

Hours

All practicum/internship students must complete a total of 100 hours at the placement site. Students should enroll in BUS361 (Business Internship), CCO450 (Counseling Practicum), or MIN450 (Ministry Practicum) depending on what their choice of major is. Students must also have a minimum of 90 credits before enrolling in internship or practicum.

Common Objectives

The site should provide opportunities to foster the following:

1. **Communications Skills:** Students will practice and build upon a repertoire of skills such as attending and active listening, reflecting, facilitative responding, differentiating and balancing between affect and cognitive messages, appropriate self-disclosing, confrontation, etc.
2. **Relationship Building Skills:** Students will demonstrate the ability to establish a trusting, open, relationship through the establishment and maintenance of the core conditions such as immediacy, congruence, unconditional positive regard and respect, effective levels of empathy, and maintaining focus on the client. Appropriate skills will be chosen to respect the cultural expectations, age level, and special needs of each client and/or co-worker.
3. **Problem Solving Skills:** Students will develop and practice effective critical thinking, problem solving and conflict resolution.
4. **Professional Development:** Students will demonstrate "professionalism" through proper dress, adherence to ethical codes, and respect for the co-workers’ values system, a willingness to work with people of different races, creeds, color, sex, and an absence of prejudicial beliefs and stereotypes.
5. **Personal Growth and Development:** Students will demonstrate an ability to understand and express their personal dynamics through self-disclosure, acceptance and reaction to constructive criticism, and calm and persistent courage in facing difficult or crisis situations, and awareness of expectations of self and others.

Logistics

1. **Individual Supervision:** Weekly interaction with an average of one hour per week of individual supervision on site (with the Site Supervisor) as well as an average of one hour per week of individual and/or triadic supervision on campus (with a program Faculty Member or a supervisor working under the supervision of a program Faculty Member), will occur regularly over a minimum of one academic term.
2. **Group Supervision:** An average of one hour per week of group supervision on campus will be provided on a regular schedule over the course of the student's practicum by a

program Faculty Member or a supervisor under the supervision of a program faculty member.

3. Variety of Activities: The practicum student will have the opportunity to become familiar with a variety of professional activities (e.g., record keeping, supervision, information and referral, in service and staff meetings, etc.).

4. Evaluation: The practicum student's performance will be evaluated throughout the practicum experience, to include formal evaluations made by both the Site Host and Faculty Supervisor at the midpoint (at the 6-8 week mark) and after the student completes the practicum. Similarly, the practicum student will have the opportunity to evaluate the site, Site Supervising Counselor, and Faculty Supervisor. Students who receive a grade less than a B on the practicum will have to repeat the course.

Responsibilities

The field experiences involve a collaborative effort of three individuals: the Student, the Site Supervisor, and the Faculty Supervisor. Each individual has their own set of responsibilities and each is held accountable to these.

STUDENT

1. Completes the application process for the practicum or internship by the deadline dates to the Student Life Office. Applications are available from the Student life office or online at: <http://sfbc.edu/sites/default/files/Internship%20form%20%282%29.pdf>.

2. Completes the Field Experience Prospectus and Site Agreement with the Site Supervising Counselor (see Appendix 1). This is a schedule that is suitable and agreeable to both parties and the placement site. The student must adhere to this agreement and advise the Site Supervisor and the Faculty Supervisor if conflicts or changes occur.

3. Complete the General Data Form on the site you are interning at (See Appendix 2).

4. Completes the required number of field experience hours on site.

5. Abides by the rules, regulations, and time schedules of the placement setting.

6. Performs customary functions, activities, and tasks as assigned by the Site Supervisor.

7. Continuously strives to improve performance at the placement site and accept feedback from supervisors and other placement personnel in a professional manner.

8. Attends all group and individual supervision meetings scheduled by the Faculty Supervisor and Site Supervisor.

9. Completes and submits (a) the Hours Time Log (see Appendix 4A) signed by the Site Supervisor and Faculty Supervisor documenting the number of hours completed on site and (b) the "Field Experience Weekly Summary" Sheets (see Appendix 4B)

10. Maintains a neatly written or typed logbook that includes both the Time Logs and the "Field Experience Weekly Summary" Sheets (see Appendix 4). This logbook will be reviewed throughout the semester and should be brought to every individual and group supervision session, currently updated and accurate.

11. Completes any additional course requirements and documents outlined on the course syllabus and in this Field Experience Manual.

