

**MASTER OF HUMAN SERVICES PROGRAM  
PRECEPTOR MANUAL  
ACADEMIC YEARS 2011-2012**

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## FOREWORD

The purpose of this resource manual is to help preceptors understand and conceptualize their roles and functions so that they may perform with effectiveness and clarity while also deriving the highest level of intellectual satisfaction.

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Director of MHS

(Revised September, 2011)

## INTRODUCTION

In recent years many individuals without advanced academic degrees have become highly skilled practitioners in the field of human services. With their work related experience and professional skills, many such non-degreed workers have made enormous contributions to the field and have helped to keep their agencies responsive to the needs of the clients they serve.

Although there were some changes during the late 1970's, many professional schools were either unwilling or unable to credit the demonstrated skills and knowledge of this group and have maintained the baccalaureate as a requirement for entry into their programs. This policy effectively prevented a competent group of people from continuing their academic learning and acquiring needed credentials for career advancement.

The Master of Human Services (MHS) Program is Lincoln University's solution to this problem. In some cases cooperating human services agencies recommend to the MHS Program applicants with demonstrated human service skills. In most cases human service workers apply directly. Lincoln University screens each applicant on the basis of academic skill and experience and admits qualified degreed and non-degreed candidates. Non-degreed applicants must have at least five years of progressively more responsible human services experience and must be currently employed in human services work. This approach has made the MHS Program an attractive alternative to the traditional graduate program.

The program is competency based, applying relevant academic theory to problems encountered in agency practice. Students attend academic classes on Saturdays. In addition, a Theory and Practice Application in an Organizational Setting is held one evening each week. The program offers 54 hours (administrative) and 60 hours (counseling related) academic courses, takes at least two years to complete and leads to a Master of Human Services (MHS) degree.

The academic teaching staff is composed of Lincoln University full-time faculty and adjunct faculty who are recruited from area universities and human service agencies.

An important key to the success of the MHS Program is the cooperation and participation of representative human services agencies which assist in recommending and screening prospective students, designing the curriculum, assessing Constructive Action projects and strengthening the program's practical relevance to the field.

The Lincoln University MHS Program is one of the few graduate education programs that require the student to obtain a preceptor to work with them throughout the program. The nature of the MHS Program, the needs of the students, and the part that agencies play in the student's education make the role of the preceptor an indispensable one.

# **I. GENERAL DESCRIPTION OF PRECEPTORSHIP**

## **REASONS FOR HAVING PRECEPTORS**

There are four important reasons for having preceptors.

**The nature of the Lincoln University Master of Human Services Program requires Preceptors.** It is a demanding program, placing a heavy strain on students. Preceptors can help interpret the program and its requirements to students. It is a decentralized program; it does not take place just on Lincoln University's campus. Communication may be difficult at times and preceptors can help facilitate communication. It is an action-oriented educational program. Since preceptors are based in the community where the action is occurring, they can help monitor the student's progress.

**The MHS Program's faculty and staff need Preceptors.** Preceptors provide the program with a different perspective. They offer individualized attention that students need, and they can sometimes assist us in making contact with students. Because a major part of the students' learning occurs at their respective work-sites, preceptors can help students apply their learning, in some cases, more readily than faculty members can.

**Students need Preceptors.** Some students need them more, others need them less. Many students would become lost in the program without a preceptor. As former graduate students themselves, most preceptors can easily conceptualize how important to them a preceptor would have been while doing their graduate work. Now the preceptor has a chance to provide this service to a student.

**Agencies need Preceptors.** Much of the education of the students in the Lincoln MHS Program occurs at their agencies. But most agencies do not think of themselves as partners in the students' educational programs. Preceptors can help interpret to agency directors and supervisors the significance of their role in the total scheme of effective education for the students.

## **IMPORTANCE OF PRECEPTORS**

The preceding overview gives ample evidence of the importance of the role of the preceptor. Preceptors provide an essential link between students and the MHS Program, and between the student and the agency. If it were not for the preceptor, many agencies would fail to provide the opportunities students need to complete their educational work. If it were not for preceptors, the MHS Program itself would be less effective with individual students.

## **SELECTION OF PRECEPTORS**

Preceptors are chosen by the student to serve as mentor partly because the MHS Program requires students to select a preceptor as part of the admissions process. But at a personal level, the preceptor is chosen because the student recognized him/her as a person who can provide essential help throughout the program. The MHS Program must approve the student's choice of preceptor.

Preceptors must have a master's or terminal degree in a field related to the human services. It is preferable, but not required, that the preceptor work in the same agency as the student. The preceptor does not have to be the student's supervisor, but should be in a position that allows him/her to observe the student's performance at work.

Because of their experience with the Lincoln University MHS Program, alumni often make excellent preceptors and are welcomed and encouraged to serve in this capacity. However, they must have received their MHS degree at least three years prior to becoming a preceptor.

**Students are not permitted to change Preceptors without prior authorization of the MHS Faculty Coordinator.**

## **WHAT'S IN IT FOR PRECEPTORS?**

A major benefit to a preceptor may be the professional stimulation and excitement of being involved in a dynamic educational program. For some preceptors, involvement may also be an opportunity to gain experience as teachers and renew an affiliation with the academic world. The experience of learning through working with students/professionals has been found to be an enriching one. For many preceptors, the greatest satisfaction comes from playing an essential role in the academic and professional development of students in the MHS Program.

## **JOB DESCRIPTION OF PRECEPTORS**

The preceptor is the key agency person in the life of the student enrolled in the program. The preceptor's primary function is to oversee the student's application of relevant theory to agency work and help the student to use his/her experience in human services to better understand what is taught in the classroom. In addition, the preceptor is advocate, negotiator, mentor, friend, and counselor to the student.

Preceptors help students initially settle into the program. They may be instrumental in helping students to reorganize their work and family schedules to make room for their academic responsibilities.

Each preceptor-student relationship is unique; its structure and style are determined by the student's needs, and by the skills and time limitations of the preceptor. **PLEASE NOTE: STUDENTS CANNOT USE SPOUSES OR RELATIVES AS PRECEPTORS.**

**Six helping roles.** We have identified six helping roles that preceptors can perform with students. Each preceptor should feel free to modify them, add to them, or delete any of them in terms of the total set of relationships established among preceptor, student, agency, and the MHS Program.

1. **Helping students plan and carry out tasks.** Launching out on a full-time graduate educational program in addition to professional and family responsibilities is a major life undertaking. It can be done only by careful planning, discipline and a follow-through at a level most students have not previously attained. Students may need help in planning, time-organization, stress-management, decision making, relinquishing some favorite but non-essential activities, making time for recreation and studying effectively.
2. **Providing a balanced perspective.** Students sometimes lose sight of the big picture of what they are doing and instead become embroiled in details and non-essentials. Preceptors can help students restore their larger perspective since preceptors themselves have gone through the graduate educational process and because they can bring objectivity to the student's perception of things.

3. **Providing encouragement.** Students understandably feel defeated at times and wonder whether the prize is worth the effort. Their spouses, family, and friends may waiver in their support. The preceptor is in an excellent position to give encouragement to the student. Encouragement may, however, sometimes take the form of pushing the student into renewed effort as well as giving comfort and a listening ear.

4. **Providing academic feedback.** Preceptors should encourage students to give them copies of rough drafts of their papers and reports, as well as encourage discussion of on-going class applications. Your feedback can result in the student doing better work, getting better grades and, therefore, maintaining high motivation. Thus, the preceptor becomes the student's personal critic, and, as such, is in an excellent position to gain insight into the student's overall achievement.

5. **Evaluating the student's work.** The MHS Program expects help from preceptors in evaluating such major student projects as the Portfolio, Learning Plan, Constructive Action Projects, and the Master's Project Thesis. Because preceptors have a unique perspective on the student's performance, their input is invaluable. Procedures for evaluating the student are reviewed in detail by the Field Advising as the various projects become due.

