



Internship Manual:
Human Services
&
Sociology

Updated: Fall 2020

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General Information

Undergraduate Programs

Human Services

Vision: To graduate reflective human service practitioners who utilize skills and knowledge to help support individuals in their efforts toward self-determination and to promote social justice.

Mission: The human services program educates students in the skills and competencies necessary to enter and advance their careers in a wide variety of human services. It is founded on a strength-based, systemic empowerment perspective that promotes ethical and professional decision making to address the challenges of an evolving human services field.

Sociology

Vision: The Sociology Program at Fitchburg State University strives to empower our students with the ability to think critically, study problems, reason empirically and ethically, and make informed decisions for their personal lives, the organizations and institutions in which they work, and the local, regional, national, and global communities in which they live. Additionally, the Program endeavors to cultivate in students the knowledge and skills, as well as a sense of agency, necessary to work to improve humanity.

Mission: The Sociology Program at Fitchburg State University works toward our vision by providing our students with high quality, engaging, and innovative educational experiences, both in and out of the classroom. We equip students with a sociological imagination for effective analysis of our social world, including the impacts of globalization, diversity, and inequality. We strive to provide students with strong theoretical, conceptual and methodological tools for understanding the dynamics of social interaction and relationships, how social structures and institutions shape behavior in society, and how social problems and inequality call for effective public policies and movements for social justice. We provide opportunities to apply the knowledge and skills of our discipline to real life problems.

Internship Policies

Placement requirements:

- Students must complete the required number of hours at a local human services agency. Human service agencies serve the local population through direct service or advocacy.
- Students may NOT complete hours at Fitchburg State University.
- Students may NOT complete hours at their place of employment, unless approved by the Human Services Review Committee. See stipulations below.

Hours requirements:

- All required hours must be completed at a single site.
- Hours may NOT be double-counted. If you have a fieldwork requirement for another class, you must complete those hours separately from each other.
- Hours must be completed outside of your regularly scheduled class times. You may NOT miss classes to complete hours.

Supervisor requirements:

- Supervisors should have a master's degree. This can be substituted for a bachelor's degree with significant field experience.
- Supervisors may NOT be a friend or family member.

Paperwork requirements:

- The Internship Coordinator will review your contract, and will have the final say on whether or not the experience meets the requirements.
- All paperwork must be completed and returned to your instructor by the assigned due dates.

Expected behaviors:

- Students are representatives of Fitchburg State University when in the field, and should behave accordingly.
- Students must adhere to the site's policies.
- Client confidentiality must be maintained.
- All information shared regarding internship sites is strictly confidential. Even though students and the professor will disguise any identifying information, it is still imperative that none of the information be shared with anyone other than members of the class. Sensitive information about hosting agencies will not be shared outside of class. Failure to maintain confidentiality will result in the failure of the course and referral to the Human Services Review Committee.

When in doubt, please ask the Internship Coordinator.

Frequently Asked Questions

How long is a student's internship?

The student is required to spend the corresponding number of average hours per week in placement for each credit load:

6 credits: 15 hours, totaling 225 hours

9 credits: 22 ½ hours, totaling 337.5 hours

12 credits: 30 hours, totaling 450 hours

How is the seminar structured?

Interns attend 10 seminars meetings during the semester. The seminar provides an overview of the three stages that form the basis of internship: Orientation Learning, Structured Supervised Learning, and Independent Supervised Learning. Within the first weeks of the placement, the student and site supervisor will develop a Learning Agreement identifying learning objectives at each stage of learning. Seminar provides an opportunity for students to integrate their academic work with field experience. Seminar attendance is required.

Missing more than two seminar classes will result in a failing grade in internship.

How are schedules determined?

Interns work with their site supervisor to create a schedule. Students are expected to maintain that schedule, unless prior arrangements have been made with the site supervisor.

What if Fitchburg State University has a day off, but the agency does not?

Interns adhere to the schedule of the placement site. For example, when the agency is closed, the intern is not expected to make up the hours; these are excused hours. However, even if the college has no classes (e.g. snow day, holiday) and the agency is open, the intern is expected to be on site. The maximum number of excused hours per 12-credit internship is 24 (9-credit internships have a maximum of 18 excused hours and 6-credit internships have a maximum of 12 excused hours). Any hours that would qualify as excused hours beyond the maximum **MUST** be made up such that the student reaches the minimum number of required hours.

How does spring break work?

Interns do not get a semester break unless they (1) request and receive permission from the site supervisor; (2) request and receive permission from the supervising professor; (3)

develop a contract with both the site supervisor and the supervising professor stating a plan for how to make up the hours.

How does the student in a school placement make up for time lost due to school breaks and closings?

Interns in school settings are required to collect hours during school vacations on pre-arranged projects. These projects or activities need to be discussed and agreed upon at the time that the Learning Agreement is negotiated. If projects are not possible, then the hours in placement need to be expanded to make up hours lost due to school vacations.

What is expected of supervisors?

