Moberly Area Community College
Common Syllabus

BHS245 FIELD PRACTICUM I
Current Term

Instructor: 
Office number: 
Office hours: 
Contact information: 
Classroom number: 
Class days and time: 

Catalog Description: BHS245 Field Practicum I (3-0-3)
This course is a field placement designed to provide a student with 192 hours of
observation and practical experience in a behavioral health community center or similar
service agency or provider.

Prerequisite/Co-requisite: Admission /Acceptance into the Behavioral Health Support
program. Student must be co-enrolled in the first semester BHS courses.

Text(s): There is not a required book for BHS245.

Other Required Materials: None

Purpose of Course: Field Practicum I is intended to give students insight to and clinical
experience in the behavioral health support field.
- Observation of a behavioral health support worker in a professional setting
- Practical experience that is supervised by a behavioral health services worker in
a professional, clinical setting

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

1. Demonstrate skills and competencies of a behavioral health support specialist.
2. Adhere to and understand the legal and ethical principles to guide BHS practice.
3. Utilize interviewing and assessment techniques to establish a relationship with
their client.
4. Develop strategies and coping skills for the client to utilize that will affect the client’s
behavior.
5. Prepare reports and documentation of client interactions, such as case notes and
progress notes.
Course Content:

Behavioral Health Support Field Practice I will give students the opportunity to gain practical experience and observation in a behavioral health clinic setting, working with individuals, families, and communities. Students will learn the structure and function of a mental health provider and integrate theory and practice. Individual behavioral health settings may have additional requirements. See the BHS Handbook for details.

Connection with Health Sciences Division (HSD) Outcome Statement:

In compliance with MACC’s HSD outcomes, the student who successfully completes this course will be able to:

Outcome 1: Students will demonstrate effective written and oral communication skills through completion of case notes and progress note documentation. They will also assist clients in establishing goals and connections to services.

Outcome 4: Student will apply principles of professionalism and safety standards when entering the workforce by interacting with clients and other professionals in a manner that reflects appropriate behaviors in the clinical setting. The student will also adhere to all safety standards that are put in place while in the clinical setting.

Outcome 6: Students will demonstrate a commitment to the art of caring as an identity of health professionals through purposeful effort to include caring behaviors in each client interaction through demonstration of the ability to build effective relationships with the clients and other professionals.

Connection with Behavioral Health Support Outcomes:

In compliance with MACC’s BHS outcomes, the student who successfully completes this course will be able to:

Outcome 1: Collaborate in the development, revision and executions of an individualized treatment plan that identifies specific, measurable, time-limited goals and interventions through client assessment, interactions and continued assessment of client progress.

Outcome 3: Demonstrate an appropriate helping response for individuals in mental health crisis and/or with suicidal ideation via demonstrating a caring aptitude with the client and appropriate screening and follow through of assessments.

Outcome 4: Apply foundational knowledge of risk factors, treatment options, and recovery techniques to assist client with a variety of mental illnesses through an effective relationship with the client and working as a team with the clients other sources of support that are in place.

Objective 6: Analyze potential legal and ethical issues as they relate to targeted populations by adhering to a professional code of ethics and striving to reach aspirational ethics.
ASSessment of Student Learning

Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
</tr>
<tr>
<td>B</td>
<td>83-91%</td>
</tr>
<tr>
<td>C</td>
<td>78-82%</td>
</tr>
<tr>
<td>D</td>
<td>66-77%</td>
</tr>
<tr>
<td>F</td>
<td>66 and below</td>
</tr>
</tbody>
</table>

Assessment:

It is difficult in a course like this to predict what lessons might need more attention or less attention. As your instructor, I reserve the right to make necessary changes to the course syllabus and/or course calendar. The schedule is subject to change, which is why referring to Canvas and communication with the instructor is so important.

Assessment of Student Learning:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Case Notes</td>
<td>2 x 50 points each</td>
</tr>
<tr>
<td>Daily Reflection Journal</td>
<td>1 x 50 points</td>
</tr>
<tr>
<td>Evaluation (weekly)</td>
<td>4 x 50 points</td>
</tr>
<tr>
<td>Final Evaluation</td>
<td>1 x 100 points</td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>1 x 100 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

The following grading scale will be used to calculate your final grade:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points Earned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>495 - 550</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>440 - 494</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>385 - 439</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D</td>
<td>330 - 384</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>0 - 329</td>
<td>0 – 59%</td>
</tr>
</tbody>
</table>

Expected Study Time Commitments:

Students are expected to participate in 192 hours of observation and practical experience in a behavioral health clinical setting. An additional 1 – 3 hours per week may be required for the required paperwork and reflection journals.

Description of Assignment(s)/Project(s):

1. Case Notes
   - There will be 2 case notes, each worth 50 points. These case notes will be from the field practice experience.
   - Client information will remain confidential when the case notes are submitted to the instructor.
   - Case notes will be grades on written communication skills, professional written language, format of the case notes, and the context in the case notes.
The Case Note expectations can be found in Canvas under Modules – Course Resources

2. Daily Reflection Journal
   Students will be expected to complete a daily reflection journal after a day in the clinical setting.
   Grading guidelines for the Daily Reflection Journal can be found in Canvas under Modules – Course Resources

3. Weekly Evaluation
   Students will be responsible for providing a weekly Evaluation Of Student By Site Preceptor. This is to be completed by the Site Preceptor when the student completes site rotation at the end of each field practice week.
   The form can be found in Canvas under Modules – Course Resources. The form will also be provided in a paper format to the student.

4. Final Evaluation
   Students will be responsible for providing a Final Evaluation of Student by Site Preceptor. This is to be completed by the Site Preceptor at the conclusion of the field practice hours.
   The form can be found in Canvas under Modules – Course Resources. The form will also be provided in a paper format to the student.

5. Final Reflection Paper
   Students will complete a final reflection paper discussing their field practice.
   Grading guidelines for the paper can be found in Canvas under Modules – Course Resources

INSTRUCTOR POLICIES

Tardiness:

Make-up and late work:

Extra-credit work:

Schedule of Student Assignments/Activities:

Students are expected to participate in 192 hours of field practice in a behavioral health community center or similar service agency or provider. This field practice will begin once the placement has been made and the required paperwork is completed with the field practice placement agency.

The schedule of the other assignments for this course will be determined after the field practice has begun. These due dates will be discussed with each student. The due dates will also be placed under Modules in Canvas.
COLLEGE POLICIES

Attendance:

Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student's violation of the attendance policy. Additionally, a student's attendance rate will be calculated based upon the first day the academic session begins (not the student's date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as "Never Attended."

Term Length Drop Calculations

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

Definition of Course Attendance

<table>
<thead>
<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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</table>
### Hybrid Course

Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:

- Completion of quizzes or exams during class meetings and online
- Submission of assignments during class meetings and online
- Participation in discussions during class meetings and online

### Online Course

Active participation in an online course includes the following:

- Completion of quizzes or exams
- Submission of assignments
- Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

### Academic Dishonesty:

MACC board policy is as follows: "Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form." Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook M.010*). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

### Student Email:

MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems

### ADA Statement:

Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).
Title IX Statement:

MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy or contact Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or cheryll@macc.edu.