12. Acts in a professional and ethical manner at all times.

SITE SUPERVISOR

1. Provides on-site supervision of the Student, allowing for independence as the student improves his/her functioning as the field experience progresses. At no time should a student be left alone on site, whether or not clients are present.
2. Completes the Field Experience Prospectus and Site Agreement with the student (see Appendix 1). This is a schedule that is suitable and agreeable to both parties.
3. Provides opportunities for the student to achieve the objectives and the competencies of the course by assigning appropriate duties, tasks, and responsibilities.
4. Evaluates the student's performance at the midpoint (at the 6-8 week mark) and end of the field experience. The Site Supervisor's Evaluation of Student Performance must be mailed, or submitted to the Faculty Supervisor via the student, no later than the Monday of the middle of the semester and the Monday of the last week of the student's field experience. These forms are located in Appendix 3.
5. Is available to the student for consultation and supervision. If supervising an intern, an average of one hour of individual supervision per week must be provided and documented on the time log.
6. Possess the necessary Credentials and Experience.
7. Attends any Orientation Meetings at SFBC scheduled by the Student Life Office.

FACULTY SUPERVISOR

1. Coordinates the field experience to assure a successful program for the student.
2. Consults with the Site Supervisor and other staff as needed.
3. Provides monitoring and supervision via group supervision meetings and individual meetings with students.
4. Evaluates the student's completion of the course requirements and performance. The Faculty Supervisor will assign a letter grade based on (a) the assessment of the student's completion of course requirements, (b) the Site Supervisor's Evaluation of Student Performance completed by the Site Supervisor, and (c) The Evaluation of Student Performance completed by the Faculty Supervisor at both the midpoint (at the 6-8 week mark) and end of the Field Experience (see Appendix 3).
5. Visits the placement site to consult with the Supervisor and other administrators as needed, or to conduct on-site observations of students. Progress of students may also be assessed by phone or e-mail.

Evaluation and Final Grades

The Faculty Supervisor will assess the student with a letter grade based on (a) the completion of all course requirements (b) the Site Supervisor's Evaluation of Student Performance completed by the Site Supervisor at the midpoint and end of the semester, and (c) The Evaluation of Student Performance completed by the Faculty Supervisor. Course requirements are listed on the course syllabi and include, but may not be limited to the following:

1. Completion of the required on-site hours.
2. Attendance at all individual and group supervision meetings scheduled by the Faculty Supervisor and Site Supervisor.
3. Completion of all required documentation, to include the time log signed by the Site Supervisor and Faculty Supervisor.

4. Completion of any additional course requirements specified on the course syllabus. Other course requirements may include portfolios, case analyses, class presentations, and other assignments. Any student who audiotapes a counseling session with an adult or child must have the signed written consent of the client. When counseling children and adolescents, signed written consent must be obtained from the parent or legal guardian of the child.

Appendix 1: Field Experience Prospectus & Site Agreement
South Florida Bible College & Theological Seminary

Student Name _____ ID# _____

Phone _____ Email _____

Address

Beginning Date _____ and Ending Date _____

Prospective agency/school (and particular department) address

Individuals involved with supervision of student (e.g., administrator, lead-counselor(s),
and/or coordinator)

Responsible Site Supervisor _____

Job Title _____ Phone _____

Highest Degree _____

Field Experience Agreement

This is a cooperative agreement between South Florida Bible College & Theological Seminary and the agency/school named above. As a result, SFBC&TS *agrees* to: (1) acquaint students with the rules and regulations of the cooperating institution and shall hold the student responsible for complying with all rules and regulations applicable as non-resident personnel; (2) jointly plan the field experience with the institution and the student; (3) jointly review and agree upon the qualifications and credentials of the institutional supervisor who will conduct the supervision of the student; (4) provide methods for student evaluation which are appropriate, meaningful and comprehensive; and (5) release, discharge, and hold harmless SFBC&TS from any and all claims existing

out of any personal injuries, illnesses, disability, loss or damage of any kind sustained by the student during the period of field experience at the institution.

Additionally, the *Site (i.e. agency/school) agrees* to: (1) provide the student with an average of one hour per week of individual supervision on site (with the Site Supervisor); (2) provide the student with the opportunity to become familiar with a variety of professional activities and; (3) evaluate the student's performance throughout the field experience, to include a formal evaluation made by the Site Supervisor both at the midpoint (at the 6-8 week mark) and at the end of the field experience.

Field Experience Prospectus

On the next page, the student shall concisely outline the proposed field experience. The prospectus should make clear the chief responsibilities of the student and the approximate allocation of time. You may take advantage, however, of new opportunities, when they arise, after consulting with your Faculty supervisor.