Supervisors serve as mentors to our students; therefore, we require that they have the educational and experiential background that brings such expertise. Supervisors should hold a Master's degree in a related field (or a minimum of a Bachelor's degree and significant field experience). All students must receive a minimum of the equivalent of an hour of supervision for a 30-hour per week internship (or ½ hour for a 15-hour placement and ¾ hour for a 22½-hour placement). The schedule and format of supervision is flexible to the particulars of the placement site.

Can I have a paid internship? Internship at my place of employment?

Generally speaking, students are discouraged from seeking paid internships because they may be fraught with problems. If you wish to conduct Internship at a place of employment, or at a site offering an educational stipend, you must receive approval from the Human Services Review Committee and from the seminar instructor prior to beginning the placement. Approval may be granted only if:

- You are assigned separate supervisors: one who oversees your Internship experience and who may have no prior or current supervisory or peer relationship with you, and the other who is responsible for supervising your employment (or payment in the case of an educational stipend), such as a human resources coordinator.
- You and your potential site supervisor develop a clear job description for the Internship experience that includes new responsibilities and does not simply mirror your paid employment.
- Care is taken to ensure that you are not permitted or required to work more than 40 hours per week at your paid position. This is particularly important in settings in which employees might be asked to work a double shift.

There may be a conflict of interest between the site and the student. What should I do?

Students are not allowed to intern at sites in which there may be a conflict of interest. Examples include: sites in which relatives or close friends may work or have an influential role in their placement; agencies in which they or close relatives are receiving services;

situations in which the student and supervisor have a dual relationship or the supervisor has a dual relationship with the college. Further, students seeking to complete internship at Fitchburg State University need to petition their request to the Human Services Review Committee. If there is any doubt of a conflict of interest, please contact Megan Krell, Field Placement Coordinator to discuss at (978) 665-3243 or mkrell@fitchburgstate.edu.

What do I do if I am having problems at my internship site?

If you are having any concerns about your internship site (large or small), please speak up right away! You will want to tell your seminar instructor of any concerns you may have. Your instructor can help provide you with strategies for addressing your concerns with your site supervisor. If necessary, your seminar instructor may discuss the issue(s) with you and your site supervisor directly to help resolve the issue. For ongoing, severe, or emergency problems, the fieldwork coordinator may also step in to help with problem resolution. The fieldwork coordinator will communicate regularly with seminar instructors regarding both large and small-scale concerns.

What types of tasks will I be doing at internship?

Internship tasks will depend on the placement site. Students will create a learning agreement with their site supervisor, identifying tasks at each stage of internship development. While there is not a set list of tasks each intern needs to do on-site, there are several tasks that would be considered inappropriate for an internship placement. Please review the following chart.

Appropriate Internship Tasks	Inappropriate Internship Tasks
Providing direct service interventions to individuals served under the guidance of the site supervisor	Restraints/holds (even if the intern is trained)
Attending meetings with supervisors, contributing when appropriate	Acting as the sole decision-maker for a client on behalf of the agency
Visit clients in their home, school, or milieu along with their site supervisor	Conduct independent home visits
Assisting with needs assessments, program evaluations, and data collection	Clerical work (making copies, filing, etc.) beyond what supervisors do
Completing project-based tasks to achieve students' learning goals	Acting as an interpreter or translator (Students may use language skills, however this may not be in the place of direct service learning experiences. Please note, students are training as human service professionals, not interpreters.)
Planning, organizing, and executing agency events	Transporting clients in their personal vehicles

In addition, the Human Services Program prohibits students from sharing personal contact information (cell, email, social media account information, etc.) with clients.

While independent home visits are not allowed, independent community work may be allowed on a case-by-case basis with approval from both the site and seminar supervisors.

If you have questions about whether or not a task would be seen as appropriate, please ask the fieldwork coordinator.

Regardless of what tasks are assigned, we expect students to maintain the utmost professionalism throughout their internship experience. This includes skillfully and ethically working with the individuals serves, interacting appropriately with colleagues and supervisors, dressing appropriately, and arriving on time and maintaining an agreed upon schedule.

Contracts and Forms

Contracts and Site Supervisor Forms

A set of contracts and forms between the student, the college and the organization helps coordinate and validate the student's training experience.

Contractual Agreement

The Site Supervisor is expected, when interviewing the student, to discuss the general expectations of placement. If the student's and organization's goals are compatible, a contractual agreement is negotiated. This contract is agreed upon and signed by the student and the site supervisor; it describes in general terms the responsibilities of the intern. The fieldwork coordinator will sign off on the contractual agreement once it has been completed. The Contractual Agreement includes a place for the supervisor to list any safeguards that may be necessary to prevent risks to the student. Contracts are due by the end of finals week the semester before completing internship. **Any student whose contract is not signed and returned by the add/drop date of the internship semester will be ineligible to complete internship that semester.**

Learning Agreement

The Learning Agreement is completed within the first two weeks of the placement, and describes three separate stages, or levels, of training. Each level articulates anticipated goals and objectives. The objectives for each level of the experience help to:

- define agency and student expectations;
- form the solid base for the student/agency contract;
- form the baseline data for student evaluation; and
- create the structure within which the competencies are achieved in the field experience.

