

University of North Texas at Dallas
SPRING 2012
HSML 4850.090
Internship in Human Services

Division of Education and Human Services	
Instructor Name:	<i>Constance Lacy, Ph.D.; LCSW; HS-BCP</i>
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Office Hours:	Mon. 1:00 to 3:00; Tue. 11:00 to 1pm 4 to 5; Wed. 1-3.; Thru. By Appt.
Virtual Office Hours:	<i>Wed. via Blackboard</i>
Classroom Location:	<i>BLDG. 2 , RM 339</i>
Class Meeting Days & Times:	Class will meet for face-to-face sessions on Wednesdays from 4:00 to 5:30pm
Course Catalog Description:	The internship course is a 150 hour, 3 credit hour course, designed to provide experience in a supervised non-profit organization setting aimed at the integration of theory and practice and skills relevant to career development and enhancing employability skills in a human services setting. Requires completion of a minimum of 150 clock hours within the practicum setting plus attendance at integrative seminar class format.
Prerequisites:	Students must complete 18 hours of human services course work and HSML Internship I. Must have internship coordinator's approval prior to registration.
Required Text:	Kiser, P. M. (2012). <i>The human services internship: Getting the most from your experience.</i> 3rd.ed. Belmont, CA: Brooks-Cole, Cengage Learning. ISBN#: 978-1-111-77200-0
Course Goals or Overview:	
This course is designed to provide students a context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. Competencies are addressed through the topic-specific readings and critical thinking assignments as well as through the student's fieldwork learning experience. To ensure that all competencies are fulfilled, students are encouraged to participate in co-curricular activities.	
Learning Objectives/Outcomes: At the end of this course, the student will be able to:	
1	Use proper grammar and vocabulary in written and oral communication
2	Demonstrate skills reflecting completion of specific competencies associated with the internship education contract – including completing appropriate logs, journal entries, weekly reports, midterm and final evaluation forms with field supervisors.
3	Complete and present research findings using APA format.
4	Demonstrate basic computer literacy skills in accessing resources
5	Demonstrate professionalism in upholding standards and codes of conduct when working in a nonprofit organization
6	Identify specific professional and personal strengths and weaknesses of performance during the internship experience

COURSE ASSIGNMENTS

Supervision

Students must include **completed forms including**: appropriate logs, journal entries, weekly reports, midterm and final evaluation forms. Initial Internship paperwork includes: agency agreement, release of liability, and a confirmation letter from field supervisor. Students are required to assess their performance on a weekly basis and relate this in their **weekly report** forms. Students are expected to submit both mid-term and final **evaluations** on time. It is expected that the supervisor will review the evaluations in person with the student. Within the first week of your internship you are to schedule a time for your Field Instructor to meet with you and your Field Supervisor. Ideally, your Field Instructor will make 1 to 2 site visits to your internship. **It is your responsibility to coordinate and schedule all meetings. You are responsible for your own learning, so ask questions of your field supervisor.** Asking thoughtful questions and listening intently can prove invaluable.

*Unfavorable reports from students' internship field supervisors or an agency representative **can result in decreased points; or a student may be asked to discontinue an Internship subsequently impacting a student's overall grade.***

Students must complete **all** internship hours with **all** supporting documentation. A FAIL grade is certain if internship hours are not completed by the end of term and documentation is not submitted. You may not perform internship hours **until ALL documents have been submitted to the instructor.** A signed **confirmation letter** is required. Hours must be completed by due date indicated in syllabus, unless emergency documentation is provided. **Late completion of internship project will result in a 30-point loss of your overall grade points (subject to verification).**

Online Attendance and Participation

Regular attendance and participation in online and face-to-face class discussions is required. Likewise, students' professionalism in internship attendance is a must! You will receive a grade based on your overall participation, particularly at your internship placement, so be prepared and ready to discuss for each class meeting. Points will be deducted for negative participation or reporting. Student/Instructor communication and interactions will take place primarily using the such methods as Chat, Email, Online Discussion Groups, Phone, U.S. Mail, Face to Face. Detailed information is provided in course schedule.