6. **Serving as an advocate.** An agency may sometimes fail to give students sufficient time for their studies and projects. This may jeopardize the student's progress. Often the academic program temporarily places overwhelming demands on a student. In such cases, the preceptor may need to represent or intercede for the student before a supervisor and obtain a better set of educational conditions for the student.

**Amount of time required for precepting.** As a rule of thumb, we recommend at least **one hour per week** on the average. This may vary from student to student, and from semester to semester in the program. In times of crisis or when students are under special pressure, they may require more attention. When things are going smoothly, they may require less.

**Becoming involved.** It is important that the preceptor take the initiative to become involved in the student's educational program to the point where they know their student's needs, and how they can best help meet those needs.

**Being accessible.** The main thing is being available by phone or by appointment to give your student assistance when it is needed.

## **PRECEPTOR ORIENTATION AND SUPPORT**

Preceptors of students who are just entering the MHS Program are expected to attend the Preceptor Orientation held in the students' field classes.

Preceptors are also encouraged to attend as many Theory and Practice Application in an Organizational Setting and Saturday classes as their schedules will allow.

We strongly urge preceptors to attend at least one Theory and Practice Application in an Organizational Setting per semester. The first session is often the best. These seminars provide an excellent window into the MHS Program and to the student's progress. Preceptors are also urged to attend Saturday classes to obtain a perspective on the academic climate in which the student is involved.

While there is no extensive formal training for preceptors, an orientation session and support from the staff are provided. The field instructors provide additional support for preceptors working with students in their classes, and remain available throughout the MHS Program to answer questions and provide support when needed. An orientation for each competency unit is arranged in the Theory and Practice Application in an Organizational Setting with the field faculty.

Prior to the first day of classes, preceptors receive a packet containing a syllabus for each course the student will take that semester. In order to promote fair evaluation practices, preceptors are encouraged to carefully examine the handbook and syllabi for each new competency unit and become familiar with the class assignments, reading lists and Constructive Action requirements. **If you do not receive your syllabus packet by the time the semester begins, please contact the Master of Human Services Program office at (215) 590-8212.**

Field faculty members are ready to support the preceptors in their important work. A phone call to the Master of Human Services Program office will bring an immediate response to whatever concerns preceptors may encounter.

## **IMMEDIATE RESPONSIBILITY**

**It is essential that the preceptor and student have an initial conference within the first two weeks of the semester.** The student should take the initiative to contact his/her preceptor. If, however, this does not occur, the preceptor should contact the student to find out how things are going and to establish a working schedule with the student.

## **SPECIAL SITUATIONS**

If an agency has no qualified staff for precepting a student, the student may utilize a qualified professional in another agency. The student is always required to work with the field

faculty and the field staff in making these arrangements.

If the student is transferred to another agency, the preceptor may remain with the student if they both agree and if it is agreeable to the new agency.

A student who becomes unemployed during his/her MHS studies must find employment within a reasonable length of time in a human services agency. The Chair or Faculty Coordinator must approve the new job for the MHS Program.

If a student is terminated from the MHS Program, the preceptor is relieved of student advisory responsibilities. If the preceptor wants to remain active in the program, he/she may be placed in the resource pool for preceptors.

If a preceptor leaves the agency or if circumstances make it impossible to continue as a preceptor, he/she should notify the Director Of Graduate Student Services and Admissions who will help the student and the agency find a replacement.

Preceptors may be recruited to serve as a visiting lecturer in one of the Saturday classes or in the Theory and Practice Application in an Organizational Setting.

## **PRECEPTOR REIMBURSEMENT**

The MHS Program expects preceptors to attend at least one Theory and Practice Application in an Organizational Setting per competency unit, preferably the first meeting. Preceptors are normally entitled to one \$25.00 honorarium per semester for one field visit. However, please note the following exceptions with regard to reimbursement.

1. Preceptors with more than one student enrolled in the same field class will receive only one \$25.00 honorarium.
2. Preceptors with more than one student enrolled in different field classes will be reimbursed a \$25.00 honorarium for their first visit to each student's seminar.
3. Preceptors invited to participate in a scheduled event, such as an orientation or Master's Project oral presentation, will receive a \$50.00 reimbursement. This is subject to approval by the MHS Program Chair or Faculty Coordinator for the MHS Program.

In order to minimize paperwork for preceptors, a form has been developed for reporting attendance at the Theory and Practice Application in an Organizational Setting. It is very important that the preceptor complete this form in its entirety and obtain the field faculty's signature before forwarding it to the MHS Program office for reimbursement. Any questions regarding this matter should be directed to the MHS Program Faculty Coordinator. The reimbursement form is found in Appendix IX. All forms must be mailed within 30 days to:

Lincoln University Master of Human Services  
3020 Market Street  
Philadelphia, PA 19104  
Attn: Dr. James Wadley  
Phone: (215) 590-8212 or (215) 590-8201

## **THE PRE-MASTER'S PROGRAM**

Prior to beginning the MHS Program, some students are required to improve their academic skills by participating in the Pre-Master's Program in Writing and Critical Thinking Skills. Students in the Pre-Master's Program can earn either 12 credits (fall and spring semesters), 8 credits (spring semester), or 6 credits (summer semester). During the Pre-Master's Program, students receive intensive instruction and practice in writing and grammar as well as instruction in basic word processing and Internet Skills.

### **THE PRE-MASTER'S PROGRAM: ACADEMIC CURRICULUM**

Designed specifically for adults, classes are held on Saturdays and evenings and taught by senior MHS faculty members. Class size is limited to permit maximum individualized attention.

In the writing component of the Pre-Master's curriculum, students strengthen their grammar and organizational skills by practicing a variety of work-and academic-related writing tasks in a computer laboratory setting. Thus, students have the opportunity to improve their writing skills while learning practical word processing applications.

The critical thinking component enables students to refine their analytical skills through critical reading of social science texts. Students practice expressing their point of view in carefully reasoned, well supported written and oral arguments, a skill essential to both professional and academic achievement.

The MHS Program currently offers three levels of the Pre-Master's curriculum to which students may be admitted:

**LEVEL I:** This two semester program provides maximum opportunity to develop sound writing and analytical skills at an unhurried pace. Students take 6 credits of writing/computing/critical thinking course work each semester. This level provides an unpressured, thorough introduction to graduate-level writing and thinking.

**HUS501: Basic Writing in the Human Services.** This course provides intensive practice in the fundamentals of effective writing for the human services field and for the academic environment. Working in a computer laboratory, students strengthen their grammar and organizational skills while learning word processing applications as tools for producing effective writing. Emphasis is placed on mastering the conventions of standard written English and editing for clarity and

correctness.

**HUS502: Basic Critical Thinking Skills for the Human Services Practitioner.** Critical thinking is thinking which aims at replacing unreflective and uncritical habits of thought with those of rational investigation. It is a pre-condition of good writing and, in practice, writing is one of the most effective instruments for clarifying and refining thinking. This basic course introduces the interrelated processes involved in critical thinking, such as asking the right questions, identifying and challenging assumptions, formulating alternatives and exploring alternative ways of viewing and solving problems. Students will demonstrate understanding of these processes through short writing assignments.

**HUS511: Advanced Writing in the Human Services.** Building on the foundation of SOC. 49A, this course introduces students to increasingly more sophisticated writing situations. Working in a computer laboratory, students will discuss, analyze and practice a variety of advanced academic and job-related writing tasks. Emphasis will be placed on refining grammar skills and developing a professional style.

**HUS512: Advanced Critical Thinking Skills for the Human Services Practitioner.** Building on the foundation of SOC. 50A, students will refine their critical thinking skills through reading and analyzing social science texts and practicing a variety of progressively more complex writing tasks. Emphasis will be placed on the production of clearly written, carefully reasoned and well supported arguments.