The Prospectus should be typed and will cover these topics:

1. Time: Indicate dates (months, year) and specific hours per week.
2. Host: Indicate names, positions, and a brief background of each person tube involved in the supervision and the approximate weekly time to be devoted to supervision.
3. Experience: List the various duties you will perform. Indicate approximate time devoted to each. A practicum/internship student should engage in all the activities performed by a full-time staff member of the agency.
4. Signatures: The prospectus must be completed, signed by the student, site host, and Faculty supervisor. The prospectus should be submitted no later than the first week in which classes are held.

Student:

Site:

Site Supervisor:

1. Student's Signature _____ Date _____

2. Host's Signature _____ Date _____

3. Faculty Supervisor _____ Date _____

Appendix 2: General Data Form on Local Clinic

Name _____ Location _____

Director _____ Phone _____

Intern _____

Brief History of the Organization:

Current status of the organization (personnel, patients, social class, age, gender, social standing, major departments, programs, goals, etc.)

Organizational Structure:

Strengths and weaknesses of overall organizational structure:

Physical facilities: Location, care, insurance, goals, adequacy, orderliness, cleanliness, and theological significance.

**Appendix 3: Supervisor's Evaluation of Student Performance
Mid Term & Final Assessment**

Student: _____ **ID#** _____

Major: Counseling _____ Business _____ Pastoral Ministry _____

Placement Site: _____

Site Supervisor: _____

Site Address: _____

Site Phone #: _____ **Supervisor Email:** _____

Supervisor Completing Form: _____

Signature

Date

Student Signature: _____

Signature

Date

Rubric Criteria

Exceeds Expectations = The student demonstrates this accomplished practice at a level *exceeding* that expected of a beginner.

Meets Expectations = The student *proficiently* demonstrates this accomplished practice at a level expected of a beginner.

Near Expectations = The student demonstrates this accomplished practice at a level expected of a beginner, although *not yet consistent over time*.

Below Expectations = The student demonstrates this accomplished practice *inconsistently* and at a level *less than expected* of a beginner, or is *unsuccessful* in demonstrating this accomplished practice

Not Marked = The rater was *not able to observe* this or this is not relevant to the beginning school counselor's instructional setting

1. How would you rate the student's performance given the rubric above?

Appendix 4: Time Logs

Instruction Sheet for Completing Time Logs

Logistics

1. Make multiple copies of this blank Hours sheet for both Practicum and Internship.
2. Fill in your name on each sheet.
3. Fill in the “Page ___ of ___” field (e.g., “Page 2 of 4”) – leave the second field blank until you know how many pages you will have in total.
4. Fill in the “Dates ___ to ___” with the dates that this particular sheet covers
5. You may have more than one line filled out per day.
6. Only fill in activities that contain information that is pertinent to the supervisor who will sign off on those activities (see more info below).

Instructions for Completing Hours Time Sheet

1. **Begin/End Time** – Using 15 minute increments. Encapsulate the activities performed.
2. **Date** – Use MM/DD/YY format (it is possible to have multiple entries for one date)
3. **Activity** – Note the kind of activity(s) that you participated in for that entry
4. **Supervisor's Signature** – This is where your supervisor will sign to verify the activities that you’ve completed. If these activities are completed on site, the Site Supervisor must sign. On the other hand, if these activities were completed at the college, the Faculty Supervisor must sign.
5. **Individual Supervision** – Note the amount of time spent in individual supervision.
6. **Group Supervision** – Note the amount of time spent in group supervision.
7. **Total Hours** – Note the total amount of time spent for that particular period.
8. **Total the number of hours** for Individual Supervision, Group Supervision, and Total Hours for each page.
9. **MAKE A MINIMUM OF TWO COPIES OF EACH PAGE THAT YOU SUBMIT TO THE COLLEGE.**

Instructions for Completing “Field Experience Weekly Summary” Sheet

1. This sheet is provided for you to write a brief reflection paper of what occurred during the course of **each week** of your field experience.
2. **Summary of Week's Activities (what did you do, how often, and when)** – Briefly summarize what occurred during the week on site.
3. **Impressions or Learning Drawn from This Week's Activities** – Based upon what happened this week (and putting it in context with what has occurred previously), what are you learning about yourself, clients, the counseling profession, your site, etc.
4. **Concerns or Questions Arising from This Week's Activities (things to bring into supervision)** – Based upon what happened this week (and putting it in context with what has occurred previously), what are some concerns or questions that you would like addressed in your university supervision (come to supervision prepared!).