Four (4) online assignments are to be completed as part of online setting. These assignments cannot be made up at a later time. Ten (10) pt. penalty per day; not accepted after 7th day, unless written acceptable documentation is provided. All Blackboard assignments and any designated assignments must be submitted in the "Assignment Submission Box." Blackboard assignments will not be accepted through the instructor's personal or Blackboard email. Problems submitting assignments? Contact Student Help Desk, immediately as your technical difficulties are your responsibility. APA Title page must be attached to each online assignment, as well.

Final Integrative Paper

The purpose of the internship final integrative paper is to prepare materials that may be valuable to you, the student, as a reference with your capstone, and as an example of your skills and abilities in a position you may hold in the future. Writing this paper gives you an opportunity to demonstrate to your course instructor that you have a thorough knowledge of the inner-workings of a nonprofit organization. The overall goal of your internship is to help you gain an in-depth understanding of organization operations and help you develop some transferable skills. The paper is due at the completion of your internship hours. See your course syllabus for **specific** submission dates.

FORMAT:

1. **5 page "research-style"** paper answering the questions below and addressing any other topics or issues that are relevant to your organization.

2. **References must be formally cited** on a separate page at the end of the paper. *All APA criteria must be adhered to* and any quotations or information taken directly from an interview or publication must be referenced in the body of the paper appropriately.
3. Due date is indicated in the syllabus!
4. Collect materials that will illustrate and demonstrate information in your paper, especially a work product you generated in your position at the organization, which may include: Forms, Guidelines, Organizational charts, brochures, policies and procedures, articles, work schedules, awards, brochures, fund raising materials, annual report and budget, job descriptions, program descriptions, etc.

QUESTIONS FOR CONSIDERATION IN THE FINAL INTEGRATIVE PAPER ARE PROVIDED ON BLACKBOARD.

Power Point Presentation of Completed Work:

At the end of the semester you will be asked to provide a final reflection presentation that includes an in depth look at your experience. Overall grading for your service learning project is based on completing and submitting all forms as indicated by your instructor. You are to examine the agency or organization and discuss your role and activities at the agency during your service learning assignment.

Impressions count: The impression you make on a professional today may seem insignificant until you want/need a job from that person. This includes interaction with your peers. Remember, they will be working for the same organizations that interest you and may actually be responsible for hiring down the road.

WEIGHT & POINTS

Grading will be based upon the accumulation of points for skills-application assignments and for materials covered through lecture, outside speakers, assigned reading and written/oral assignments.

INTERNSHIP REQUIREMENTS and GRADING CRITERIA

Attendance/Participation

All Internship Paperwork

Education Contract

Online Assignments (4), 10 pts each

Evaluations Forms:

Mid-term Eval

Final Eval

Student Evaluation of Agency

Completed Weekly Logs

Final Presentation:

Power Point Presentation

Final Integrative Paper

TOTAL

Grades will be assigned as follows: A=100-90%; B=89-80%; C=79-70%; D=69-60%; F=59-below

NOTE: The instructor has the discretion to determine the appropriate grade earned by any student based on attendance, behavior/participation, the quality of submitted work, etc. This grading scale does not guarantee any particular grade to any student based on numerical values alone.

Attendance & Participation

Attendance at class meetings is mandatory. The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience. The dynamic and intensive nature of this course makes it impossible for students to make-up

or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason.

Late Work Policy

It is expected that students complete their assignments by the assigned due date. Please note that **late assignments are not accepted at the instructor's discretion**

ADA Statement

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Counseling and Human Services is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course. If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

Diversity/Tolerance Policy

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions, which violate the Code of Student Conduct, will be referred to the Center for Student Rights and Responsibilities, as the instructor deems appropriate.

***This instructor reserves the right to change this course syllabus at any point in the semester as deemed necessary. The instructor will inform the class of any changes.**