**LEVEL II:** Students will meet all Level I goals in an accelerated (15 weeks) one-semester program.

**HUS521: Communication Applications in the Human Services.** An exploration of the fundamentals of effective communication in academic and human services environments. Students will analyze, discuss, and produce a variety of writing tasks, learning to work effectively through all stages of the writing process.

**HUS522: Critical Thinking in the Social Sciences.** Instruction in critical thinking skills essential to academic and professional development. Students will analyze, discuss and practice the interrelated processes involved in critical analysis, such as asking the right questions, challenging assumptions, formulating alternatives, and producing carefully reasoned, well supported arguments.

**HUS523: Technical Applications in Human Service Communication.** (Computer-assisted and teacher-directed writing practice.) In a laboratory setting, students will review and refine their grammar and organizational skills, while learning word processing and other computer applications as tools for producing effective professional writing.

**LEVEL III:** Students will refine their academic writing skills in an eight-week summer semester. Critical thinking will be practiced as an integral part of good writing but will not be addressed in a separate class.

**HUS531: Communication Applications in the Human Services.** An exploration of the fundamentals of effective communication in academic and human services environments. Students will analyze, discuss, and produce a variety of writing tasks, learning to work effectively through all stages of the writing process.

**HUS533: Technical Applications in Human Service Communication.** (Computer-assisted and teacher-directed writing practice.) In a laboratory setting, students will review and refine their grammar and organizational skills, while learning word processing and other computer applications as tools for producing effective professional writing.

## OVERVIEW OF THE PRE-MASTER'S LEVELS

<b>LEVEL(S)</b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>	<b>SUMMER SEMESTER</b>
Level I <b>(Basic Level)</b>	HUS501/HUS502 (6 credits)	HUS511/HUS512 (6 credits)	
Level II <b>(Intermediate Level)</b>		HUS521, HUS522, HUS523 (8 credits)	
Level III <b>(Accelerated Level)</b>			HUS531/HUS533 (6 credits)

## **THE MASTER OF HUMAN SERVICES PROGRAM: ACADEMIC CURRICULUM**

Students attend classes at the Lincoln University Urban Campus every Saturday for four semesters and one summer session. Semesters are 15 weeks long; the mandatory summer semester is 8 weeks. Each semester focuses on a different generic human services competency; that is, what human services workers must be competent to do as professionals. The five competencies form semester-long units of study, and are listed below:

CU I:	Self-Directed Learning
CU II:	Helping Relationships
CU III:	Group Processes (summer session)
CU IV:	Community Planning and Program Management
CU V:	Planned Change and Organizational Development

The student progresses from one competency unit to the next from personal-assessment competencies, to client-oriented competencies, to an organizational/management focus.

Each Saturday the student attends four academic classes. These classes are designed to focus the student's learning in four essential **dimensions** of human services competencies. These four dimensions are repeated in each competency and provide the divisions for the following four academic classes:

1. Values (Ethics)
2. Self & Others (Psychology)
3. Systems Theory (Sociology)
4. Skills (Communication, Intervention/Community Organization, Management and Research Skills)

When the **competencies** and **dimensions** are put together they form a matrix of courses that are summarized in the curriculum. The matrix shows that the curriculum is coordinated and organized so as to bring out the relationships between the competencies and the dimensions.

By progressing through the matrix of courses, the student integrates and develops an understanding of the **dimensions** of human services with the **competencies** of human services. This integration of **concepts** and **practice** is the hallmark of the Lincoln University Master of Human Services Program.

## **FIELD INTEGRATION AND CONSTRUCTIVE ACTION SEMINARS**

One evening each week the student attends a Theory and Practice Application in an Organizational Setting, which is held near his/her agency or home. These seminars constitute the heart of the MHS curriculum. The primary purpose of these seminars is to enable students to integrate what they have learned in academic classes on Saturdays with what has been experienced in their professional work during the week. Weekly logs, individual presentations and professional experiences form the basis for discussion. Since there is a great deal of interaction as students progress through the program, there is a tendency to establish supportive relationships or bonding. These relationships among students, faculty and preceptors form the core of support to get the student through hard times.

The Theory and Practice Application in an Organizational Setting also provide the context for the students to discuss the Constructive Action (CA) Project that they will implement in the agency. For each competency, the student prepares a field project called a CA which is a demonstration of the student's ability to synthesize what is learned in class and apply it to real problems and critical incidents in a human services professional setting. Typically the project is directed toward improving the services provided to clients, making an administrative process more efficient, or investigating and evaluating an organizational structure. The emphasis is on the problem-solving process using the Action Research Model. The preceptor may need to help the agency in understanding the student's need for a site in which to conduct the CA project and for providing a climate which is conducive to the student's learning.

Preceptors are urged to attend at least one Theory and Practice Application in an Organizational Setting each semester. The role of the preceptor in the instructional program will be described in greater detail in a later section.

**(See Matrix on Next Page.)**

## MASTER OF HUMAN SERVICES PROGRAM CURRICULUM MATRIX

DIMENSIONS	COMPETENCY UNIT I	COMPETENCY UNIT II	COMPETENCY UNIT III	COMPETENCY UNIT IV	COMPETENCY UNIT V
	Self-Directed Learning	Helping Relationships	Group Processes	Community Planning & Program Management	Planned Change and Organizational Development
<b>ETHICS AND VALUES IN HUMAN SERVICES</b>	<b>HUS 611</b> Ethics for Human Services: Philosophical Concepts and Ethical Dilemmas	<b>HUS 621</b> Ethical Standards and Professional Obligations for Counselors/Helpers	<b>HUS 631</b> Ethical Issues in Groups	<b>HUS 641</b> Ethical Principles of Social Justice in Social Service Agencies	<b>HUS 651</b> Ethics of Social Intervention: Planned Change
<b>PSYCHOLOGY FOR HUMAN SERVICES</b>	<b>HUS 612</b> Psychology of Life Span Human Development	<b>HUS 622</b> Theories of Counseling and Other Helping Relationships	<b>HUS 632</b> Dynamics of Face-to-Face Groups	<b>HUS 642</b> Psychology of Community and Organizational Intervention	<b>HUS 652</b> Psychology of Planned Change in Organizations and Communities
<b>SOCIOLOGY AND SOCIAL SYSTEMS</b>	<b>HUS 613</b> Introduction to Applied Sociology & General Systems Theory	<b>HUS 623</b> Social Systems Analysis of Agencies and Society	<b>HUS 633</b> Communication and Social Systems Analysis of Group Interaction	<b>HUS 643</b> Social Systems Analysis of Organizational Planning and Management	<b>HUS 653</b> Social Systems Analysis of Organizational and Community Change
<b>SKILLS FOR HUMAN SERVICES</b>	<b>HUS 614</b> Communication Skills for the H.S. Practitioner	<b>HUS 624</b> Helping and Problem-Solving Skills	<b>HUS 634</b> Skills in Problem Solving, Research Methods & Program Planning I	<b>HUS 644</b> Skills in Problem Solving, Research Methods & Program Planning II	<b>HUS 654</b> Methods and Application in Program Evaluation
<b>THEORY &amp; PRACTICE INTEGRATION</b>	<b>HUS 615</b> Introduction to Theory & Practice Integration	<b>HUS 625</b> Theory & Practice Integration: Helping Relationships	<b>HUS 635</b> Theory & Practice Integration: Groups	<b>HUS 645</b> Theory & Practice Integration: Social Change I	<b>HUS 655</b> Theory & Practice Integration: Social Change II
<b>THEORY AND PRACTICE APPLICATION IN AN ORGANIZATIONAL SETTING</b>	<b>HUS 616</b> Theory & Practice Application: Documenting the Human Service Experience	<b>HUS 626</b> Practice Application: Helping Relationships in the Organization	<b>HUS 636</b> Practice Application: Group Analysis and Facilitation	<b>HUS 646</b> Practice Application: Thesis I	<b>HUS 656</b> Practice Application: Thesis II

### III. PORTFOLIO AND LEARNING PLAN

The subject matter of the first competency differs somewhat from those that follow. The focus of this competency is on the student as a professional, rather than on the agency or its clients. Students use this semester to conduct a self-assessment in order to identify the human services skills and knowledge they already possess. The assessment plan also identifies the additional skills and knowledge required to both perform in the present job more competently and to progress in career mobility. The Constructive Action for the first competency is divided into two components: the **Portfolio** and the **Learning Plan**. The Portfolio describes and documents knowledge gained through both prior experience and formal education, and the Learning Plan maps out an organized strategy for integrating the resources of the MHS Program to the student's individual needs. Both the **Portfolio** and **Learning Plan** are described at length in the sections that follow. These requirements are also described in the Theory and Practice Application in an Organizational Setting syllabus.