The three stages of field work include:

I. Training and Orientation:

The first level provides a general introduction to the placement site for the student, i.e., staff, clients, organization, operations, policies and procedures. Students are expected to develop insight into their individual Field Placement role and the requisite skills, values, and attitudes associated with carrying out the responsibilities.

Examples of Stage I:

- to identify the nature of services provided by the organization;

- to identify the demographic makeup of the community served with particular attention to socioeconomic and ethnic distribution;
- to demonstrate knowledge of the philosophy, mission and goals of the placement site;
- to gather information about specific functions of the placement site by reading informational literature, such as proposals, budgets, annual reports, and other sources identified by supervisor;
- to demonstrate knowledge of the organizational structure within the placement site; and
- to identify the role of the intern within the organizational structure.

II. **Structured Supervised Experience:**

The next level of the field work experience is the “structured supervised experience”. While this phase involves a gradual and guided entry into the actual work of the organization, the majority of these experiences are conducted under the direct supervision of the Site Supervisor or other qualified staff. The student becomes involved in the day-to-day responsibilities of the organization, but more as an observer or assistant than a provider of services.

Examples of Stage II:

- to be able to summarize and report to others the problem stated by a client;
- include observations of non-verbal statements made by the clients in the supervision and interaction processes;
- to give and receive information about client/student relationships;
- to observe the concept of “the client as an equal in helping relationships”;
- to terminate helping relationships in an effective way for clients;
- to identify expertise of various staff to share with consumers to facilitate services;
- to give and receive feedback in a constructive manner;
- to seek assistance, as needed, from the site supervisor and/or others in the placement site;
- to identify systems of accountability between workers and supervisory staff in the placement site; and
- to maintain client or agency records as per standards of placement site.

III. **Independent Supervised Experience:**

In the final phase of the field experience, the student operates to a greater extent on an independent basis. With appropriate assignment of tasks, caseloads, etc., in conjunction with regular meetings with the site supervisor, the student takes on

entry-level responsibilities. This phase comprises the culminating professional training experience for the student.

Examples of Stage III:

- to establish effective helping relationships in the placement setting;
- to give and receive information in helping relationships;
- to “terminate” with clients in an effective manner for both the client and organization;
- to follow through on commitments made to clients or the organization;
- to organize tasks and time effectively; and
- to complete reports as per needs of agency or department.

Evaluation of the Student in the Field Experience

The supervisor’s feedback regarding the student’s progress and suggestions for further professional development is essential to us. Therefore, before the final site visit, we ask that you fill out the “Evaluation of Field Experience” form and discuss it with the student before handing it in to the supervising professor.

Site Supervisor’s Feedback

The supervisor’s feedback on our program, as well as the individual student, is very important to us. Please ensure that the supervisor fills out the feedback sheet at the end of your placement.

Verification of Supervision Hours

The intern will complete the verification of supervision hours and provide a copy to the site supervisor. This is for the supervisor’s records, in case verification of supervision hours is every needed. A voucher will be sent to supervisors for up to 3 credits to take a class at Fitchburg State University.

CONTRACTUAL AGREEMENT

Fitchburg State University
Behavioral Sciences Department
Internship Program

Semester: Fall 20 _____ Spring 20 _____

Student Name: _____ Academic Program: _____

Whereas, _____, hereafter referred to as the Field Placement Site, recognizes the professional responsibility of assisting in the teaching of students interested in the behavioral sciences and is interested in providing assistance to the University in its curricula, and, whereas, **Fitchburg State University**, hereafter referred to as the University, is currently conducting an internship program and desires to obtain the assistance of the Field Placement Site in furthering its educational objectives.

Now, therefore, in consideration of the mutual agreements set forth herein, Fitchburg State University and the Field Placement Site agree as follows:

RESPONSIBILITIES OF THE UNIVERSITY:

1. Use proper administrative channels (agreeable to both parties) to make plans for the educational experience of their students.
2. Acknowledge that students will be expected to comply with current policies and procedures of the Field Placement Site, and the appropriate department of the agency/department.
3. Provide students who meet the minimum academic requirements (as agreed by both parties) necessary to enter the agency/department experience.
4. Propose the internship start and end dates and total number of hours students will be assigned and the expected learning objectives (as agreed by both parties) by the beginning of each semester.
5. Provide a specific faculty member who will serve as liaison with Field Placement Site personnel where necessary.
6. Provide and maintain records and reports necessary for conducting the learning experience (see Internship Manual).
7. Provide educational objectives for the agency/department experience and curriculum content (see Internship Manual).
8. To withdraw any student or faculty member from the program when such student or staff person is unacceptable or undesirable to the Field Placement Site for reasons of health, performance of duties, or other reasonable causes.
9. University shall procure and maintain professional liability insurance coverage in the amount of **\$1 million per occurrence and \$3 million in the aggregate** covering all students and faculty who participate in the internship program. Evidence of same shall be provided to Field Placement Site and filed in the Office of Academic Affairs. University will notify Field Placement Site in writing, promptly in the event that such coverage is changed or cancelled.
10. Require students to provide evidence of current physical examinations, including documentation of Rubella immunity, evidence of immunity to chicken pox (Varicella) provided either through a physician's note or proof of titer, a Negative (-) Mantoux Test, and Hepatitis B Immunity, if required by Field Placement Site.
11. Arrange with the director at the Field Placement Site for an orientation to by-laws, rules and regulations of the Field Placement Site, if applicable.