SCHEDULE OF ASSIGNMENTS, DUE DATES, AND CLASS DATES

CLASS	WEEK of	TOPIC	READINGS ASSIGNMENTS, & ACTIVITIES
1	1/18	Introductions & Overview of Class Format Semester	
2	1/25	CLASS SESSION: Getting Ready/Getting Acquainted Kiser (2012).	
3	2/1	CLASS SESSION: Using Supervision Kiser (2012).	
4	2/8	FIELD WORK: Educational Contract and Agency Agreement Due	
5	2/15	FIELD WORK	
6	2/22	FIELD WORK	
7	2/29	FIELD WORK BEGIN SCHEDULING SITE VISITS WITH DR. LACY	
8	3/7	ONLINE LESSON: Ethical Competence Kiser (2012).	
9	3/14	FIELD WORK Mid-Term Evaluations are Due this Week	
	3/21	SPRING BREAK	
10	3/28	FIELD WORK	
11	4/4	FIELD WORK SITE VISITS MUST BE COMPLETED	
12	4/11	ONLINE LESSON: Learning to Learn from Your Experience Kiser (2012).	
13	4/18	FIELD WORK	
14	4/25	Face-to-Face Class Meeting POWER POINT PRESENTATIONS	
15	5/2	Face-to-Face Class Meeting POWER POINT PRESENTATIONS	
16	5/9	ALL COMPLETED PAPERWORK MUST BE TURNED IN ONLINE TODAY! <ul style="list-style-type: none"> • Student Self Evaluation • Final Evaluation by Supervisor • Evaluation of Agency • Final Integrative Paper 	No Late Submissions Accepted

Compliance with Student Code of Conduct

All students are expected to act with civility, personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. An environment of academic integrity is necessary to ensure respect for self and others and a civil community. Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another persons' work as one's own, using Internet sources without citation, fabricating field data or citations, "ghosting" (taking or having another student take an exam), stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc. Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range, depending on the severity of the offense, from F for the assignment to F for the course. . Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Introduction

The purpose of this manual is to identify the function of the supervised internship and to outline the specific responsibilities of the student intern, the faculty liaison, the agency and the agency supervisor. All students in the Human Services Management and Leadership program at the University of North Texas Dallas Campus are required to complete a supervised internship in an approved setting. This experience provides the student with an opportunity to apply the theoretical concepts and skills learned in their academic program and integrate that knowledge with practical experience. In addition, the supervised internship allows the student to make the transition from the university setting to an actual work setting and therefore adapt more realistically to the professional life he/she is about to pursue.

Procedures for Arranging the Internship and Guidelines

The time line and procedural description, which follows, are provided to assist the student and the university in fulfilling their responsibilities for the internship.

Semester Preceding the Internship

The semester preceding the beginning of an internship, the internship instructor will arrange a group meeting. At this time, the student will receive:

- a) Internship information
- b) Pre-clearance to take class
- c) Internship application

* Students may need to arrange appointments with his/her advisor to discuss appropriate internship sites based on their interests and needs.

After meeting(s) with their advisor, the student will investigate internship possibilities by visiting and interviewing with supervisory personnel at various agencies. When the internship has been arranged with the agency, the student should fill out the application form and ask the agency director to sign his/her name on the designated line.

Semester of internship

The signed application must be returned to the faculty supervisor no later than the first week of class. The internship begins during the first week of the designated semester unless other arrangements have been made. The activity log form should be completed weekly and submitted to the faculty liaison the following week.

The student evaluation, agency evaluation and student self-assessment forms must be completed and submitted to the faculty supervisor the week prior to the final week. It is the student's responsibility to see that all three evaluations have been completed and returned to the faculty supervisor.

Undergraduate Qualifications:

- Must have and maintain at least a 2.3 overall UNT GPA
- Must have completed 12 semester hours at UNT
- Must have declared a major

The Human Service Management Leadership (HSML) internship Program demands requires a minimum of 150-hour internship for certifications. It is intended to be the capstone application of coursework in the HSML program, and is designed as an active, student-centered learning experience, which supports the overall HSML mission of preparing young professionals to work with America's communities, families, and youth. To meet this goal, an HSML student should intern in a 501(c) (3) nonprofit human service organization.

To complete the Human Service Management Leadership internship/internship, you must have 300 or more internship hours. These hours can be completed during the academic term. The internship is intended to be the practical application of the HSML major competencies.

Alternative internship settings will be accepted in certain cases if: (1) they are shown to support the HSML competencies; (2) they are based on real student interests, motivations and personal experiences; and (3) there is limited community availability of internship positions in national nonprofit agencies or other youth and human service nonprofit organizations.

