Human Services Field Placement HUS 210-100 3 credits

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Human Services Program: http://www.rcbc.edu/human-services
Faculty Page: https://sites.google.com/a/rcbc.edu/brina-sedar/
Human Services Club Facebook Group: Rowan College at Burlington County Human Services Club

RIGHT OF REVISION: Rowan College at Burlington County and the instructor of this course reserve the right to make any necessary and reasonable changes to this document.

Course Description: This course places students in a social service agency for eight hours per week for fourteen consecutive weeks to perform tasks and engage in learning activities associated with acquiring professional standards, behaviors, and conduct. Students are supervised by a faculty member and field supervisor and are expected to attend a weekly seminar to discuss their experiences and observations. Students learn how to prepare for clinical supervision and complete a professional portfolio.

Course Learning Outcomes:

Upon completion of this course, students will be able to:
- Create a professional portfolio
- Appraise self-development competency
- Practice effective communication skills while recognizing the needs and rights of clients

General Education Outcomes

Written and Oral Communication: Communication
- Students will communicate meaningfully with a chosen audience while demonstrating critical thought.

Society and Human Behavior: Social Science
- Students will demonstrate a general knowledge of political, social and economic concepts and systems and their effects on society.

Global and Cultural Awareness: Diversity
- Students will be able to compare and contrast cultural norms from diverse populations.
Core Course Content

- Building the Professional Portfolio
- Writing the work ethic statement
- Resume writing and reference page writing
- Documentation of competencies
- Documentation of references

Web Enhancement

This course is web enhanced and internet instruction may be substituted for classroom time. For successful completion of the course, it is imperative that the student access the course in Blackboard and become fully familiar with the various resources and functions available online. All class handouts, Power Point slides, videos and other materials are available only through Blackboard. Please make certain to log onto Blackboard and explore the online components of the course at the start of the semester. It is recommended that you bring all course materials with you to class either by printing them in hard copy or by bringing an electronic device that grants access to Blackboard.

Please note:
Students are responsible for successful completion of the field facility requirements including but not limited to Child Abuse Clearance, background checks, drug and health screenings, etc.

IMPORTANT: Be advised that field placement sites often require criminal history background checks, child abuse clearance, drug and alcohol tests and health screenings. Concerned students must plan ahead to secure a placement site prior to registering for HUS 210 Human Services Field Placement. Failure to do so may result in the inability to secure a placement and a failing grade for the course.

Course Requirements:

Professional Portfolio 20% of final grade
Work Ethic Statement 20% of final grade
Final Examination 20% of final grade
Successful Completion of Field Placement 20% of final grade
Preparation and Participation in Supervision 20% of final grade

Important: Failure to complete any of the aforementioned requirements will result in a failing grade for this course. In addition to satisfactory completion of the aforementioned course requirements, students will only become eligible for consideration of an A grade for the course when the following requirements have been satisfied:

- Full preparation and participation in each class meeting.
- Finalized and complete portfolio.
- All final documents submitted during the exit interview.
Attendance Policy

Students are required to attend all class periods for the full duration of each such instructional session. Grade penalties for absence will be imposed when a student exceeds a ten-percent absence rate, not to exceed 10% of the final grade. As such, a student who misses 10% or more of the class time (3 daytime classes or 1.5 evening classes) will not have earned enough attendance and participation credit to earn a final grade of an A regardless of scores on tests and other assignments. This includes time missed from class due to absence, lateness, leaving early and extended breaks.

Active involvement in the classroom discussions is a necessary part of the course experience. While some class time is devoted to a structured learning experience, the vast majority of the time will be spent discussing fieldwork experiences. Students are expected to identify dilemmas, struggles and accomplishments experienced for the purpose of receiving constructive feedback.

Students are responsible for work missed due to absence from class.

If you decide to withdrawal from the course it is necessary to complete the official withdrawal process.

Failure to complete the requirements of the course could result in a failing grade.

**Special Note for Students Receiving Financial Aid and/or Veterans Aid:** Attendance will be reviewed by Financial Aid and Veterans Aid programs, and benefits will be contingent upon compliance with the program’s regulations.