RESPONSIBILITIES OF THE FIELD PLACEMENT SITE:

1. Provide orientation of the student to the physical facilities, policies, and procedures of the site. Site must adhere to current state COVID-19 directives as well as CDC guidelines.
2. Provide an experience under the supervision of qualified personnel that meets the stated objectives of the educational program (as agreed to by both parties). In essence, this means that the student will observe and participate in the Field Placement Site (to the extent allowed by licensing and liability requirements) in accordance with the Internship Manual and as outlined herein;
 - a. Provide a description of Student Responsibilities:
 - i. Hours Per Week _____;
 - ii. Total Hours/Semester _____;
 - iii. Describe scope of tasks and activities in which the student will be involved over the course of the field placement experience:

- b. If the student is employed within the field placement agency, attach a copy of her/his job description. In addition, indicate whether the following conditions are met:

_____ Separate supervisors are assigned to oversee the student’s field work experience and the student’s employment.

_____ The job description for the field placement includes new responsibilities and does not simply mirror those for paid employment. If the job is sufficiently new, this provision may not apply.

_____ Care will be taken by the Field Placement Supervisor to ensure that the student is not permitted to work more than 40 hours of paid employment per week (i.e., no overtime or double shifts) during the span of the field placement.
 - c. Describe the agency’s support system, in particular the safeguards taken to minimize risks to students in situations that may require expertise beyond their current capabilities (e.g., assaultive clients, emergency situations requiring clinical experience, including medical emergencies, suicidal or psychotic behavior, etc.):

3. Expect the student to perform only those tasks commensurate with his/her level of education and experience and furnish direct supervision to provide for the safety and welfare of both client and student.
4. Provide a specific person to oversee the internship agency/department educational program and act as liaison between the Field Placement Site and University.
5. Provide cooperation, when asked, in formal evaluation of students, consonant with educational objectives jointly agreed to by both parties (see Internship Manual).

6. Provide and maintain the records and reports required by the University for conducting the educational program (see Internship Manual).

RESPONSIBILITIES OF BOTH PARTIES:

1. No individual participating in this program shall be discriminated against because of race, color, creed, religion, national origin, gender, age, disability, sexual orientation, gender identity, gender expression, genetic information, marital status, veteran status, or any other characteristic protected by law.
2. The Field Placement Supervisor and the University's Faculty Supervisor will ensure that student interns do not work more than 40 internship hours per week at the Field Placement Site.
3. To meet as outlined in the Field Placement Guide and review the program.

INDEMNIFICATION AGREEMENT:

1. To the extent permitted by law, the University agrees to indemnify and hold harmless Field Placement Site, its respective Trustees, officers, directors, agents and its employees and all professional and administrative staff working for or at Field Placement Site from any actions, proceedings, claims, liabilities, losses, damages, costs and expenses of any nature including personal injury, death or property damage (including without limitation Field Placement Site's reasonable attorney's fees and costs) arising out of, resulting from or relating to **1)** Field Placement Site's participation in the program (including but not limited to participation in any evaluation of students); **2)** the acts or omissions of any student, instructor, or person affiliated with the University including its employees, servants, agents or; **3)** breach of any of the terms hereof by the University, except to the extent such claims, liabilities, damages, costs and expenses are determined to be the result of the negligence of the Field Placement Site, its Trustees, officers, directors, agents and employees.
2. Notwithstanding the foregoing, because the University is a public institution of higher education in the Commonwealth of Massachusetts ("public University"), no Board of Trustees, or agents thereof, of any public University has the authority, statutory or otherwise, to enter into an indemnification or hold harmless agreement on behalf of a public University of the Commonwealth. Further, pursuant to amended Article 62, §1, of the Massachusetts Constitution, and applicable Massachusetts case law, the Commonwealth and public University are prohibited from indemnifying or holding harmless, in any manner, any individual or any private association, or any corporation which is privately owned and managed. Where the party to a contract with the Commonwealth or public University is not an individual private association, or a corporation which is privately owned and managed, the Commonwealth or public University can indemnify or hold harmless such party only upon a two-thirds vote of each House of the Massachusetts Legislature.
3. In the event of that repeal of amended Article 62, §1, **AND** the enactment of statutory authority authorizing a Board of Trustees, or agents thereof, of a public University of this Commonwealth, to enter into an indemnification or hold harmless agreement on behalf of a public University of this Commonwealth, the parties agree to the terms of the preceding paragraph, to the extent that these terms are consistent with such statutory authority.

