

HSS 481 Human Services Internship: Field Component
Spring 2015 - March 29-May 10

Instructor: Pam Kiser
Office: PSYHSS 129 E

Phone: 278-6459
Email: kiserp@elon.edu

Office Hours: By appointment

Text: Kiser, P. (2016). *The human services internship: Getting the most from your experience (4th)*. Boston, MA: Cengage.

Human Services Department mission statement: *“The Human Services Department of Elon University prepares students to understand human problems and to intervene effectively in them. The human service major offers an interdisciplinary approach to helping, grounded in the social sciences. Course work develops the student’s ability to analyze human problems and apply both evidence-based practice and research in order to guide constructive actions. Experiential learning is emphasized to foster connections between field-based experiences and academic content. The Human Services Department supports a strong commitment to civic engagement and community well-being.”*

Course Description: Students participate in a full-time, field-based experience in a Human Services agency for 6-6.5 weeks, observing and practicing the roles, tasks, and skills of Human Services professionals under the supervision of a faculty member and an agency supervisor. Conferences with both supervisors, assigned papers, and co-enrollment in the HSS 482 seminar (required) enhance learning as the student connects theory and practice through work in the field. Prerequisites: 2.2 cumulative GPA, senior majors, HUS 285, 381, 411 and 412. Offered fall and spring.

Goal: Students will demonstrate knowledge, skills, and work habits that meet professional standards and lead to career effectiveness and success.

Measureable Learning Outcome: Students’ work in the field site meets departmental standards in both quality and quantity as outlined in this document.

Assessment: This outcome will be measured through written assignments, site visits, conversations with field supervisors, completed evaluation forms, and faculty member assessment of student professionalism.

What do interns do in their field placements?

Students are expected to participate in the life of the organization as a professional worker to the extent possible. The faculty understands that the agency controls access to student participation in various activities and that this access is contingent upon the particular student’s demonstrated maturity, competence, and responsibility. Faculty expect that, to the extent possible, students will be involved in professional meetings, case conferences, seminars, etc. Also, direct client contact in some form is essential in order for the course objectives to be achieved. It is also reasonable and beneficial for students to assume responsibility for special projects and assignments according to the organization’s needs. Regular weekly supervisory conferences with the designated field supervisor are necessary components of the student’s learning. Students will also meet weekly with the professor in on-campus seminars. The professor will make site visits to discuss the student’s performance and progress with the field supervisor and student.

HUS 481 Part I Internship Course Requirements**Requirement 1: Student Professionalism**

Students are expected to maintain professional behavior throughout every aspect of the internship. The Intern Professionalism Assessment Rubric (p. 12) will be used **by the faculty member** to evaluate each student's professionalism and will be a component of the student's final grade. Professionalism relates to students' interactions with faculty, supervisor(s), clients, coworkers, and classmates. Students are strongly encouraged to read this document carefully.

Requirement 2: Developing a Learning Plan - Due Monday, April 4

During the first week of the internship, the student and field supervisor will develop a plan for the student's learning which includes both intended learning outcomes and the strategies for achieving them. Writing and developing this plan are the responsibilities of the student, with the supervisor's input and approval. Both the student and the field supervisor should sign the plan, signifying their mutual agreement to complete the plan. (For more detailed instructions than are provided below, please review pages 20-24 of the textbook.)

Students must set goals in each of the areas below:

1. **Knowledge** defined as learning, remembering, and understanding facts, concepts, theories, information, or ideas.
2. **Skills** defined as the ability, gained through practice, to perform certain tasks well.
3. **Personal development** defined as attitudes, values, biases, and/or habits which are uniquely your own.

Each goal should be stated as a desired outcome for the student, and strategies should be identified for each goal, listing the activities the student will engage in to achieve the goal. For example, Goal 1 might read as follows:

1. The student will be able to do an intake interview independently.

Strategies:

1. The student will observe the supervisor doing intake interviews.
2. The student will attend intake conferences.
3. The student will read intake summaries in client records.
4. The student will read intake guidelines in the agency policy manual.
5. The student will conduct an intake under supervisor observation.