Examples of acceptable alternative internship settings include: relevant government enterprises (e.g. prisons, recreation departments, social work programs), corporate (e.g. community relations departments, foundations) and other non-youth and human service nonprofits. Cautions should be used when selecting an internship position within the college/university. If you choose an alternative internship setting, you must document other volunteer and service learning experiences in a 501 (c) (3) nonprofit agency. This will help ensure that he/she is well grounded in the culture of youth and human service nonprofits and can succeed in nonprofit settings.

Alternative internship settings may be approved at the discretion of the course instructor and/or academic advisor.

This policy is designed to ensure the integrity of a quality program, maintain the integrity of the HSML program and emphasize support for local nonprofit organizations. At the same time this policy will provide maximum flexibility and consideration for the differing needs of the network of HSML faculty, academic advisors and students.

Objectives of the Internship

1. To learn the function, structure and goals of the agency.
2. To understand how the agency fits into the community human services system.
3. To identify and understand the causes and nature of social problems with which the agency is concerned.
4. To learn how to establish and maintain significant relationships with fellow staff and clients, including persons of different cultural and ethnic backgrounds.
5. To develop skills in written and verbal communication and in interviewing techniques in a human service agency.
6. To identify specific professional and personal strengths and weaknesses of performance during the internship experience.
7. To develop skills in problem identification, analysis and problem solving within an agency setting.
8. To become skilled in caseload management, plan formation, plan implementation and plan evaluation in the rehabilitation process within an agency setting.

9. To meet the Human Services Management and Leadership Core Competencies

Work the Plan

In order for the internship experience to be mutually beneficial, the student, HSML faculty and the host organization must work cooperatively to insure its success. This is accomplished through "working the plan" that was put in place at the start of the internship process.

Regularly scheduled conferences between the student and the host organization supervisor will help the student connect theory with practice, explore values and evaluate his/her own performance. Start with one hour per week. This, coupled with formal evaluation opportunities, creates a good understanding of expectations for the internship experience for both the intern and the host organization supervisor.

Managing the Experience

Monitoring, supervision and evaluation are all formative processes that are essential to the internship process. Through monitoring, the HSML faculty can help the intern and the host organization stay on track in order to meet the goals and objectives that are articulated in the educational contract. Additionally, the monitoring process can help when adjustments need to be made to the educational contract. Each internship is unique, however, there are formative steps to take early in the internship placement to ensure expectations will be met.

Human Services Management & Leadership Core Competencies **Foundation Competencies**

1. Career Development and Exploration

- Demonstrate personal commitment to the mission of a nonprofit organization.
- Discuss the personal rewards for a career in the nonprofit sector.
- Describe opportunities for careers in the nonprofit sector.
- Discuss the realities of the entry-level employment market, including opportunities for growth, the need for relocation and expected salary ranges.
- Communicate the primary focus of the mission for three or four of American Humanics' National Nonprofit Partners.

2. Communication Skills

- Use effective verbal and nonverbal communication skills.
- Use proper grammar and vocabulary in written and verbal communication.
- Demonstrate effective public speaking skills.
- Use effective listening techniques.
- Demonstrate the ability to address members of various constituent groups appropriately.

3. Employability Skills

- Develop an effective resume.
- Prepare appropriate job-search correspondence.
- Research a nonprofit organization to determine compatibility with personal values and goals.
- Prepare for an interview.
- Exhibit appropriate personal appearance.

- Demonstrate effective interviewing skills.
- Demonstrate appropriate interview follow-up practices.

4. Personal Attributes

- Demonstrate a positive attitude.
- Demonstrate initiative.
- Exhibit ethical and responsible behavior.
- Demonstrate honesty and integrity.
- Demonstrate the ability to be an effective team member.
- Demonstrate leadership characteristics.
- Demonstrate time-management skills.

Professional Development Competencies

5. Historical and Philosophical Foundations

- Describe the unique character and structure of nonprofit organizations and their role in the civil society.
- Identify the various types of nonprofit organizations that comprise the sector.
- Understand the historical, philosophical, religious, political, economic, and social forces that shaped the development of the nonprofit sector in contemporary American society.