RESPONSIBILITIES OF THE STUDENT:

1. **Student Health** - A student who becomes ill or injured while performing the educational experience may: report to the University Health Service for treatment; seek treatment with his or her own physicians; and/or report to the emergency room/outpatient clinic of the Field Placement Site, if applicable. In all instances, student is ultimately responsible for payment of fees related to illness or injury.
2. **Salary and Time Commitment** - For six (6) credit hours, the student will spend a minimum of 225 hours, for nine (9) credit hours, a minimum of 337.5 hours, and for twelve (12) credit hours, it would be a minimum of 450 hours at the Field Placement Site. Time credit can be given for work done away from the workplace if agreed to by the faculty of the University and Field Placement Site. The student will keep a log of the hours spent at the site, and the type of activity/work performed (see Manual).
3. **Student Goals and Objectives** – The student requests work experience defined in the *Learning Agreement*.

4. **Evaluation Procedures** – The student will meet for 10 seminar classes during the semester and be responsible for written work as outlined in the student’s syllabus.
5. The student will be evaluated by his/her supervisor at the Field Placement Site. This evaluation will constitute 60% of the student’s grade.

This agreement is for the duration of the student Internship, and may be terminated by either party upon written notice. The duration of the Internship will be from _____ to _____.

Student Name (please print): _____

Student ID Number: _____

Address: _____

Telephone: _____ Cell Phone: _____

Email: _____

Internship Location Name (please print): _____

Field Placement Site Supervisor Name: _____

Address: _____

Telephone: _____ Email: _____

Highest Degree (Type & Program): _____

Number of Years in Field: _____

Please indicate by checking below if this fieldwork position will take place on site; be conducted remotely; or both on site and remotely.

On-site _____ Remotely _____ Both on-site and remotely _____

Signed: _____ Date: _____
(Student)

Signed: _____ Date: _____
(University Faculty Supervisor)

Signed: _____ Date: _____
(Field Placement Site Supervisor)

Signed: _____ Date: _____
(Executive Director or Designee)

Fitchburg State University / 160 Pearl Street / Fitchburg, Massachusetts 01420
Contact: Dr. Megan Krell / mkrell@fitchburgstate.edu / (978) 665-3243

Fitchburg State University
Department of Behavioral Sciences
Learning Agreement

PROGRAM: _____

SUPERVISOR: _____

TITLE/POSITION: _____

ORGANIZATION/AGENCY: _____

ADDRESS: _____

TELEPHONE: _____

As a representative of _____ (organization),

in my capacity as a Site Supervisor, I will work with _____

(name of student) to achieve the following goals and objectives:

I. Training and Orientation Stage

Goal/Learning Objective:

Target Date:

1.

2.

3.

4.

5.

II. Structured Supervised Stage

Goal/Learning Objective:

Target Date:

1.

2.

3.

4.

5.

III. Independent Supervised Stage

Goal/Learning Objective:

Target Date:

1.

2.

3.

4.

5.

I agree to provide a minimum of 1/2 hour of supervision weekly for 15-hour field placements, 3/4 hour weekly for 22.5-hour field placements, and 1 hour per week for 30-hour field placements.

SIGNED: _____ Date: _____
Site Supervisor

SIGNED: _____ Date: _____
Student

SIGNED: _____ Date: _____
Supervising Professor

Fitchburg State University
 Department of Behavioral Sciences
Learning Agreement - SAMPLE

PROGRAM: *Sample Program*

SUPERVISOR: *Sample Supervisor*

TITLE/POSITION: *Supervisor*

ORGANIZATION/AGENCY: *Sample Agency*

ADDRESS: *Main Street, Fitchburg, MA 01420*

TELEPHONE: *(978)555-5555*

As a representative of SAMPLE ORGANIZATION (organization), in my capacity as a Site Supervisor, I will work with SAMPLE STUDENT (name of student) to achieve the following goals and objectives:

I. Training and Orientation Stage

Goal/Learning Objective	Target Date
<i>Read and review policy and procedures manual with goal of understanding confidentiality, conflict and discharge, discipline, sexual harassment, and other applicable policies.</i>	<i>1 Week In</i>
<i>Read the residential advisor standard operational procedural book with the goal of becoming aware job tasks and responsibilities.</i>	<i>1 Week In</i>
<i>Read the client handbook to become familiar with rules and regulations.</i>	<i>1 Week In</i>
<i>Be familiar with medical emergency/mental health emergency procedures.</i>	<i>1 Week In</i>
<i>Read and review case management standard operating procedures manual with the goal of understanding policies and how they apply.</i>	<i>1 Week In</i>