Requirement 3: Supervisor Field Work Evaluation – Due Thursday, May 12

Supervisors will evaluate their students' performance near the end of the internship, using the evaluation form included in this document (p. 6-8). Evaluation of students should be rigorous, expecting students to meet at least minimal requirements for entry level professionals in the organization. In assessing students' overall performance, the faculty member will also take into consideration the supervisor's verbal feedback during faculty site visits and other contacts.

Requirement 4: Attendance and Maintenance of the Time Sheet – Due Thursday, May 12

Each student is expected to work a full-time schedule from Tuesday, March 29-Tuesday, May 10. All students must complete a minimum of 240 clock hours. Seminar time is counted toward the 240 hours. Each student is expected to be present for each full agency day during the scheduled days of the internship without exception. No "class cuts" are permitted. Any portion of a workday that a student is absent due to a required university academic program (such as athletics or SURF), illness, personal emergency, or other absence previously

approved by the professor must be made up. Students should be prepared to present documentation to substantiate such absences. All other absences are considered "class cuts." Class cuts will result in final grade of F in the course.

Students may not work overtime in order to end the semester early. Any overtime earned due to the demands of the agency should be used during the term and not accrued in order to terminate the internship early. The last scheduled day of internship is May 10 (the last day of class in the Elon University schedule). Students who anticipate not having earned 240 hours by the end of that work day should speak with the faculty member as early as possible in the term about the possibility of making up missed time during the final exam period. Permission to extend the internship in this way is appropriate ONLY when the make-up time is necessary due to issues outside the student's control.

Each student is responsible for documenting accurately the exact time worked each day during the internship, even if the hours are very routine. The course syllabus includes a form for this purpose (p.5-6). It is the student's responsibility to document the hours worked daily and to secure the supervisor's initials and signature as appropriate for accountability purposes. This time sheet is to be handed in to the professor with the student's self-evaluation and must reflect at least 240 clock hours. No partial credit will be given for incomplete hours.

Requirement 5: Student Self-Evaluation – Thursday, May 12

Each student will submit a self-evaluation during the last week of the internship. This document must include 1) an annotated Learning Plan in which the student comments on specific accomplishments in relation to each goal, 2) the student's self-evaluation using the "Field Supervisor Evaluation of Student" instrument, and 3) a written reflection on feedback received from the field supervisor(s) in the final evaluation conference and/or throughout the internship.

Requirement 6: End of Internship Portfolio - Thursday, May 12

Each student must assemble an end of course portfolio that pulls together in a clear and organized fashion the components of Requirement 3, 4, and 5 above in one folder, binder, or other hardcopy format. Creating this portfolio and reflecting on its contents will facilitate students ending their internships in an organized, professional, and focused manner. Students should read the syllabus carefully to ensure that they have included all of the required components and documents. Ideally, for the sake of clarity, the portfolio will include a checklist or table of contents of all items included and their order of appearance in the portfolio.

Elon Honor Code. Elon's honor pledge calls for a commitment to Elon's shared values of Honesty, Integrity, Respect and Responsibility. To be clear about what constitutes violations of these values, students should be familiar with the Judicial Affairs policies in the student handbook, including violations outlined at <http://www.elon.edu/e-web/students/handbook/violations/default.xhtml>.

Students with questions about the specific interpretation of these values and violations as they relate to this course should contact this instructor immediately. Elon's Honor Code policies apply to all aspects of the internship and the internship seminar including both off-campus and on-campus components. Violations specifically covered by academic honor code policies include: plagiarism, cheating, lying, stealing and the facilitation of another's dishonesty. Dishonesty of any sort in the internship and/or seminar (e.g., lying, submitting falsified time sheets, failure to accurately cite sources, plagiarism) will be officially reported as Honor Code violations.

Violations in academic-related areas will be documented in an incident report which will be maintained in the Office of Student Conduct, and may result in a lowering of the course grade and/or failure of the course with an Honor Code F. Multiple violations will normally result in a student's temporary suspension from the University.