6. Youth and Human Development

- Describe the development stages and needs of youth and how they differ from those of adults.
- Explain the ways in which nonprofit organizations meet the development needs of youth and adults.
- Demonstrate the ability to plan, organize and conduct activities that encourage and foster mentoring among youth and youth workers.
- Explain the importance of recognizing red flags and engaging in appropriate follow-up for child protection issues.
- Explain the challenges faced, and special skills required, by youth workers.
- Discuss basic research findings in areas of youth development and mentoring.

7. Board/Committee Development

- Explain the purpose and structure of a nonprofit board and its role in the nonprofit organization.
- Demonstrate an awareness and understanding that board members themselves are volunteers.
- Discuss strategies for determining staff support needs for committees and boards.

8. Fundraising Principles and Practices

- Discuss the importance of developing fundraising activities that support the mission of the organization.
- Discuss the various forms and methods of fundraising, including major gifts, planned giving, in-kind support, annual funds, grants and special events.
- Explain the variety of techniques and skills used to raise funds from a variety of sources.
- Discuss reasons why individuals, corporations, foundations, and government agencies give to nonprofit organizations.
- Discuss the aspects of managing the fundraising process.

- Demonstrate the ability to write an organizational case statement and grant proposal.

9. Nonprofit Management

- Explain the importance of a mission orientation and mission statement for nonprofit organizations.
- Explain the role of nonprofit organizations in advocacy and the public policy process.
- Demonstrate basic knowledge of human resource and employment issues.
- Demonstrate basic knowledge of strategic planning components.

10. Nonprofit Accounting and Financial Management

- Identify and explain the fundamental principles of nonprofit accounting.
- Explain components of, and procedures for, developing a budget for a nonprofit agency.
- Explain the principles of and standards for effective control and monitoring of fiscal operations.
- Read and interpret financial statements and audit reports.

11. Community Outreach/Marketing and Public Relations

- Explain the role of community outreach and community development activities in building public awareness of the mission and messages of nonprofit organizations.
- Demonstrate an understanding of public relations and marketing functions in a nonprofit organization.
- Describe the process for creating and implementing an effective marketing plan.

12. Program Planning, Implementation, and Evaluation

- Describe the process for developing and implementing new programs, including conducting a needs assessment for the targeted clientele.
- Discuss the importance of building inclusive programs for diverse individuals and groups.
- Discuss scheduling considerations and challenges for activities and staffing.
- Describe how programs may be promoted by accessing various media.
- Discuss criteria for evaluating program outcomes.

13. Risk Management and Legal Issues

- Demonstrate a working knowledge of the basic laws and regulations under which nonprofits operate.
- Describe the four basic steps involved in risk management.
- Explain effective risk management and crisis management.

14. Volunteer Management

- Discuss the reasons why people do and don't volunteer.
- Explain techniques for the recruitment, orientation, training, motivation, supervision, evaluation, recognition and retention of volunteers.
- Explain the importance of fostering volunteer/staff relationships.
- Describe the components of a volunteer program.
- Describe the process used to plan, develop, and implement a volunteer program.

15. Information Management & Technology

- Demonstrate basic computer literacy skills.
- Identify component parts of computer equipment and available technology.
- Explain the importance of the role of information technology in the nonprofit sector.
- Discuss the social impact and responsibility of technology.
- Explain ethical considerations of using technology in the nonprofit sector.
- Demonstrate awareness and knowledge of technology resources.

16. Ethics and Values

- Explain the importance of having standards and a code of conduct in a nonprofit organization.
- Explain the importance of accountability in a nonprofit organization.
- Explain the value of a commitment to service of others.

17. Cultural Competency

- Demonstrate preparedness for professional practice in culturally diverse settings.
- Demonstrate interaction skills with diverse populations.
- Understand alternative views.
- Appreciate similarities and differences.
- Mindfully approach and successfully navigate encounters, dilemmas, and challenges with diverse populations.