II. Structured Supervised Stage

Goal/Learning Objective	Target Date
<i>Work with residential advisors to learn their day to day operations with the goal of providing support to clients and staff, as well as becoming known to clients.</i>	<i>2 Weeks In</i>
<i>Attend case management meetings to learn how case management team performs together, and be able to identify referral placements, benefits, etc. that are discussed at the meetings.</i>	<i>3 Weeks In</i>
<i>Attend staff meetings to hear issues faced by our clients and how we provide supports.</i>	<i>2 Weeks In</i>
<i>Participate in staff professional development opportunities to learn up-to-date policies and procedures of the agency.</i>	<i>2 Weeks In</i>
<i>Shadow case managers with a goal of learning case management procedures, knowledge, and issues facing our populations served. Observe intakes, psychosocial histories, exit interviews, treatment Planning, and social service applications.</i>	<i>4 Weeks In</i>
<i>Assist case managers with intakes, psychosocial histories, exit interviews, treatment planning, and social service applications.</i>	<i>7 Weeks In</i>

III. Independent Supervised Stage

Goal/Learning Objective	Target Date
<i>Complete intake paperwork with client.</i>	<i>8 Weeks In</i>
<i>Complete psychosocial history with client.</i>	<i>8 Weeks In</i>
<i>Complete exit interview with client.</i>	<i>8 Weeks In</i>
<i>Discuss treatment planning and goal setting with clients.</i>	<i>8 Weeks In</i>
<i>Assist clients with social service applications.</i>	<i>8 Weeks In</i>

I agree to provide a minimum of 1/2 hour of supervision weekly for 15-hour field placements, 3/4 hour weekly for 22.5-hour field placements, and 1 hour per week for 30-hour field placements.

SIGNED: _____ Date: _____
Site Supervisor

SIGNED: _____ Date: _____
Student

SIGNED: _____ Date: _____
Supervising Professor

FITCHBURG STATE UNIVERSITY
BEHAVIORAL SCIENCES DEPARTMENT
 Site Supervisor's Evaluation of Internship

Student:

Semester/Year:

Supervisor Name:

Agency Name:

Street Address:

City/State/Zip Code:

Phone:

Date of Evaluation: _____

This evaluation is the (circle): MIDTERM FINAL

Please evaluate the student's performance using the following scale:

1 = Unsatisfactory	2 = Needs Improvement	3 = Expected Performance	4 = Exceeds Expectations	5 = Exceptional
Far below expectations; needs much improvement to function independently in the field	Below expectations; needs some improvements to function independently in the field	Acceptable; Proficient; meets basic standards to function independently in the field	Above expectations; performs above average to function independently in the field	Far above expectations; performs well above average to function independently in the field

	1	2	3	4	5	N/A
Professional Behaviors						
1. Showed understanding of organization's mission and goals						
2. Worked within the structure and the system of the internship site						
3. Was punctual and reliable						
4. Dressed Appropriately						
5. Followed through consistently and thoroughly on tasks						
6. Showed initiative (e.g., asked probing questions, volunteered assistance)						
7. Worked as a team player, when appropriate						

	1	2	3	4	5	N/A
8. Completed all required paperwork up to agency standards						
9. Demonstrated level of confidence appropriate for student at this point						
Supervision Receptivity						
10. Engaged in clear and open communication with supervisor						
11. Sought supervision/feedback effectively to improve skills						
Communication Skills						
12. Communicated effectively with agency personnel, including support staff						
13. Communicated effectively with collaterals (those outside of the agency who support clients)						
Professional Ethics						
14. Practiced agency standards of client confidentiality						
15. Maintained appropriate boundaries in interpersonal relationships						
16. Worked within the bounds of their current professional competence						
Individualizing Services						
17. Established goals with clients						
18. Focused on client's needs effectively						
19. Established rapport with clients of varying needs and perspectives						
20. Exhibits cultural competence						
21. Demonstrated awareness of contemporary issues and trends in the field						

Please provide comments on any rating you feel warrants justification.

Please describe any other activities in which the student performed well.

List areas in which the student should continue to grow.

How has the student grown over the course of the internship? (final evaluation only)

What are your recommendations for the student in terms of a career in the field? (final evaluation only)

Do you have any concerns about the student in terms of a career in the field? (final evaluation only)

Grade to date of experience per Field Site Supervisor (60% of course grade): _____

Here is the FSU Grade System for Reference:

95 - 100 = A = 4.0	80 - 82 = B- = 2.7
92 - 94 = A- = 3.7	77 - 79 = B-/C+ = 2.5
89 - 91 = A-/B+ = 3.5	Below a 2.5 is considered a failing grade for this course
86 - 88 = B+ = 3.3	
83 - 85 = B = 3.0	

Signature of Internship Site Supervisor

Date

Signature of Internship Professor

Date

Signature of Student

Date

Documentation of Student Learning

Documentation of Student Learning

The Seminar

All internship students are enrolled in a seminar that meets (at least) ten times during the semester. Seminar provides a structured setting in which students integrate academic knowledge with practical experience, can raise issues related to their field placements, and where they can receive feedback and support from group members. Discussions are structured to focus on critical learning, problem solving, and support.

Documentation of Internship

The student is responsible for documenting the hours at the placement site and assigned tasks and responsibilities on a weekly log, which the student and the site supervisor sign. The student must also complete Reflective Learning Logs, Literature Shares, and an Agency & Research Presentation as assigned by the course instructor. At the end of the placement, the student completes the tally sheet to record the completed hours of the placement.