Incident Reporting

Students are responsible for immediately reporting any incident involving problems with consumers or staff and should not wait until the next scheduled class meeting. Students are required to notify the HUS 210 course instructor immediately via email (bsedar@rcbc.edu) and voicemail (856) 242-5276. Make certain to include in your message the following information:
Your name
Name of Agency
Field Supervisor’s name
Field Supervisor’s phone number and email
Date and details of the incident
Was the incident reported to the agency?
Was any follow-up completed? Please describe.
Human Services Portfolio

As a result of this course, students can expect to complete a professional portfolio. The portfolio will provide evidence of one’s academic and professional experience and will serve as a useful tool for career development. The portfolio will contain details of competencies gained through the Human Services course work, field and other professional experience. Core Human Services courses have afforded you opportunity to add vital information about your accomplishments to your portfolio. The portfolio may include but not be limited to:

- Resume
- Transcripts
- work ethic statement
- letters of recommendation
- completed academic assignments (group design from the Group Dynamics course, philosophy of helping statement from the Introduction to Counseling course, psychosocial assessment from the Social Work Process course and any additional assignments that demonstrate your skills and knowledge).
- Awards
- certificates of attendance at workshops and seminars
- samples of work accomplished in the field
- items that are reflective of your personal identity including hobbies and interests
- completed competency checklist

Human Services Portfolio Assessment Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Notebook is organized into logical sections including a cover page, table of contents, personal background data, academic accomplishments and professional development.</td>
<td>Notebook is organized but is in a format differing from the suggested one.</td>
<td>Notebook is not well organized and important data is difficult to locate or a table of contents page is missing.</td>
<td>Notebook is disorganized.</td>
</tr>
<tr>
<td>Completeness</td>
<td>All assignments are present. These would include a resume, references, work ethic statement,</td>
<td>Notebook is missing one assignment.</td>
<td>Notebook is missing two assignments.</td>
<td>Notebook is missing three or more assignments.</td>
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</table>
Your portfolio may be a useful tool to assist you when interviewing for employment opportunities, college program admission, scholarship application and other noteworthy opportunities. The portfolio is not complete when you graduate. It is recommended that you retain it and update it as you move through your career. The competency statement attached to this syllabus focuses on self-development. Academic and professional growth is a life long process. This course should be taken upon completion of or concurrent with other degree requirements.

**Work ethic statement:** Twenty percent of your final grade is based upon writing a work ethic statement to include in your portfolio. This is a narrative description of your strengths and limitations as a worker. It should include the intrinsic rewards you receive from working in the field and the environmental conditions that contribute to your success. It may also include your aspirations for the future. The statement should be one page in length and professionally written. The statement should be free of spelling or grammatical errors. My faculty web page contains my personal Work Ethic Statement. Students are encouraged to reference the statement to better understand how a well written statement is constructed. My statement is copyrighted material. Any borrowing of statements or concepts constitutes plagiarism and will be addressed in accordance with

<table>
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<tr>
<th>Neatness</th>
<th>Notebook is indexed so that information is easily found. All pages are punched with a 3-ring hole punch and in plastic sleeves. No loose pages present.</th>
<th>Notebook is missing index dividers or plastic sleeves but pages are still neatly punched with no loose pages.</th>
<th>Notebook is missing the index dividers and plastic sleeves and loose pages are present.</th>
<th>Notebook is unprofessional in appearance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Expression</td>
<td>Written assignments are free of spelling and grammatical errors.</td>
<td>One spelling or grammatical error is present.</td>
<td>Two spelling or grammatical errors are present.</td>
<td>Three or more spelling or grammatical errors are present.</td>
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</table>
the student code of conduct.

**Work Ethic Statement Assessment**

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<th>Criteria</th>
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<tbody>
<tr>
<td>Organization</td>
<td><strong>Statement is organized into logical sections including an introductory and conclusion paragraph, statements of strengths and limitations, intrinsic rewards of work and environmental contributors to success.</strong></td>
<td><strong>Statement is organized but is in a format differing from the suggested one.</strong></td>
<td><strong>Statement is not well organized.</strong></td>
<td><strong>Statement is disorganized.</strong></td>
</tr>
<tr>
<td>Completeness</td>
<td>All content areas are present. These would include an introductory and conclusion paragraph, statements of strengths and limitations, intrinsic rewards of work and environmental contributors to success.</td>
<td><strong>Statement is missing one content area.</strong></td>
<td><strong>Statement is missing two content areas.</strong></td>
<td><strong>Statement is missing three or more content areas.</strong></td>
</tr>
<tr>
<td>Neatness</td>
<td><strong>Statement is formatted to fit well on one page. Margins, font and title have a professional appearance.</strong></td>
<td><strong>Statement has problems in one area of length, font, margins or title.</strong></td>
<td><strong>Statement has problems in two areas of length, font, margins or title.</strong></td>
<td><strong>Statement has problems in three or more areas of length, font, margins or title.</strong></td>
</tr>
<tr>
<td>Written Expression</td>
<td>Statement is free of spelling and grammatical errors and contains only original thought.</td>
<td>One spelling or grammatical error is present and contains only original thought or borrowed ideas are given proper acknowledgement.</td>
<td>Two spelling or grammatical errors are present and borrowed ideas are given proper acknowledgement.</td>
<td>Three or more spelling or grammatical errors are present or the statement contains plagiarized statements or concepts.</td>
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### Attendance, Participation and Preparation for Supervision Assessment