Responsibilities of the Student

- To learn and observe the procedures, policies and regulations of the agency.
- Adhere to required work hours, policies, procedures and rules and regulations.
- To ask for assistance and supervision when needed to assure the client adequate services.
- To seek the assistance of appropriate staff members to address problems and, if necessary, to register complaints.
- To utilize the agency supervisor's direction for maximum learning opportunities.
- To attend conferences, staff meetings, counseling sessions, etc. assigned by the agency supervisor.
- To conform to the dress code of the agency.
- To inform the agency supervisor when he/she will be late or absent.
- To complete weekly log sheets and submit them to the faculty liaison.
- To complete a student self-assessment form and an agency evaluation to be returned to the faculty liaison the final week of the semester.
- To contact the faculty liaison in the event of any problems.
- Complete assignments and maintain a professional attitude and appearance.
- Notify the host agency supervisor, HSML faculty supervisor of any unavoidable absences or of any difficulties with the site or site supervisor.
- Notify the HSML faculty supervisor and/or academic advisor of any changes in enrollment

status.

- Adhere to confidentiality policies and procedures.
- Maintain professional relationships with fellow employees, constituents, etc.
- Utilize a courteous, enthusiastic and open-minded approach to policies and procedures of the agency.
- Be consistent and punctual in the submission of all work assignments.
- Ask for feedback; constructive criticism allows you to modify or change behavior/performance for the better.
- Maintain a job activity journal using the Time and Activity Log form and the Weekly Report form noting specific problems, challenges and outcomes.
- Assemble a work portfolio/journal to show potential employers. This may include documents, press releases, new procedures, research or other projects. Keep notes on those items, which do not produce tangible results, such as participation in meetings or offering new ideas for improving an organizational system. (See syllabus for guidelines)
- Periodically ask the host agency supervisor to review the journal and add their reflections, comments and evaluations.
- Submit a summary final paper covering your intern experience to the HSML faculty supervisor at the end of the internship. The nature of the paper and its scope will depend on your individual experience.
- Provide your own transportation to and from agency, unless otherwise arranged.
- Complete the Student Evaluation of Internship and Site at the end of the internship. You are required to do this evaluation. It should accompany your final weekly internship report.
- Make sure that your site supervisor completes a mid-term and final evaluation. Your site supervisor needs to give the evaluations to you sealed in an envelope with their signature on the flap. You then need to submit them to your HSML faculty supervisor. The mid-term evaluation needs to be submitted halfway through the internship and the final evaluation needs to be submitted at the end of the internship (at least 3 days before the final day of class).

WEEKLY LOGS

HSML requires you to keep a journal of your weekly activity during the internship process. These weekly logs are critical to your internship experience because they allow support, feedback, and reflection on your own work. Journaling is an effective tool to use and helps you see yourself growing and changing. These weekly logs should guide you as you record what you did and saw on any given day of your internship, new ideas and concepts you were exposed to and how you learned to use them. Consider including your personal thoughts and feelings about what is happening in the internship. Even though you are provided guided questions and prompts to help you during your supervision meetings, some days it may be hard to figure out what to write about. Here are a few questions to consider:

What was the best thing that happened today at your site? How did it make you feel?

What kind of new skills have been attained since beginning to work at this site?

What changes should be made to enhance the internship experience?

What accomplishments have been made this week?

Has the internship experience been rewarding? Why or why not?

What questions do you have?

Time and Activity Log

This log is a simple form that you use to record the amount of time spent in activities related to the experience and a brief accounting of the tasks accomplished. An entry on the activity log should be completed each time you are at your internship site. When a log form is filled, hours should be tabulated and the site supervisor should sign the form. The Time and Activity Log may cover a week, a month, or a quarter - whatever is appropriate to your internship. At the end of the internship, put the log(s) in your portfolio.

In addition to these responsibilities, the following onsite responsibilities regarding internship settings have been developed and apply to all students:

1. Students will not visit clients socially during regular working hours.
2. Students will not correspond with clients except regarding matters of a professional nature.
3. Students will not bring anything into or out of the agency without the permission of the agency supervisor.
4. Students may not make outside contacts for clients without the permission of the agency supervisor.
5. Students may not accept gifts from clients. If the student desires, they may purchase items the client usually sells providing the purchase is conducted through agency procedures established for this purpose.
6. Any unusual or inappropriate client behavior must be reported to the agency supervisor.

If during the course of the internship, the agency and/or faculty supervisor determines that the student has difficulty functioning in a particular setting, the student may be reassigned or asked to take time out until the next semester. This particularly applies when conduct is deemed unprofessional. When behavior is considered unethical or the student fails to abide by the rules of the agency or university, the student may be dropped from the program.