#### **PORTFOLIO**

**Description and Purpose.** A Portfolio is a collection of autobiographical information, work samples, correspondence and documentation organized in a way that demonstrates both the student's experiences and the learning acquired from these experiences. The Portfolio has long been used for evaluation of professional competence in a number of fields, including graphic design, architecture, draftsmanship and decorating. In recent years, with the growing recognition of the value of experiential learning, a number of colleges and universities have adopted the portfolio assessment as part of their procedures for providing educational programs for adult learners.

The Portfolio serves several functions within the MHS Program.

1. It helps a student to document his/her learning, thereby establishing qualification for candidacy for the MHS degree. (Candidacy procedures are described in detail in a later section.)
2. It identifies major strengths and deficiencies in the student's experiential learning, providing a foundation for the Learning Plan.
3. It is a valuable asset in documentation for career management and career mobility.

**Content.** The Portfolio is divided into three sections: an autobiographical work history, a learning skills section, which is a description of human services skills, and a section containing documentation.

In the **Work History** section, particular attention is paid to learning experiences or incidents which had a verifiable impact on growth and direction in the student's professional life.

The MHS Program recognizes that not all experiences occur at work. Some come from personal and interpersonal experiences. Students may use their own judgment in deciding whether or not to include such incidents in the history. Volunteer work, special non-job related interests and community involvement should be included if they contribute to the student's learning and professional development. The work history is usually 5-10 pages long and should be chronologically ordered as much as possible.

The **Learning Skills** section of the Portfolio is a catalog of all the areas of human services in which the student has gained knowledge and practical experience. This section will be organized into broad categories, which may then be subdivided into discrete skills. One approach that has been very effective is to incorporate the subject areas of the following four competency units (Helping Skills/Group Skills/Community Organization Skills/Administrative Skills) as category headings. It is very important that Communication Skills (such as writing and speaking) be addressed in all categories.

For each description of a learning area, students will first state clearly the particular skill or knowledge which they have acquired and give assessment of levels of proficiency. Next should follow a description of the experiences through which this knowledge was gained. This could include college courses, training experience, anecdotal data from discussions with experts, research, literature review, job responsibilities, or other sources. Whenever appropriate, reference should be made to specific documentation included in the following sections. The MHS Program is interested in experiential learning, not just any experience. Appendices I-IV present examples of learning area descriptions for the Portfolio.

The **Documentation** section substantiates the learning areas and serves as evidence that the learning activities described actually took place. Work samples, letters of commendation, job descriptions, course outlines, transcripts and media releases are all important. Brief articles, memoranda, letters and proposals are useful. Only summaries should be included for larger documents and reports.

## **THE ROLE OF THE PRECEPTOR IN THE INSTRUCTIONAL PROGRAM**

The Portfolio is the responsibility of the student, but the preceptor can offer advice, assistance and support. A few ideas on how the preceptor can be of assistance to the student are as follows:

1. Help the student to work at a sensible pace. The preceptor should familiarize himself/herself with the semester schedule found in the syllabus to ensure that the student completes the required work on schedule. Finding or obtaining documentation sometimes takes considerable time and should begin immediately.
2. Review the student's work narrative to ensure that no assessments have been omitted.

3. Review and evaluate the student's learning skills areas. Does the student possess some skills, which are not mentioned? Are some abilities understated or overstated?
4. Introspection and self-assessment are difficult for many people. You may be able to help your student with this, either by offering emotional support or some non-directive counseling.
5. Although the Portfolio is a reflection of the student's work, the preceptor is encouraged to review the work for correct grammar, clarity, syntax and organization.
6. One of the most difficult yet important roles for the preceptor is to help the student cope with the time demands and overall stress attributed to starting graduate studies while working full-time. The preceptor should help the student establish priorities, use time more efficiently and integrate the work and educational experiences effectively.

**Evaluating the Portfolio.** The Portfolio is evaluated by both the field faculty and the preceptor. Appendix V is a copy of the Portfolio Assessment Form, which should be completed and returned to the field faculty. Review this form as soon as possible and familiarize yourself in advance with the criteria used.

Rating the Portfolio could be difficult because preceptors may not have the frame of reference used for evaluating Portfolios in the MHS Program. One guideline which may be helpful: **Judge the Portfolio as you would any professional document.** The finished product should be well organized and meet all the requirements as outlined in the Theory and Practice Application in an Organizational Setting syllabus. Syntax and punctuation should be correct. Further, the Portfolio should establish that the student is fully qualified to continue academic preparation for a career in human services.

As a professional in the field, you are in a good position to ascertain whether the learning areas described by the student are appropriate, sufficient, and verifiable. You should be able to comment on whether the student actually possesses the skills which he/she attributes to himself/herself. If you have been working with the student on a continuing basis, then evaluation will be an integral and continuing part of your role.

It is **essential** that you return the completed Portfolio Assessment Form on time. Until you do, students cannot receive a grade for the Portfolio and their status in the MHS Program may be jeopardized. The completed assessment form should be submitted to the student's field faculty, according to instructions given.

Your student's field faculty can answer your questions and will contact you during the semester to discuss the Portfolio and any other issues regarding your student's progress.

## **LEARNING PLAN**

**Description and Purpose.** The Learning Plan provides a description of a student's educational objectives for the future and a strategy for their accomplishment. The first step for the student is to assess skills and expertise through the Portfolio. Next he/she collaborates with the preceptor and the field faculty to determine what is required to advance, as a human services professional. The Learning Plan is a follow-up of the Portfolio and identifies additional skills and knowledge that the student requires to progress in the MHS Program. It provides a framework for future Constructive Actions.

**Content.** The Learning Plan is divided into three sections.

An **Introduction Section** summarizes academic and experiential strengths identified in the Portfolio and describes the areas for additional knowledge or skills.

The **Constructive Action Outline** consists of a series of specific proposals for future field projects. Each outline describes the goals and objectives of the project, how the objectives will be accomplished, the site of the implementation, the target population, anticipated constraints, ways to address the constraints and the significance of the project.

The **Conclusion and Integration** consists of a few paragraphs integrating the proposed projects and problem areas with the MHS Program curriculum.

It is essential that you return the completed Learning Plan Assessment Form to the student's field faculty on time. Until you do, students cannot receive a grade for the Learning Plan and their status in the program may be jeopardized.

**The Preceptor Role in Relation to the Learning Plan.** With the Learning Plan, as with the Portfolio, you will help in providing support, structure and assistance with style, syntax and organization.

Your knowledge of the student's agency, its resources and philosophy can help guide the student towards the development of a Learning Plan that will be beneficial to both the agency and the student. You can help the student determine realistic program or agency changes.

**Evaluating the Learning Plan.** The process for evaluating the Learning Plan is the same as the Portfolio. You will receive the Learning Plan Assessment Form (See Appendix VI) from the MHS Program, which should be completed and submitted following the field faculty's instructions. In addition to rating specific aspects of the Learning Plan, you will also suggest an overall grade. This will be taken into consideration by the field faculty when assigning a final grade to the student's work. Please review Appendix V in advance so that you can help the student adequately.