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<tbody>
<tr>
<td>Attendance</td>
<td>All classes were attended or excused with written verification for the excuse. The student was on time and remained for the duration of the class periods.</td>
<td>The student missed one or two classes without written excuse or was not present for the entire class periods.</td>
<td>The student missed three or four classes without written excuse or was not present for the entire class periods.</td>
<td>The student missed five or more classes without written excuse or was not present for the entire class periods.</td>
</tr>
<tr>
<td>Participation</td>
<td>The student actively participated in class discussions providing information about one's own field experience and feedback regarding the experiences of others.</td>
<td>The student actively participated in class discussions but did not provide information about one's own field experience or feedback regarding the experiences of others.</td>
<td>The student participated in class discussions but did not provide information about one's own field experience and feedback regarding the experiences of others.</td>
<td>The student did not participate in class discussions.</td>
</tr>
<tr>
<td>Preparation</td>
<td>The student handed in course requirements timely and prepared</td>
<td>The student was delayed with handing in one course requirement timely and</td>
<td>The student was delayed with handing in two course requirements timely and</td>
<td>The student was delayed with handing in three or more course requirements timely and</td>
</tr>
</tbody>
</table>
written or verbal discussion of field experience including accomplishments and dilemmas for all class meetings.

prepared written or verbal discussion of field experience including accomplishments and dilemmas for most class meetings.

prepared written or verbal discussion of field experience including accomplishments and dilemmas for some class meetings.

did not prepare written or verbal discussion of field experience including accomplishments and dilemmas for most class meetings.

Structure of Final Exam:

The final exam requests the student to provide narrative statements focused on their experiences with their Human Services education with emphasis on application to their field placement experience. The final exam will not be returned and it is suggested that the student maintains a copy on file.

Final Examination Assessment

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<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>Completeness</td>
<td>All sections of the exam are complete and provide detailed responses.</td>
<td>All sections of the exam are complete but responses provide limited detail.</td>
<td>One section of the exam is incomplete.</td>
<td>Two or more sections of the exam are incomplete.</td>
</tr>
<tr>
<td>Punctuality</td>
<td>The student completed and handed in the final exam by the scheduled exit interview.</td>
<td>The final exam was one day late.</td>
<td>The exam was two days late.</td>
<td>The exam was three or more days late.</td>
</tr>
<tr>
<td>Neatness</td>
<td>The final exam is typed or clearly written and easy to read.</td>
<td>The final exam has one area that is difficult to read.</td>
<td>The final exam has several areas that are difficult to read.</td>
<td>The final exam is disorganized and difficult to read.</td>
</tr>
</tbody>
</table>
This course adheres to the grading standard of Rowan College at Burlington County. A Mastery of essential elements and related concepts, plus demonstrated excellence or originality.
B+ Mastery of essential elements and related concepts, showing higher level understanding.
B Mastery of essential elements and related concepts.
C+ Above average knowledge of essential elements and related concepts.
C Acceptable knowledge of essential elements and related concepts.
D Minimal knowledge of related concepts.
F Unsatisfactory progress. This grade may also be assigned in cases of academic misconduct, such as cheating or plagiarism, and/or excessive absences.