Evaluation Interviews

A copy of the interview guide that the supervising professor will use for the site visits is included in the manual.

Student Evaluation of Placement Site

At the end of the internship, each student will be sent a link to complete an electronic evaluation of the placement site. This information is sent directly to the Fieldwork Coordinator for review.

Additional Items

The seminar instructor may require additional learning assignments at their discretion.

Internship Seminar Information

Human Services Internship – Common Syllabus

Course Description

Internship is the structured experience that allows senior Human Services majors to integrate and apply skills and theory in a field-based setting under the supervision of a qualified professional. Placements may be direct service or administrative. Examples of the wide variety of settings include mental health agencies, social services, hospitals, prisons, family service agencies, probation departments, residential programs, nursing homes, community advocacy organizations, crisis centers, and human resource departments in businesses and other organizations. While in placement, students participate in a weekly seminar on campus, in which they share their experiences and develop a heightened awareness of their placement site and the larger system of human services. Prerequisites: completion of all core courses in Human Services and successful completion of the Internship eligibility requirements. Students must have completed their prerequisites at least one semester before taking Internship and must pre-register with the Field Placement Office at the beginning of the semester before they plan to start placement.

Internship Structure: Students attend ten seminar classes during the semester. Dates are chosen by their seminar instructor. **Seminar attendance is mandatory.** Missing 1-2 classes will result in a lowered internship grade. Missing more than 2 classes will result in a 0.0 grade for the internship.

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

- Demonstrate competency in the skills necessary to carry out the Internship Contracts
- Demonstrate competency in areas designated on the Competency Evaluation Form
- Evaluate, synthesize, and disseminate research from professional literature on field placement activities
- Demonstrate awareness of knowledge about organizational issues, including leadership, management, and budget/financial issues, in placement site
- Demonstrate an integration and appreciation of the philosophy of their discipline into their field experience
- Demonstrate a heightened awareness of their role in the organizational setting
- Demonstrate knowledge of how legislature, policy, and global sociopolitical issues impact placement site
- Describe the outcomes that an interdisciplinary approach to service provides an internship site
- Gain knowledge of how to advocate for those served by their internship site at both the micro and macro levels
- Assess the needs of their clients, implement a plan of action, and evaluate its effectiveness

Instructional Method: The seminar meets ten times during the semester, and provides a structured setting in which students can integrate post-academic knowledge with practical experience, raise issues related to their field placements, and receive feedback and support from group members. Discussions are structured to focus on critical learning, problem solving and support. Confidentiality regarding issues raised is required and expected of all participants. As equal and important participants, each seminar member is expected to come to class prepared to:

- discuss experiences at their internship site;
- pose questions when in doubt;
- and to offer insights, support, listen, and consult with other participants.

Course Requirements

Field Experience / Weekly Logs / Evaluations:

Your site supervisor will be asked for input into the grading process through the supervisor evaluation at the midterm and when you complete your hours. Interns adhere to the schedule of the placement site. Internship starts the first day of the academic semester and continues until the last day of scheduled classes. Interns are responsible for setting up a schedule with their agency in order to meet the required hours. Students are expected to comply with the work calendar of the placement site, not that of the University. Holidays and snow days are considered excused days, *only if the field site observes them*. For example, when the agency is closed, the intern is not expected to make up the hours; these are excused hours. However, if the University has a snow day and the agency is open, the intern is expected to be on site. Please see the internship manual for further details and maximum excused hour limits. Interns are responsible for documenting the hours and assigned tasks and responsibilities on a weekly log (Excel Spreadsheet), which must be signed weekly by your site supervisor and brought to each seminar class.

Due: Each seminar class, All hours must be complete by finals week, Midterm evaluation at mid-point, Final evaluation when hours are complete 60%

Learning Agreement:

Students will complete a learning agreement with their supervisor that distinguishes learning goals throughout the stages of internship.

Due: At Second Seminar Class

Required

Reflective Learning Summaries:

Students will complete four (4) Reflective Learning Summaries that detail an incident (good, bad or neutral) that they experienced at their internship site. Topics may include insights

about yourself, or your host agency, connections between academic knowledge and applied experience, current questions, dilemmas or challenges, your developing sense of professional identity or anything else relevant to the field experience. Please follow the “What? So What? Now What?” format. These experiences will be discussed throughout the seminar class, so it is important to be prepared with both academic knowledge references and practical solutions.

Due: By 100, 200, 300, and completion of hours **10%**

Literature Share:

Five times throughout the semester, students will be required to post research articles or literature of interest to the Blackboard discussion board. You must also be prepared to talk about how these articles relate to your experience in class. This will serve to build a library of information for further reference in the field, as well as demonstrate your understanding of today’s issues in your chosen field.

Due: By 50, 150, 250, 350, and 450 hours **5%**

Agency Professional Development Workshop:

Students will create a 20-minute workshop detailing the role of the agency and a professional development topic based on the student’s site (e.g. hot topic, interventions used, or population review).