Overview of Agency Objectives

1. To provide the student with a professional setting, clientele, services and community resources.
2. To provide opportunities to practice service delivery through one or more methods.
3. To provide opportunities to integrate knowledge and practice toward the development of skills in: Human Services Management and Leadership Core Competencies
4. To provide models of professional competence.
5. To provide opportunities to identify with the profession.

Role of the Agency Supervisor

1. To orient the student to the agency.
2. To sensitize the student to broad issues, trends and dilemmas in the internship, so that he/she may gain perspective of the macro-system in which the agency operates.
3. To stimulate a sense of social responsibility and awareness of the part the student may play in facilitating constructive social change.
4. To plan, organize and coordinate activities and experiences for the student to promote understanding of the total function of the agency.
5. To help the student plan organize and implement his/her duties.
6. To set up learning situations such as interviews and staff meetings in which the student can be a participant-observer.
7. To ensure that the student performs meaningful tasks and has direct contact with clientele.
8. To provide formal and informal supervisory sessions in which policies, roles, activities and concerns can be discussed.
9. To inform the student of steps to be taken to improve weaknesses and further develop strengths.
10. To verify the student's completion of 150 hours of work during the internship experience.
11. To review with the student their evaluation form prior to submitting it to the faculty liaison.

For the student and host organization supervisor:

1. Schedule regular meetings (weekly is best); set a time and make it a priority...

Can you depend on each other?

Do you take your roles as mentor/supervisor and intern/employee seriously?

Who can the student meet with if the supervisor is not there? Appoint an alternative mentor if the supervisor is unavailable for weekly meetings.

*Effective communication will be the key to a successful internship experience.

Suggested format for meeting discussion: Review the student's activities and responsibilities for the week. What was done well? Other questions may be presented to student to help initiate discussion during the course of the semester.

2. Review the student's activities and responsibilities for the week.

How did he/she do?

What did he/she do well?

What can he/she do better?

How did the student feel about his/her responsibilities and the way in which he/she carried them out?

Are there any accountability or professional issues to discuss?

Has communication been adequate and effective?

Are you following the timeline or plan? Do adjustments need to be made?

Are you adhering to the educational contract or do adjustments need to be made?

3. Connect activities with theory, and develop skills.

What staffing/relationship issues took place?

What ethical issues came up?

How do student's activities further the organization's mission?

What were the budgeting and funding issues?

What conflicts/problems took place? How were they resolved?

4. Discuss the upcoming week's activities and responsibilities.

How do they relate to the previous week?

What's the plan for solving any problems that come up?

What's on the calendar?

*Effective communication will be the key to a successful internship experience.

Role of the Faculty Liaison

The faculty liaison operates as a link between the school and the agency and facilitates the learning of the individual student through direct contact with the student and his/her agency supervisor. Periodic contacts between the faculty liaison and the agency supervisor help to maintain a focus on the student throughout the internship experience. Purposes of the contacts are:

1. To provide an opportunity for the student to discuss his/her experience with the faculty liaison.
2. To assure the student that the university remains involved and interested in his/her progress and studies.
3. To address any internship problems that may develop between the student and the agency.
4. To assess the student's progress and professional potential.
5. The HSML faculty liaison should meet at least once with the student and internship supervisor. It is the student's responsibility to coordinate and schedule the appointment.
6. Review completed performance evaluations forwarded by host organization supervisor.
7. Verify the agreed upon competencies have been achieved.
8. Determine the intern's grade in consultation with the host organization supervisor.

HSML 4850.090 INTERNSHIP

SPRING 2012

COURSE DEADLINES

EVALUATION AND REPORT DEADLINES-

Learning Objectives/Educational Contract.....Four weeks after start date, 2/10/12

Midsemester Timesheets..... Friday, March 16, 2012

Midsemester Internship Supervisor Evaluation Forms.....Friday, March 23, 2012

Final Internship Supervisor Evaluation Forms Evaluation....Wednesday, May 9, 2012

Student Agency Evaluation.....Wednesday, May 9, 2012

Final Timesheets.....Friday, May 4, 2012

Students Final Integrative Paper.....Wednesday, May 9, 2012