Disabilities Services. If you are a student with a documented disability who will require accommodations in this course, please register with Disabilities Services in the Duke Building, Room 108 (278-6500), for assistance in developing a plan to address your academic needs. For more information about Disabilities Services, please visit the website http://www.elon.edu/e-web/academics/support/disabilities_services.shtml.

Internship Grade: Grades on all assignments as well as the final course grade will be assigned by the faculty member and will reflect the following point values:

Final Course Grade:

Learning Plan	10 points
Student Self Evaluation (in portfolio)	20 points
Field Supervisor's Evaluation (in portfolio)	40 points
Professionalism assessment (completed by professor)	30 points

Field Supervisor Evaluation of the Student

Please circle or check below the descriptions that best fit your student. Circle all that apply. All categories are not necessarily mutually exclusive. Please feel free to add any clarifying comments in the last column.

Professional Behavior			Comments
Attire sometimes inappropriate (e.g., low cut tops, short skirts, low slung pants, etc.)	Attire appropriate	Adjusted attire to match attire of staff	
Sometimes used poor grammar, eye contact, or voice tone	Speech was appropriate	Spoke like a professional staff person	
One or more absence that was questionable	Absences were excused	Present everyday without exception	
Sometimes was slow in following through	Always did what was asked	Showed initiative and energy	
Task completion was not up to standard performance	Completed tasks in reasonable time frame	Unusually Prompt and inefficient	
Frequent mistakes. Needed more guidance and instruction than most entry level employees	Almost always understood instructions and implemented them accurately	Always Understood instructions and implemented them accurately	
Did not seem comfortable with being delegated responsibilities	Accepted responsibility and followed through with some guidance	Eagerly accepted responsibility and with appropriate degree of independence	
Performed at level below that of a new employee	Performed at the level of an acceptable new employee	Performed at the level of a high functioning new employee	
Relationships with staff members were sometimes did not meet professional standards	Related acceptably with fellow staff members	Related very professionally with fellow staff members	
At times did not represent the agency well in public contacts	Represented the agency acceptably in public contacts.	Represented the agency in public contacts in manner that brought pride to the agency	
Courtesy and respectfulness of student inconsistent.	Student was courteous and respectful.	Student was unusually courteous and respectful to everyone.	
Student asked for exceptions to expectations. Did not fully embrace the mindset and habits of a professional worker.	Student behaved like a typical new employee in the first seven weeks of a job.	Student handled internship position as though it were a highly desirable, well-paying job, exceeding expectations in quality and quantity of effort.	
Knowledge			
Did not offer thoughts or did not express ideas clearly or articulately	Expressed ideas appropriately and with some degree of	Routinely discussed constructive ideas and thoughts in a professional,	

	frequency	productive manner	
Never discussed academic and theoretical material in relation to agency work. Did not demonstrate knowledge.	Occasionally inquired about academic and theoretical material related to work. Demonstrated some relevant knowledge.	Routinely discussed academic and theoretical material. Demonstrated excellent knowledge base related to work	
Rarely pursued new information. Did not seem very interested in learning at times.	Demonstrated some interest in learning and the ability to obtain new information	Keenly interested in learning at all times. Routinely demonstrated ability to obtain new information as needed	
Did not seem to have much understanding of the local, state, and federal context of agency functioning.	At times demonstrated some understanding of the environmental context of agency functioning.	Demonstrated an excellent understanding of how local, state, and federal factors affect agency functioning .	
Skill			
Writing did not meet professional standards much of the time	Writing was generally very good.	Demonstrated excellent writing skills equal to or exceeding that of professional staff members	
Communication with agency clients was at times inappropriate or problematic.	Communicated appropriately and helpfully with agency clients	Demonstrated excellent communication skills in communicating with clients. Performance equal to or better than most professional staff.	
Missed many opportunities to raise questions and learn more about overall work of agency and staff.	Usually used opportunities to ask questions about overall work of agency and staff.	Used every opportunity to ask questions about the overall work of the agency and staff	
Documentation had apparent weaknesses.	Documentation was clear and well-written.	Unusually proficient in writing. Always met the highest professional standards in documentation, following agency format and standards.	
At times violated agency expectations regarding privacy and confidentiality	Maintained acceptable standards regarding privacy and confidentiality.	Always fully respected the privacy of others and complied with policies regarding confidentiality	
Did not seem to have much awareness of or sensitivity to diverse populations.	Demonstrated acceptable level of sensitivity in working with diverse populations.	Demonstrated unusual degree of sensitivity in working with diverse groups (e.g., persons of color, women, people with disabilities, etc.	