Field Placement Selection

This course is recommended for students majoring in Human Services and who are close to graduation. HUS 210 should be taken after the majority of program coursework is complete. This timeline allows students ample time to attend events designed for the purpose of learning about community agencies and completing agency interviews. Students are responsible for identifying appropriate sites for field placements. The Human Services Program Coordinator is available to meet with students and review available opportunities. For any student who has not identified an appropriate placement, all effort will be made to help the student to secure a placement at the start of the HUS 210 semester. Meeting with me for assistance prior to the start of the semester will improve your chances of securing a rewarding opportunity. A student who begins the semester without a placement secured is expected to actively work to finalize arrangements. This includes calling all placement leads provided, attending all class meetings and scheduling a weekly individual meeting with the instructor in order receive help with placement identification.

Selection of a sponsoring organization is a critical task. When making your final selection please consider the following:

- Do I support the mission of the organization?
- Will I have opportunity for valuable learning experiences?
- Are there opportunities for employment should the organization prove to be a good match with my interests and abilities?
- Will I be working with a population that I am interested in helping?
- Am I comfortable with the organizational culture?
- Will I receive helpful supervision from my placement supervisor?

Many students continue with future employment upon completion of the field placement. Please make your selection carefully with this in mind.

Answers to common questions about field placements:

- Who decides my final grade for the course?
The course instructor will determine your grade. Evaluation by your field placement supervisor will be considered when determining how well you completed the field
placement.

- What if I am having problems with my field placement?
  Problems with your field placement should be discussed with your course instructor and field placement supervisor for successful resolution. There will be two evaluations of your work completed by your field placement supervisor. The first one will be completed early in the semester. This will assure that any identified problems will be corrected early on.

- What if I cannot resolve the problems I am having?
  Your class instructor and field placement supervisor will work with you to try to resolve the problem. As you have made a commitment to the organization you are expected to fulfill the commitment. Changes in field placement facilities will only be permitted in extremely serious situations.

- If I have to change my field placement facility will the hours I completed at the previous facility still count?
  The course instructor will make that determination on an individual basis.

- If I miss time from my field placement due to illness or any other reason do I have to make up my hours?
  Yes.

- If the staff have a lunch or dinner break do I get one too.
  Yes. Your role at the facility is to assume the same responsibilities as other staff in similar positions. For good health it is recommended that you eat after four hours of work.

- How do I show proof that I completed my field placement?
  Attached to this syllabus is a log to utilize for the purpose of documenting your work. The log should be duplicated as many times as necessary to assure you have a record of your work. Should you find success with your work you may consider adding the log a part of your portfolio.

- What does successful completion of my field placement mean?
  To successfully complete your field placement you must complete the required hours, hand in your activities log, participate in class discussions of your experiences, return two evaluations completed by your field supervisor and complete your evaluation of the sponsoring organization.
Field Placement Assessment

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<th>3</th>
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<tbody>
<tr>
<td>Hours Completed</td>
<td>112 hours of field placement experience were completed and documented on the activity log.</td>
<td>100 hours of field experience were completed and documented on the activity log.</td>
<td>90 hours of field experience were completed and documented on the activity log.</td>
<td>Less than 90 hours of field placement were completed or documented on the activity log.</td>
</tr>
<tr>
<td>Field Evaluation</td>
<td>Evaluations were completed timely and provided a positive review of performance.</td>
<td>Evaluations were completed timely and provided a satisfactory review of performance.</td>
<td>Evaluations were delayed and provided a satisfactory review of performance.</td>
<td>Evaluations were delayed and provided an unsatisfactory review of performance.</td>
</tr>
</tbody>
</table>

Course Schedule and Structure

Weeks 1 – 3: Organization of field placements, review of course requirements and expectations.

Weeks 4 – 12:

Hour # 1 Each Week – Discussion of field experiences.
Hour # 2 Each Week – Work period focused on the agenda established by students that may include
- Building the Professional Portfolio
- Writing the work ethic statement
- Resume writing and reference page writing
- Documentation of competencies
- Documentation of references

Weeks 13 – Final Exams Week:
Exit Interviews – Students will schedule individual meetings with the instructor to submit all required course materials.
College Policies
In order for students to know their rights and responsibilities, all students are expected to review and adhere to all regulations and policies as listed in the College Catalog and Handbook. These documents can be accessed at http://www.rcbc.edu/publications. Important policies and regulations include, but are not limited, to the following:

- Grading Standards
  - Withdraw (W) and Incomplete Grades (I & X)
  - Withdrawal date for this semester
- Student Code of Conduct
- Use of Communication and Information Technology
- College Attendance Policy
  - Students are required to attend all class, clinical, laboratory, and studio sessions for the full duration of each such instructional session. Faculty are required to take attendance, and grade penalties for absence will be imposed when a student exceeds a ten percent absence rate, not to exceed 10% of the final grade. For further information please refer to the current catalog.
- Academic Dishonesty/Plagiarism
  - Specifically, the term “plagiarism” includes, but is not limited to, the use by paraphrase direct quotation, of the published or unpublished work or sections of a work of another person without full and clear acknowledgement, whether intentional or not. This includes any material copied directly or paraphrased from the internet. Plagiarism also constitutes the unacknowledged use of materials prepared by another person or agency engaged in the selling of a term papers or other academic materials, including material taken from or ordered through the Internet. For more information on academic dishonesty/plagiarism see Board Policy #903-C.

Office of Student Support and Disability Services
In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) and the ADA Amendments Act, the Student Support Services Office’s mission is to ensure all students with disabilities are provided access to educational and extracurricular activities while on college premises through support in the form of reasonable accommodations such as adaptive technology, counseling, note-taking assistance, and American Sign Language interpreters. Students who have disabilities must self-identify, provide documentation of disability(ies), attend an intake appointment, and sign a Disability Release Form (rcbc.edu/studentsupport) prior to the start of the semester to ensure reasonable accommodations. For more information please contact the Office of Student Support at ext. 1208. For additional information on this policy please refer to the current catalog.

Educational Technology Statement
Rowan College at Burlington County (RCBC) advocates the use of technology to enhance instruction. Students should assume that classroom and online technology will be used throughout their coursework at RCBC, as it will most certainly be used in their future education and careers. The College provides on-campus facilities for the convenience of the RCBC community. Various college departments, including the Office of Information Technology and the Office of Distance Education, provide technology training and assistance to faculty and students.
Student Success Services
RCBC offers a variety of free services for its students including those listed below. Descriptions of these services, as well as many others, can be found in the College Catalog and Handbook and on the RCBC website at http://www.rcbc.edu/students.

- Academic Advising (http://www.rcbc.edu/advising)
- Career Services (http://www.rcbc.edu/careers)
- EOF (http://www.rcbc.edu/eof)
- Financial Aid (http://www.rcbc.edu/financialaid)
- International Students Office (http://www.rcbc.edu/international)
- Library (http://www.rcbc.edu/library)
- Office of Veteran Services (http://www.rcbc.edu/vets)
- RCBC Foundation (please view the Foundation web page for scholarship information: http://rcbc.edu/foundation)
- RCBC bookstore (http://www.rcbc.edu/bookstore)
- Rowan University Partnership (http://www.rcbc.edu/rowan)
- Student Support Counseling (http://www.rcbc.edu/cpit)
- Tutoring (http://www.rcbc.edu/tutoring)
- Test Center (http://www.rcbc.edu/testcenter)
- Transfer Services (http://www.rcbc.edu/transfer)

This syllabus is subject to change at the instructor’s discretion.

Thank you for taking the course.
Log of Field Placement Activities

This page may be duplicated as many times as necessary.

Date:___________ Hours completed: _______
Description of student activities at the facility:

Date:___________ Hours completed: _______
Description of student activities at the facility:

Date:___________ Hours completed: _______
Description of student activities at the facility:

Date:___________ Hours completed: _______
Description of student activities at the facility:

Date:___________ Hours completed: _______
Description of student activities at the facility:

Date:___________ Hours completed: _______
Description of student activities at the facility:

Date:___________ Hours completed: _______
Description of student activities at the facility:

Date:___________ Hours completed: _______
Description of student activities at the facility:

Signature of Student:____________________________________

Signature of Field Placement Supervisor:_____________________________

Field Placement Initial Evaluation
To be completed by the student:

Student name: ____________________________

Name of facility: ____________________________________________________________

Current responsibilities:

To be completed by the field supervisor:

Is the student adhering to your organization’s guidelines?

Please describe the student’s ability to interact with the consumers of your organization’s services?

How well does the student interact with colleagues?

Are there any problems with the student’s work at this time? (If yes, please describe.)

Are there areas you would like the student to improve? (If yes, please describe.)

Compared to others in similar positions, what strengths does the student display?

Please review this initial evaluation with the student and sign.

Signature of Supervisor: ____________________________ Date: __________

Signature of Student: ____________________________ Date: __________

Field Placement Final Evaluation

To be completed by the student:
Student name: _______________________________

Name of facility: __________________________________________________

Accomplishments and responsibilities during your field placement:

To be completed by the field supervisor:

How well did the student adhere to ethical standards of practice?