Given the student's position in the agency, his/her professional competency and the agency's receptivity to change, preceptors are in a better position to determine the appropriateness of the student's Learning Plan to the agency needs, and the student's ability to implement the change. The most important consideration is that the student is expected to grow professionally; consequently, the projects proposed in the Learning Plan should represent real change.

## **IV. PRECEPTING THE UPPER COMPETENCY UNITS**

### **PARTICIPATION IN FIELD CLASS GROUPS**

Preceptors are encouraged to attend the first Theory and Practice Application in an Organizational Setting of each new competency unit. In some seminars, the first meeting is used as a Student and Preceptor Orientation.

Participation in the Field Integration Seminar may take a variety of forms. A new preceptor may simply observe and listen to become familiar with the program; another preceptor might comment, based on an agency experience that relates to the topic being discussed. An experienced preceptor may be invited by the field faculty to make a presentation.

### **THE CONSTRUCTIVE ACTION FOR COMPETENCY UNITS II & III**

A student is required to complete a Constructive Action (CA) for each competency unit, which will reflect the student's ability to synthesize and apply the learned theoretical and practical information. The CA requires a proposal through which the student defines the proposed task, method, plan of action and evaluation procedures. The syllabi, which the MHS Program provides for the preceptor, outline the requirements for each CA.

The preceptor will review the initial proposal and assess whether the student's proposed project will benefit the client(s) or agency for whom it is intended, and if it will produce new learning skills. The student and preceptor will discuss any differences that arise concerning the proposal and negotiate a settlement that is acceptable to both. Once the proposal has been approved by the field faculty and the preceptor, the student will begin to implement the proposed project.

When the student's CA is completed, he/she prepares an analysis and report of the project. The preceptor may be asked to review a rough draft of the report and provide feedback on the analysis, organization, content, and written skills. The preceptor will help assess the outcome of the CA. If the project was not successful, the preceptor will discuss its weak points and difficulties with the student. The preceptor will also participate in evaluating the completed CA.

## **MASTER'S PROJECT THESIS**

Completing the Master's Project Thesis is one of the most significant requirements of the MHS Program. Students work on this document throughout the last three competency units. They begin by defining a problem and conducting a needs assessment; they then plan a project, implement their plan, evaluate the project, write a report on the project and orally present it to a committee of three reviewers.

The preceptor works closely with the student through each step of the Master's Project Thesis, serves as a reader of the written report, is present at the oral presentation, and participates in the final evaluation of the Master's Project Thesis.

## **AGENCY PROGRAM COORDINATION**

The preceptor serves as a liaison between the MHS Program and the agency. The purpose of the relationship is to minimize conflicts between the student's study schedule and work demands. The preceptor may help ensure that the lines of communication are kept open, and may facilitate a settlement of any difficulty that arises in the agency as a result of the program. The field instructors are available to assist the preceptor in matters that relate to the academic component of the program. The Director Of Graduate Student Services and Admissions is available to assist the preceptor in resolving non-academic problems. Please feel free to use the support of the Master of Human Services Program to facilitate your mentorship with the student.

## V. MHS POLICIES AND PROCEDURES

### CANDIDACY STATUS

The first step a student takes toward completion of graduation requirements in the MHS Program is to earn Candidacy, that is, to become a Candidate for the Master of Human Services degree.

Students are considered for Candidacy at the end of the first semester (Competency Unit I). To be accepted as a candidate, a student must meet both of the following requirements:

1. achieve at least a 3.0 (B) grade point average (GPA); and
2. submit a satisfactory Portfolio and Learning Plan that have received at least a (B-) grade.

### DELAYED CANDIDACY

Students who fail to achieve a 3.0 GPA, but who do achieve at least a 2.7 (B-) average in the first semester, will be assigned Delayed Candidacy status. They may continue in the program if they make the following academic progress:

At the end of Competency Unit II	Cumulative Grade Point Average (CGPA) of 3.00
Throughout the program, as a requirement for graduation	(CGPA) of 3.00

All students must maintain a CGPA of 3.00 upon completing Competency Unit II. Students who fail to make such progress will be discontinued from the MHS Program.

### EVALUATION AND GRADING SYSTEM

Evaluation in the form of official grades will be provided by the faculty and will be recorded on the student's permanent transcript at the end of each semester. Details of evaluation procedures will be given in each course syllabus. Grades will be based on the faculty's evaluation of the student's competencies as demonstrated by the requirements of the syllabus for each class.

The **grading system** is based on a 4.0 scale. Letter grades are given, each of which has the following quality points assigned.

Letter Grade	Quality Points	Letter Grade	Quality Points
A	4.00	C	2.00
A-	3.70	C-	1.70
B+	3.30	F	0.00
B	3.00		
B-	2.70		
C+	2.30		

The table below shows how many credit hours are earned in each competency unit, and how many are accumulated at the end of each competency unit. In order to maintain a B average (CGPA = 3.0), a student must earn 36 quality points in each competency unit, except the summer when he/she must earn 18 points. The CGPA at the end of each competency unit is calculated by dividing the accumulated quality points by the number of accumulated credits earned at the end of each competency unit.

**QUALITY POINTS AND CUMULATIVE GRADE POINT AVERAGE FOR THE ENTIRE MHS PROGRAM**

Competency Unit	Credits Per Competency	Accumulated Credits Earned	Total Quality Points Required for B Grade		=	CGPA
			Per Competency	Accumulated		
I	12	12	36	36	=	3.0
II	12	24	36	72	=	3.0
III	6	30	18	90	=	3.0
IV	12	42	36	126	=	3.0
V	12	54	36	162	=	3.0

## **SELF-MONITORING OF ACADEMIC PROGRESS**

Students are advised and encouraged to monitor their academic progress in the program. Below is a sample grade sheet with the kinds of calculations needed for students to keep a continuous record of their grade point average.

### **HOW TO MONITOR YOUR GRADE POINT AVERAGE (GPA)**

The chart below shows how many quality points students earn for each letter grade. Each course in the MHS Program earns 2 hours of academic credits except during the summer session where the course earns 1 hour of academic credit.

For each competency unit a student must take six courses. Students need to earn a B average in each competency unit in order to continue in the program. Below is an example of a grade sheet for a hypothetical student at the end of competency unit I.

<b>Course</b>	<b>Hypothetical Grade</b>	<b>Credit Hours</b>	<b>Quality Points per Grade</b>	<b>Quality Points x Credit Hours</b>
HUS 611 Values	A-	3	3.70 (x3)	11.1
HUS 612 Self & Others	B+	3	3.30 (x3)	9.90
HUS 613 Systems	C+	3	2.30 (x3)	6.90
HUS 614 Skills	B	3	3.00 (x3)	9.00
HUS 615 Integration	A-	3	3.70 (x3)	11.1
HUS 615 CA	B	3	3.00 (x3)	9.00
<b>Total</b>		<b>18</b>	<b>19.00 (x3)</b>	<b>57.00</b>

$$\text{Grade Point Average} = \frac{\text{Quality Points (19.00)} \times \text{Credit Hours (x3)} = 57.00}{\text{Total Credit Hours (18)}} = 3.167 \text{ CGPA}$$

$$\text{Divided by the Total Credit Hours (18)} = 3.167 \text{ CGPA}$$

Letter grades = Quality points

A = 4.00      B- = 2.70

A- = 3.70     C+ = 2.30

B+ = 3.30     C = 2.00

B = 3.00      C- = 1.70

## WHAT LETTER GRADES MEAN

Below is a statement of how various grades are interpreted in the MHS Program.