Personal Development and Self-Awareness			
Did not discuss issues related to bias or prejudice.	Demonstrated some awareness of self in terms of possible areas of bias or prejudice	Student provided an excellent model of how to deal with one's own biases and prejudices productively	
Imposed personal values and beliefs on staff members.	Conveyed acceptance of differences in values and beliefs.	Values diversity. Explored with interest values and beliefs of other staff members. Non-controlling, non-judgmental.	
Imposed personal values and beliefs on clients.	Conveyed acceptance of differences in values and beliefs.	Explored with interest the values and beliefs of clients. Non-controlling and non-judgmental. Values diversity.	
Resisted supervision or did not seek out supervision when appropriate.	Accepted supervision well.	Eagerly sought supervision and used time well. Accepted supervision well.	
Used work time to do homework. Top priority did not seem to be learning.	Usually used time well but did not maximize learning potential at all times.	Used every minute of the field placement as a learning opportunity.	
Decision-making often less mature and well-informed than typical of entry-level employees.	Generally made good, appropriate choices and decisions.	Demonstrated exemplary maturity and good judgment in decision-making.	

Your student will be writing a self-evaluation. What do you hope your student recognizes as his/her strengths?

What do you hope your student recognizes as his/her areas of needed improvement?

Total number of "full agency days" (equivalent) worked by student as of this date _____ . Number of clock hours worked as of this date _____ .

Supervisor Signature

Date

Intern Evaluation of Field Experience

Field Setting _____

Field Supervisor _____

Please indicate the extent to which you agree or disagree with each of the following statements regarding your field experience. Use the following codes for your responses:

- 1 – strongly agree 2 – agree 3 – undecided 4 - disagree 5 – strongly disagree
 NA – not applicable

1. I received an adequate orientation to my field setting within the first few days of my placement.

1 2 3 4 5

2. My field supervisor spent sufficient time with me to answer my questions and help me understand my experiences.

1 2 3 4 5

3. Other staff members spent sufficient time with me to help me understand their roles.

1 2 3 4 5

4. This field experience gave me sufficient opportunity to work independently.

1 2 3 4 5

5. The tasks which I was assigned in this placement were educationally valuable to me.

1 2 3 4 5

6. I was given sufficient instruction and guidance to accomplish my work effectively.

1 2 3 4 5

7. I was given an opportunity to see how this particular organization works with other organizations and fits into the community as a whole.

1 2 3 4 5

8. I have learned a significant amount about:

the population served by this organization

1 2 3 4 5

the funding of this organization

1 2 3 4 5

the administrative structure of the organization

1 2 3 4 5

9. This field experience has helped me clarify my goals for future learning and professional development.

1 2 3 4 5

10. I have had sufficient contact with my faculty liaison person during this field placement

1 2 3 4 5

What were the most positive aspects of this field experience?

What suggestions could you make about how to improve the quality of this field experience in the future?

Would you recommend this field setting to other students? Why or why not?