Please describe the student’s ability to interact with the consumers of your organization’s services?

How well does the student interact with colleagues?

In what areas would you recommend improvement?

Compared to others in similar positions, what strengths does the student display?

Do you welcome Human Services students for field placements in the future?

If yes, please provide the name and contact information for the identified agency representative.

Please review this final evaluation with the student and sign.

Signature of Supervisor: ________________________________ Date: ______________

Signature of Student: ________________________________ Date: ______________

Field Placement Agreement Page 1 of 2
This agreement is made and entered into on ________________, between Rowan College at Burlington County, hereinafter referred to as the “College”, and ________

________________________________________, hereinafter referred to as the “Affiliate”, and (insert name of field placement site)

________________________________________, hereinafter known as the “Student”.

(insert name of student)

Whereas, the College has been authorized to establish the Associates of Applied Science Degree in Human Services and is desirous of associating with Affiliate for the field placement phase of the program, and whereas, the affiliate wishes to associate with the College and it is agreed to as follows:

1. This agreement will be in effect for fourteen weeks of the College’s semester. Either party can end the agreement after discussion between the College, the Affiliate and the Student.

2. The Affiliate agrees to assure the Student has maximum exposure to learning experiences that will include appropriate consumer interactions. This takes in to account the Affiliate’s existing resources and the Student’s ability to perform various job functions.

3. Under no circumstances is any student, instructor or faculty member of the college to be considered an agent or employee of the affiliate.

4. The College shall perform as follows:
   a. Provide instructors who will be responsible for the structuring of the field placement course and teaching students in the field placement.
   b. Provide 2 hours of classroom instruction to discuss placement objectives and monitor progress.
   c. Faculty members will wear name pins at all times.
   d. Evaluate the quality of written assignments and assign a grade for the course.

5. The affiliate shall perform as follows:
   a. Provide the student with educational field experience including interaction with the consumer’s of the affiliate’s services.
   b. Designate an immediate field supervisor to assist the student. The field supervisor must have a minimum of an associate’s degree in a behavioral social science discipline or closely related discipline.
   c. Assure the field supervisor, or his or her designee, is on site whenever the student is working.
   d. Assure the field supervisor complete an evaluation of the student during the semester.
   e. The Affiliate will correct any unethical or illegal behaviors of the student and report them to the College.
f. Agree to allow visits by instructors to observe student performance and allow the instructor to learn more about the affiliate.
g. The affiliate will not permit the student to transport consumers or dispense medication.

6. **The student will be responsible to perform as follows:**
   a. Appear at the specified time and participate in work related activities as planned.
   b. Report to their assigned College instructor from the Associate Degree in Human Services Program as well as the field supervisor as planned.
   c. Not appear without specified permission by the field instructor on the grounds of the Affiliate.
   d. Abide by the legal and ethical standards of the Human Services profession as well as the policies, procedures and regulations of the Affiliate.
   e. Report all difficulties and incidents related to the field placement immediately to the RCBC instructor and the field site supervisor.
   f. The student may not transport consumers or dispense medications.

7. The activities of a student who fails to perform as expected or who violates the policies off the affiliate may be terminated by the affiliate after consultation with the College.

8. This agreement maybe modified only with the written approval of all parties.

9. This agreement shall be binding upon the parties hereto, their successors and assigns.

The following parties attest to this agreement:

Rowan College at Burlington County instructor:

_______________________________________  __________________________
Signature of instructor                      Date

Affiliate name

__________________________________________
Signature of Affiliate Supervisor or designee Date

__________________________________________  __________________________
Signature of Student                      Date

**Student Evaluation of Sponsoring Organization**

This evaluation is your assessment of your field placement experience. It is required for completion of the course but it is not graded. Your evaluation will be used to help determine the quality of the placement and its desirability for future students. Please be candid with your comments. Your evaluation will not be seen by the sponsoring organization.
Name, address and phone number of the sponsoring organization:

Describe your responsibilities and experiences:

Describe the nature of the supervision you received:

Describe the educational opportunities available:

Does the organization offer paid positions for AAS.HUS graduates?

Would you recommend this placement for others in the future?

Do you have any advice for future students considering a placement with this organization?

Signature:________________________________________

Print name:________________________________________