***Both the “Hours” Time Log and the “Field Experience Weekly Summary” Sheet will be kept in the Student’s Field Experience Logbook and should be brought to every individual and group supervision session, currently updated and accurate.**

Appendix 4A: Time Logs – Hours

Student's Name: _____ Dates _____ to _____ Page __ of __

Begin/End Time (Clock Hours in 15 minute increments)	Date	Activity (Individual counseling, group, guidance, supervision, tape review, staffings, testing, clerical tasks, research, etc.)	Supervisor's Signature	Ind. Supv. (#hrs)	Group Supv. (#hrs)	Total Hours
Totals		RUNNING TOTALS		TOT	TOT	TOTALS

Appendix 4B: Field Experience Weekly Summary

Name: _____ Dates for the Week: _____

Summary of Week's Activities (what did you do, how often, and when):

Impressions or Learning Drawn from This Week's Activities:

Concerns or Questions Arising from This Week's Activities (things to bring into supervision):

Appendix 5: Consent Forms
South Florida Bible College & Theological Seminary
Bachelor of Arts in Christian Counseling

Parental Consent Form

This is to provide permission for my child, _____, to engage in audiotaped or videotaped guidance and counseling sessions with _____, a Student-Counselor enrolled in the nationally accredited undergraduate Christian Counseling program at SFBC&TS. The Student-Counselor is under the direct supervision of _____, a faculty member at SFBC&TS. An audiotape or videotape of the counseling interview is necessary for the supervision and instruction of the Student-Counselor. The tape will be used solely for supervisory and instructional purposes, and will be erased following completion of the class for which it is required. All information disclosed in the tape will be kept strictly confidential.

However, in the event that the child's condition indicates that there is a clear and imminent danger to him/her, or to another individual, or if the child discloses information involving a violation of federal, state, or local laws, the student counselor may be ethically and legally bound to take direct, personal action and report this information to the school or agency supervisor and/or administrator who will in turn notify the appropriate parties.

Parent signature: _____ Date: _____

Student-Counselor signature: _____ Date: _____

Minor client signature: _____ Date: _____

**South Florida Bible College & Theological Seminary
Bachelor of Arts in Christian Counseling**

Client Consent Form

This is to provide my permission to engage in audiotaped or videotaped guidance and counseling sessions with _____, a Student-Counselor enrolled in the nationally accredited undergraduate Christian Counseling program at SFBC&TS. The Student-Counselor is under the direct supervision of _____, a faculty member at SFBC&TS. An audiotape or videotape of the counseling interview is necessary for the supervision and instruction of the Student-Counselor. The tape will be used solely for supervisory and instructional purposes, and will be erased following completion of the class for which it is required. All information disclosed in the tape will be kept strictly confidential.

However, in the event that you disclose a situation or event that presents and indicates clear and imminent danger to your or to another individual, or involves abuse of an elderly, minor or disabled persons, or if you disclose information involving a violation of federal, state, or local laws, the student counselor may be ethically and legally bound to take direct, personal action and report this information to the school or agency supervisor and/or administrator who will in turn notify the appropriate parties.

Client signature: _____ Date: _____

Student-Counselor signature: _____ Date: _____

Appendix 6: Student Evaluation of Faculty Supervisor

Faculty Supervisor: _____ Semester and Year _____

Please evaluate your supervisory experience in the following areas using this code:

SA – Strong Agree
A – Agree
N – No opinion
D – Disagree
SD – Strongly Disagree

Please circle your response. This evaluation will be shown to your supervisor *after* grades are submitted.

1. My supervisor was genuinely interested in my growth as a professional.

SA A N D SD

2. My supervisor was very professional in her/his dealings with me.

SA A N D SD

3. My supervisor made suggestions that were beneficial.

SA A N D SD

4. My supervisor created a setting of support.

SA A N D SD

5. I was treated as a professional by my supervisor.

SA A N D SD

6. My supervisor was dependable regarding his/her meetings with me and my colleagues.

SA A N D SD

7. The supervisor offered me constructive criticism that assisted in improving my skills.

SA A N D SD

8. The requirements made of me by the supervisor were fair and challenging.

SA A N D SD

4. What ideas and practices in the field do you think should be incorporated into the program of the school?

Intern Student: _____ Date: ____/____/____

Institution: _____ Date: ____/____/____

(Use additional paper as needed and attach it to the back of the form).