- A** = A paper or report that is outstanding in content and is exceptionally well written. By outstanding, we mean that it not only lucidly presents the major concepts of the course, but spins off new ideas or re-analyzes them in a unique way. This kind of writing gives evidence that the student has mastered the concepts to the point where he/she can use them to generate new ideas, in a way that the faculty may not even have thought of before. The paper also shows mastery of the writing process. Such a paper goes beyond the objectives of the course. Not many papers are likely to receive an A. **No A+ GRADES ARE GIVEN IN THE MHS PROGRAM.**
- A-** = A paper that is very good. It has all the concepts but lacks some of the uniqueness and depth of understanding that characterizes an A paper and thus falls short of the level of mastery of an A paper.
- B+** = A paper that meets all the objectives of the course and just a little more. Writing mechanics are good; writing style is adequate.
- B** = A paper in which the student has done everything that is required. The content reflects the major objectives of the course. It follows the outline provided. It is written adequately and contains only an occasional writing error.
- B-** = This paper is deficient in content with missing or incomplete concepts and inter-relationships and has more than several persistent writing errors. This grade is a signal to a student that he/she cannot complete the MHS Program with this quality of work.
- C+ and lower** = A paper that is flawed in content and writing, and fails to meet the standards of graduate level work.

## **POLICY ON INCOMPLETE GRADES AND REPEATED COURSES**

It is the policy of the University that incomplete grades may be requested only when there is a verified illness, a death in the family, or some very unusual circumstance. Verification must be in writing and is the responsibility of the student. Failure to keep up with assignments during the semester is not an acceptable excuse for an incomplete.

In the case of illness or very unusual circumstance, students must take the following steps to request an incomplete grade in a given course:

Prior to the last Saturday of the semester or prior to the last Theory and Practice Application in an Organizational Setting the student must:

1. obtain a **REQUEST FOR INCOMPLETE GRADE FORM** from the MHS Program office; (also available on-line.)
2. request approval for incomplete for each course from the designated faculty; and
3. return the completed, signed Request for Incomplete Grade Form to the MHS Chair or Faculty Coordinator before 12:00 noon.

In addition to the A through F letter grades, students may receive a W (withdraw) or an I (incomplete) if they do not complete the work for a seminar. The W is submitted when students **officially withdraw** from a course before the middle of the semester. In order to resolve the W and receive a letter grade, students must re-take the course. An I is submitted for students who have not been able to complete course work because of serious medical illness or serious illness or death of an immediate family member, and have petitioned the faculty for an extension. The necessary work must be submitted to the appropriate faculty early enough so that the I grade can be changed in sufficient time to determine if the student can progress to the next competency unit.

A student may repeat a course only once, and must pass this course the second time with at least a B (3.0) grade in order to continue in the MHS Program. **Tuition costs for repeated courses and audit courses are the same.**

## **GRADUATION REQUIREMENTS**

To receive the Master of Human Services degree, a student must meet the following graduation requirements.

- a. Earn at least a grade of B- for the Portfolio and the Learning Plan;
- b. Be admitted to Candidacy by the end of Competency Unit II;
- c. Satisfactorily complete all courses for a total of 54 academic credit hours
- d. Maintain a cumulative grade point average of 3.0 (a minimum of 162 quality points)
- e. Pass the MHS Comprehensive Exam
- f. Remove all F grades on the transcript
- g. Remove all Incomplete grades on the transcript
- h. Earn a B for the final (Master's Project Thesis), and pass the oral presentation on the final Master's Project Thesis.
- i. Complete a sign-off sheet which can be obtained at the MHS Program office indicating that the student has no obligation to any department or office of the University
- j. Complete the required Exit Examination

## **WITHDRAWAL FROM THE UNIVERSITY**

Students who must withdraw from the University should contact the MHS Program office as soon as the decision is made. Tuition only can be refunded according to the following schedule:

- a. Withdrawal on or before the second Saturday of the semester -- 80% of tuition;
- b. Withdrawal on or before the third Saturday of the semester -- 60% of tuition;
- c. Withdrawal on or before the fourth Saturday of the semester -- 40% of tuition;
- d. Withdrawal on or before the fifth Saturday of the semester -- 20% of tuition; and
- e. After the fifth Saturday, no tuition refund.

If a student must withdraw from the Program on or before the fifth Saturday, he/she should be sure to withdraw officially so as to obtain the appropriate student refund. To withdraw officially, a student must obtain a COURSE WITHDRAWAL FORM from the MHS Program office, complete it, and have it signed by the designated university officials as outlined on the form. (Please provide documentation when available.)

Students who withdraw officially will receive W rather than F grades for their course work.

## **RE-ADMISSION POLICY**

Any student who matriculated and withdraws from the MHS Program for one semester or longer must apply for re-admission.

### **1. RE-ADMISSION AFTER VOLUNTARY WITHDRAWAL/ NON-ACADEMIC REASONS**

- 1.1 0-2 years: Within two years after a voluntary withdrawal students may be re-admitted to the MHS Program with no loss of academic standing.
- 1.2 2-5 years: Any student seeking to re-enter the MHS Program more than 2 years but less than 5 years after voluntary withdrawal may be counseled to repeat courses as specified by the MHS Program Chair before full reinstatement. Students must obtain the required minimum GPA (2.7 at the end of competency unit I, 3.0 thereafter) when repeated courses are completed.

- 1.3 5 years or more: Any student seeking re-admission after 5 years or more years must apply as a new student.
- 1.4 For ALL re-admit candidates: All students seeking re-admission to the second year (competency unit IV & V) of the MHS Program must audit the competency unit III skills and field seminar courses prior to full reinstatement.

## **2. RE-ADMISSION AFTER ACADEMIC FAILURE**

- 2.1 Students seeking reinstatement must first register for and retake any courses in which a failing grade was received. After retaking the failing course(s), the student's overall average must be 3.0 or better, before the student is reinstated with good academic standing.
- 2.2 Students may need to retake other courses in which grades earned were B- (2.7) or below, in addition to courses in which the F grade was earned, in order to bring their CGPA up to the required minimum for academic progression. Grades for repeated courses will be computed into the CGPA according to the policy on repeated courses stated in the University catalog.
- 2.3 Students who have not earned any F grades, but whose CGPA is below the required average for academic progression (2.7 at the end of competency unit I, 3.0 thereafter), must retake the course or courses which brought their CGPA below the minimum. Normally, this involves retaking the most recent course(s).
- 2.4 Any student retaking a course must earn at least a B (3.0) on this second attempt. Any student who is dropped academically from the MHS Program for a second time will be required to provide a transcript showing that he/she has earned an undergraduate (BS/BA) degree from an accredited institution before consideration for re-admission to the MHS Program. Before re-admission is granted for students already holding an undergraduate degree, those students will be required to provide official transcripts as evidence of successful completion of a designated assortment of graduate courses taken at an accredited institution of higher education other than Lincoln University. The specific complement of courses and number of credits to be completed will be determined by the administration and faculty of the Master of Human Services Program.

**This policy supersedes all previous re-admission policies.**

**MASTER OF HUMAN SERVICES PROGRAM  
FACULTY AND ADMINISTRATIVE STAFF**

**FULL-TIME FACULTY**

James C. Wadley, Ph.D  
Szabi Ishtai-Zee, Ph.D  
Malcom Bonner, Ed.D  
Vivian Price, Ph.D  
Virginia J. Smith, Ph.D  
Linda Stine, Ph.D  
Frank Worts, M.S.W.

**ADJUNCT FACULTY**

Nancy Bancroft, Ph.D.	Gwendolyn Towles Manning M.A.
Harold Carter, Ph.D.	Byron Noon, Ed.D.
Norwood Coleman, M.A.	Rebecca L. Olson, Ph.D.
Monika Davis, M.H.S.	James Peterson, Ed.D.
Jeffrey J. Dyer, M.H.S.	Vivian Price, Ph.D.
Fred Feldman, Ed.D.	Richard Sabree, M.A.
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Robin Hogan, M.H.S.	Sharon Webster, M. S. W.
Thelma Pruitt Jacks, M.S.S.	George James, L.M.F.T
Nancy Jenkins-Ryons, M.H.S.	Ray Silverman, Ph.D
Marsha Lester, M.B.A.	Charles Golden, M.H.S
Bradley LeVan. M.H.S.	Geoffrey Karabin, M.S.