Student Name: _____

Date: _____

Intern Professionalism Assessment Rubric Student _____

	Very Strong	Acceptable	Needs improvement	
Communicated with faculty member as outlined in internship regulations and syllabus				Did not communicate reliably as outlined
Communicated with field supervisor as outlined in internship regulations and syllabus				Did not communicate reliably as outlined
Treated the internship as an opportunity and a privilege				Treated the internship as an undesirable chore
Demonstrated schedule flexibility as necessary to accommodate field agency events and related learning opportunities				Did not attend events outside usual working hours. Rigid schedule.
Refrained from discretionary activities and obligations that conflicted with the internship schedule				Participated in events and activities that conflicted with the internship schedule (e.g., student life activities, Greek activities, etc.)
Adhered to agency policies and expectations				Violated policies and/or expectations of field agency
Adhered to HSS Dept policies and expectations				Violated HSS Dept policies and/or expectations
Expressed self with tact, respect, and emotional maturity				Did not express self appropriately, e.g., disrespectful; overly emotional, passive-aggressive manner
Assumed that policies, guidelines, and expectations of the internship applied to himself/herself				Requested accommodations/ exceptions to expectations.

Other:

REGULATIONS FOR HUMAN SERVICE STUDIES INTERNSHIP STUDENTS
ELON UNIVERSITY

1. No class cuts are permitted during the field placement period. Students are expected to be present everyday unless sick or providentially hindered. You should make no plans or appointments that will interfere with your presence at the agency. Absences will cause you to be withdrawn from the internship with a grade of WF (withdrawal/failure). If the student must be absent, he/she must contact both the field supervisor and the faculty supervisor prior to the absence.
2. A student must not have a job that interferes with field placement. If you must be employed in order to remain in college, weekend (Friday evening, Saturday, and Sunday) jobs are preferred. A student whose job interferes with the field placement will be expected to adjust or resign his/her job, or he/she will be withdrawn from the internship with a grade of WF.
3. Students must abide by all agency policies governing confidentiality and reporting procedures. Students must not reveal client identities in written assignments, class discussions, or in any other communication, written or oral, with faculty members, college officials, friends, acquaintances, family members, or any other persons. Failure to abide by all agency policies will cause the student to be withdrawn from the internship with a grade of WF.

It is the responsibility of the student to know agency policy on procedures for reporting child/spouse maltreatment and individuals intent on harming themselves or others. The student must immediately notify their field supervisor or other agency personnel if privy to this type of information.

4. There must be no drinking of alcoholic beverages or use of illegal drugs while on the job. The use of alcohol or illegal drugs on the job will cause the student to be withdrawn from the internship with a grade of WF.
5. There must be no exhibition of behavior that is inappropriate professionally, (e.g., no fraternization, dating, or social activities of any kind with clients during the field placement). An infraction of this regulation will result in the student being withdrawn from the internship with a grade of WF.
6. There must be no use of abusive language while on the job in the presence of clients and/or other professionals. An infraction of this regulation will result in the student being withdrawn from the internship with a grade of WF.
7. Students are responsible for their own transportation to and from the agency.

8. If an intern is terminated by the agency supervisor or other official of the organization for reasons having to do with the intern's work habits, performance, or other standards of professional conduct, the student will receive a grade of F for the Internship. The student will not be allowed to begin an internship elsewhere. The student may be permitted to enroll in the internship at a later time following a significant period of remediation and personal reflection. Only when the faculty of the Human Service Studies Department is fully satisfied that the student is ready to perform in a manner that meets professional standards will the student be permitted to re-enroll in the internship.
9. No partial credit will be given to a student whose internship is terminated for any of the above reasons.

Signature of Intern

Date

Driver Responsibility Form I understand that if I choose to use my personal vehicle to participate in my field experience, such as transporting clients, I must sign a Driver Responsibility Form. Furthermore, I understand based on Elon University policy, students and employees' personal automobile coverage is primary when using their own vehicles on university business including attending events required for academic credit.

Destination(s): _____

Period of Travel: _____

Purpose: _____

Approved Elon Trip Leader: _____

Phone: _____

By signing below I certify that I hold the listed driver's license, in good standing with the state of issuance; that my vehicle is in safe working order; and that I have liability insurance as required by law.

Signed: _____ Date: _____

License #: _____ State: _____