# **MASTER OF HUMAN SERVICES PROGRAM**

## **ADMINISTRATIVE STAFF**

### **MHS CHAIR**

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## **DIRECTOR OF GRADUATE STUDENT SERVICES and ADMISSIONS**

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## **VI. APPENDICES**

Appendices I-IV:	Samples of Different Skills Assessment Formats for Portfolio
Appendix V:	Portfolio Assessment Form, Competency I
Appendix VI:	Learning Plan Assessment Form, Competency I
Appendix VII:	Field Practice Assessment Form, Competencies II-IV
Appendix VIII:	Final Project Evaluation Form, Competency V
Appendix IX:	Preceptor Reimbursement Form
Appendix X:	Glossary

## APPENDIX I

### SAMPLE OF SKILLS ASSESSMENT FORMAT

#### INTRODUCTION

This is the second required part of the Portfolio, the assessment of learning areas. This section will contain identified areas of human services and the humanities in which I have gained knowledge and practical competence, regardless of how my learning took place. There are four areas of requirement that will be focused on, namely: Direct Client Services; Supervision and Administration; Community Liaison and Planning; and Communication.

I will divide each required area into three parts, namely: description of the particular skills and knowledge which I possess, along with some indication of the level of proficiency; a description of the experiences through which I gained this knowledge; finally, documentation to substantiate the areas of learning which I have discussed.

I will rate my proficiency on a scale of one through ten, in which ten will be the highest point.

#### **Assessment of Learning Areas**

The learning area that I will assess first will be Direct Client Services, which will be subdivided into group work, individual counseling and teaching.

The skills that I possess in group work are: Reading group content and process, reading group numbers, confrontation, rendering positive and constructive feedback. These skills enable me to facilitate or be the group leader of the following group: Guided Group Interaction, Process Group, Discussion Group, Awareness Group and T-Groups. The level of proficiency is nine. I have knowledge of the Bron Method of Groups, Psychodrama Groups, Marathon Groups, and Gestalt Groups. I obtained the skills in group work from practical application at the following work sites: Westmoreland Alcoholism for Addiction Treatment, Inc., in 1974-1977; and Glen Mills Schools, 1979 to present. I gained knowledge of various groups through undergraduate courses such as General Psychology, Drug and Alcohol Seminar and S.310 Field Work Practicum. For documentation of skills, see informal proofs, Transcripts and Certificates of Drug and Alcohol and Guided Group Interaction.

The skills that I possess in individual counseling are: Ability to read the client; ability to confront; ability to read non-verbal cues; and the ability to give feedback. These skills enable me to counsel in the following areas: Family, vocational, occupational and reality. The level of proficiency is nine. I have knowledge of the following techniques of counseling: Transactional Analysis, Behavior Modification and Psychoanalytic.

I obtained the skills in individual counseling through practical application at the following work sites: Westmoreland Alcoholism for Addiction Treatment, Inc., 1974-77, and Glen Mills Schools, 1979 to present. I gained knowledge of counseling techniques through undergraduate courses as Personality Theories, General Psychology, Abnormal Psychology, Drug and Alcohol Seminar, and Introduction to Community Mental Health. For documentation of skills, see informal proof and for documentation of knowledge see informal proof transcripts and certificate of Drug and Alcohol seminar.

The skills that I possess in teaching are: Indirect teaching, one-to-one teaching; deductive teaching; the ability to organize material; and the ability to present material coherently. The level of proficiency is eight. I obtained these skills through practical application at Westmoreland Alcoholism for Addiction Treatment, Inc., 1974-77, and Glen Mills Schools, 1979 to present. For documentation, see informal proofs and formal proofs.

## APPENDIX II

### SAMPLE OF SKILLS ASSESSMENT FORMAT

#### GENERAL SKILL: COUNSELING

As a counselor, I have learned several skills. However, this is clearly my weakest area. The skills I bring to a counseling situation have been learned through one-to-one contact with others, but not in a traditional therapy situation. Documentation of my skills may be located in the section beginning on page 12.

As a counselor, I have developed the ability to:

function as a counselor, as a part of my supervisory technique;

listen carefully;

be supportive of my clients without feeling responsible for what they do;

work with the client towards helping them determine their needs;

be aware of my values;

determine my value system's effect on my perception of the client and the therapeutic process;

be effective in helping people to clearly identify problems and examine alternatives;

let my client fail without guilt;

clearly and succinctly document my interactions with clients.

## **APPENDIX III**

### **SAMPLE OF SKILLS ASSESSMENT FORMAT**

#### **SKILL: COUNSELING AND TEACHING**

(Cert. p. 39) By virtue of my past psychiatric nursing experience, I am trained to deal with emotional crises which are frequently experienced by the addictive patient. (Res. p. 17, 18/Cert. p. 39).

My counseling skills are liberally used in my present position. My formal participation in the holistic approach to medical treatment has been extremely beneficial to me, and I have continued to add to those skills with on-going training and education. (Cert. p. 30-37) As a Certified Addiction Counselor, (Cert. p. 22) I counsel patients on an individual basis and lead group therapy sessions. (Job 19 to 21B) My training is also utilized in family therapy counseling and in intervention sessions with families. (Cert. p. 30, 34) In addition, the valuable asset of accurate empathic understanding which I apply in counseling is supported by my personal experiential knowledge of chemical addiction. (Res. p. 16)

Teaching the hospital staff how to do psychosocial interviews is an important contribution, which I made to the unit. In doing this I used teaching aids such as the guidelines that I wrote for the hospital procedure manual. (Act. p. 61) I have also conducted instructional in-service educational programs for the staff on counseling skills. (Act. p. 59) When lecturing in the hospitals didactic therapy program, which consists of three daily scheduled meetings, I used films, questionnaires, discussions and other instructional activities to teach the disease concept in alcoholism.

## APPENDIX IV

### SAMPLE OF SKILLS ASSESSMENT FORMAT

#### SKILLS: COUNSELING

Through five years of doing casework with adolescents that involved counseling them in the following areas: health, education and employment, I have developed my skills to the point where I am proficient in the following areas:

Proficiency In Communications Areas:

#### 1. Interviewing Client

- A. Conveying the point to the client: Being able to clearly illustrate to the client cause/effect and alternatives to his particular situation.
- B. Receiving information from client: The ability to listen to the client and hear what he/she has to say.
- C. Identifying client problem: After listening to the client, I have the ability to understand where the client is socially and emotionally. At that point, tentative formulation of the service plan is initiated.
- D. Evaluating feedback of family members: Soliciting the opinions of other family members in regard to client problem, and accepting their input when applicable.

#### 2. Direct Service Area

- A. Developing a Service Plan: When client needs are established a determination is made in terms of selecting service that will best suit client's need.
- B. Helping client set realistic goals: In the formulation of service plan, goals should be set to have the possibility and probability of being accomplished.
- C. Implementing the Service Plan: Help client to implement service plan by incorporating all available resources that relate to his service need(s). Ability to motivate client in regard to following through on designated service plan.

I acquired these skills through experience and in-service training and they can be documented by my performance ratings.

**APPENDIX V**  
**PORTFOLIO ASSESSMENT FORM**

Student: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Preceptor: \_\_\_\_\_

I. <u>Mechanics</u>	<u>Strong</u>	<u>Adequate</u>	<u>Needs to Improve</u>
A. <u>Formal Organization</u> - Does the portfolio follow the guidelines? Is it complete?	_____	_____	_____
B. <u>Sequence</u> - Are the sections placed in a logical, readable sequence?	_____	_____	_____
C. <u>Style</u> - Are punctuation, word usage, grammar, and spelling correct?	_____	_____	_____
D. <u>Professionalism</u> - Are the language, appearance, and format at a professional level?	_____	_____	_____
II. <u>Portfolio Content</u>			
A. <u>Experiential History</u> - Is it reasonably complete leaving no large gaps, sufficiently detailed?	_____	_____	_____
B. <u>Adequacy of Assessment</u> - Has the individual identified <u>all</u> important areas of his/her learning and presented them accurately and convincingly?	_____	_____	_____
C. <u>Documentation</u> - Has the individual documented all his/her skills and knowledge in one or more fields of human services?	_____	_____	_____

	<u>Strong</u>	<u>Adequate</u>	<u>Needs to Improve</u>
D. <u>Commitment to Learning</u> - Has the student demonstrated commitment to the level and intensity of learning required in the Program?	_____	_____	_____

III. General Assessment

A. Does the portfolio reflect number and level of skills required for a human services professional?	_____	_____	_____
B. Has student shown ability to maintain high work performance while under additional stress of graduate study?	_____	_____	_____

IV. Comments (Please expand on any of the prior ratings or give general comments on student progress.)

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V. Overall Assessment

Based on the prior considerations, how would you rate the portfolio?  
 (A,B,C,D, or F) \_\_\_\_\_.

Signature of Rater:

Date:

**LINCOLN UNIVERSITY  
MASTER OF HUMAN SERVICES PROGRAM**

**LEARNING PLAN ASSESSMENT FORM**

Student: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Preceptor: \_\_\_\_\_

I.	<u>Mechanics</u>	<u>Strong</u>	<u>Adequate</u>	<u>Needs to Improve</u>
A.	Formal Organization - Does the learning plan follow the guidelines? Is it complete?	_____	_____	_____
B.	Organization of Thought - Are the sections and sub-sections organized in order to help the reader follow without too much difficulty?	_____	_____	_____
C.	Grammar?	_____	_____	_____
D.	Style - It the language professional without having too much jargon?	_____	_____	_____
II.	<u>Learning Plan Content</u>			
A.	Self-analysis - Has the student accurately identified his/her own learning needs?	_____	_____	_____
B.	Goal - Has the student set reasonable, realistic, yet challenging goals for his/her professional development?	_____	_____	_____

	<u>Strong</u>	<u>Adequate</u>	<u>Needs to Improve</u>
C. Strategy - Does the learning plan reflect an appropriate attempt to acquire the necessary skills, knowledge, and experience to achieve those goals?	_____	_____	_____
D. Appropriateness - Do the proposed C.A. projects correspond to the student's learning needs and goals?	_____	_____	_____
E. Resources - Does the learning plan reflect knowledge and utilization of agency and community resources?	_____	_____	_____
F. Agency Based - Are the goals and projects identified in the learning plan consistent with agency needs and missions?	_____	_____	_____

III. Comments

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IV. Overall Assessment

Based on the prior considerations, how would you rate the learning plan?  
 (A,B,C,D, or F) \_\_\_\_\_.

Signature of Rater:

Date:

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MASTER OF HUMAN SERVICES PROGRAM

FIELD PRACTICE ASSESSMENT FORM

Assessors: \_\_\_\_\_  
(Field Integration Instructor)

Student: \_\_\_\_\_

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

\_\_\_\_\_  
(Preceptor)

Competency: \_\_\_\_\_

The student/professional will be rated according to the following range:

A, A-	Excellent
B+, B	Very Good
B-, C+, C	Satisfactory
C-, D+, D, D-, F	Unsatisfactory

Rate the student/professional in each of the following categories:

Dimension Ratings:

Rating

- A. This Constructive Action (C.A.) shows evidence of positively addressing the valuing process and related value conflicts. \_\_\_\_\_
- B. This C.A. shows evidence of the understanding of the processes and relationship of self and others. \_\_\_\_\_
- C. This C.A. shows evidence of the knowledge and awareness of the interaction of systems and their constructive use. \_\_\_\_\_
- D. This C.A. shows evidence of the understanding and use of appropriate skills to accomplish the stated purpose of the C.A. contract. \_\_\_\_\_

Overall Ratings:

- E. This C.A. shows evidence of reporting the application of related theory. \_\_\_\_\_
  
- F. This C.A. shows evidence of the actual use and development of skills by the student/professional. \_\_\_\_\_
  
- G. This C.A. shows evidence of the growth of the student as a professional. \_\_\_\_\_

Final Rating:

In light of these ratings, the Constructive Action project as a whole receives the following rating: \_\_\_\_\_

**Please Use The Reverse Side For Comments.**

**PRECEPTOR REIMBURSEMENT FORM**

The Master of Human Services Program expects Preceptors to attend at least one Field Integration Seminar per Competency Unit, preferably the first meeting. Preceptors are encouraged to visit their student’s Field Integration Seminar as often as possible. Preceptors are reimbursed with a \$25.00 honorarium for one visit per Competency Unit. Please note the following regulations when applying for reimbursement:

1. Preceptors with more than one student enrolled in the same field seminar are entitled to only one \$25.00 honorarium for their first seminar visit.
2. Preceptors with more than one student enrolled in different field seminars will be reimbursed the \$25.00 honorarium for the first visit to each student’s seminar.
3. Preceptors who deliver presentations in the Field Integration Seminar are entitled to \$50.00 for this service over and above the honorarium they receive for their first visit.
4. Preceptors invited to Lincoln University’s main campus to participate in a scheduled event such as an Orientation or Final Project Oral Presentation, will be reimbursed \$50.00, subject to approval by the Program Chair.

In order to minimize paperwork for preceptors, the form below has been developed for reporting field seminar visit(s). It is very important that the preceptor completes this form in its entirety **and requests the field instructor’s signature** before forwarding to the Master of Human Services office for reimbursement. **All forms must be returned within thirty (30) days of the session attended to be honored.** All forms should be submitted to Tonishia Davis at 3020 Market Street, Philadelphia, PA 19104 or faxed to 215-387-3834.



**Lincoln University**  
**Lincoln University, Pennsylvania 19352**  
**PERSONAL SERVICES FORM**

Name \_\_\_\_\_ SSN or EIN \_\_\_\_\_

Address \_\_\_\_\_  
 \_\_\_\_\_

Telephone Number \_\_\_\_\_

Purpose \_\_\_\_\_

Amount \$ \_\_\_\_\_ Department or Program \_\_\_\_\_

Approval \_\_\_\_\_ Date \_\_\_\_\_

Field Instructor (*Use black or blue ink only*)

Approval \_\_\_\_\_ Date \_\_\_\_\_

Chair (*Use black or blue ink only*) PLEASE SUBMIT IN DUPLICATE

**BUSINESS OFFICE USE ONLY**

Approval \_\_\_\_\_ Date \_\_\_\_\_

## **APPENDIX X**

### **GLOSSARY**

Competency Unit - One of five subdivisions of the program. A unit of study in which the academic instruction and the field experience concentrate on a specific facet of human services work.

Constructive Action (CA) - The CA is a project developed by the student to demonstrate ability to make practical application of academic and theoretical material to meet client and agency needs.

Dimensions - The five aspects of each competency unit around which the curriculum is constructed. They are treated as classes in each dimension. They are: Values (Ethics), Self and Others (Psychology), Systems (Sociology), Skills, and Field/CA (Integration).

Field Integration Seminar - A class made up of a small group of students, clustered by geographic location, who meet one evening a week in the field with a field instructor for the purpose of integrating theory and practice.

Field Faculty - A Lincoln University faculty member who conducts field classes and grades Constructive Action projects for members of that group.

Field Coordinator (Field Staff) - Serves as support personnel to students and preceptors, and is also responsible for counseling students as well as administrative tasks.

Director Of Graduate Student Services and Admissions -Responsible for all student services Administrative and support services for preceptors.

Learning Plan - The student's plan for completing the remaining CAs in the MHS Program which is developed in Competency Unit I.

Log - A weekly record kept by the student. It should include a synopsis of the Saturday classes and a significant incident. The significant incident in some occurrence in the work life of the student, which is analyzed in terms of the academic dimensions.

Preceptor - Person chosen by the student who is responsible for guiding the student in the integration of theory and practice. The preceptor helps the field faculty evaluate the CA project.