Due: Assigned by instructor **15%**

Final Reflection Paper:

A final reflection paper will focus on individual field site experience and growth as a whole, and how the student integrated information presented in the seminar into their field site experiences. The paper should also indicate the student’s next steps as a result of the experience. This assignment should be 3-5 pages.

Due: At last seminar class **10%**

Grading Policy

4.0 = 95 + %	2.7 = 80-82%	1.5 = 67-68%
3.7 = 92-94%	2.5 = 77-79%	1.3 = 64-66%
3.5 = 89-91%	2.3 = 74-76%	1.0 = 60-63%
3.3 = 86-88%	2.0 = 71-73%	0.0 ≤ 59%
3.0 = 83-85%	1.7 = 69-70%	

When a grade falls between intervals and the decimal is 0.5 or greater the grade will be rounded to the higher number. E.g., a grade of 85.5% would translate to a 3.3 rather than a 3.0. **Please note: HMSV students must receive a grade of 2.5 or higher in internship in order to graduate.**

Course Policies

Attendance

Attendance is mandatory and timely arrival to class meetings is essential. If an emergency prevents you from attending, you must contact the instructor as soon as possible, preferably before the class begins. You will be required to complete an alternate assignment for any absences. More than two absences will result in a 0.0 grade for the internship.

Assignments Submissions

Students are expected to complete logs and submit during each seminar class. All other assignments are expected to be completed on the identified due date.

Site Visit

Students are expected to assist in arranging at least one (1) site evaluation interview between the student, site supervisor and supervising professor. This will take place via videoconference during Fall 2020. During these visits, both site supervisor and the student are expected to be present. The purpose of these meetings is to discuss the student's performance at the site and to identify areas the student needs to further develop. The final grade reflects the combined evaluations of the site supervisor and the supervising professor; evaluations are based on competencies determined by faculty of the Department of Behavioral Sciences. Additional visits may be scheduled, as necessary.

Paperwork

Students are expected to maintain copies of all internship documents for your own records.

Communication

Communication will be done through your Fitchburg State email account. Please be sure your account is up to date and please check your email regularly. Assignments and announcements on Blackboard, so be sure to check frequently for updates.

Modifications to Syllabus

You are responsible for any/all changes to the syllabus announced during any class, announced in an email or posted on Blackboard; absence from class does not exempt you from this responsibility.

Academic Integrity

I will follow the university's policies on academic integrity, which is located on pages 4 to 5 of the *Code of Conduct and Disciplinary Process Handbook* and pages 43 and 44 of the *Student Handbook*.

Ethical Regard

Field students may be involved in sensitive situations while conducting case work, research

or working on organizational issues. Given the personal/sensitive nature of such circumstances, it is important that the student consistently conduct themselves in a professional manner. Discretion and confidentiality are expected. Internships of this nature are not to be discussed outside of the seminar class; materials cannot be removed from the placement site without the expressed permission of an authorized supervisor; and, identifying data must be deleted or otherwise disguised. Violations in trust and confidentiality can result in legal recourse. Such violations can also result in dismissal from the placement site, seminar class, and/or the academic program. All work for the seminar class must be one's own and original. Students are not allowed to intern at sites in which there may be a conflict of interest. Examples include: sites in which relatives or close friends may work or have an influential role in their placement; agencies in which they or close relatives are receiving services; situations in which the student and supervisor have a dual relationship or the supervisor has a dual relationship with the college. If there is any doubt of a conflict of interest, please contact the HMSV Field Placement Coordinators to discuss the particulars: Megan Krell at (978)665-3243 or mkrell@fitchburgstate.edu.

Eligibility for Graduation (Per Academic Catalog)

Students must demonstrate proficiency as human service workers by achieving a satisfactory rating on the Field Supervisor's Evaluation of Internship and a minimum grade of 2.5 in Internship in Human Services (HMSV 4780-4880 or HMSV 4890) based on the criteria established in the syllabus. Any student whose average on the Field Supervisor's Evaluation is below 2.5 and/or whose grade in Internship is within the passing range but below 2.5 will be required to meet with the Human Services Review Committee to establish a remedial plan. A remedial plan may include (but not be limited to) repeating Internship once in a future semester to receive a satisfactory evaluation and grade. In the event that a remedial plan is not appropriate, or the student does not agree to such, the student will be dismissed from the Program immediately. A student who, upon repeating the internship, again fails to attain a satisfactory evaluation and grade will be dismissed from the Program.

Students with Disabilities

Fitchburg State University encourages the full participation of individuals with disabilities in all aspects of campus living and learning. To support access and inclusion, FSU offers reasonable accommodations to students who have documented disabilities. If you require accommodations for this class, please provide me with a copy of your Accommodation Agreement as soon as possible so that we can discuss your specific needs. Any information that you share with me will be held in confidence, unless you give me permission to do otherwise. If you require academic accommodations but do not have an Accommodation Agreement, please contact Disability Services as soon as possible to establish your eligibility for services.

SAMPLE Class Schedule

Class 1	Introductions and Expectations for the Field and for the Seminar
Class 2	Site updates, Reflective learning summaries, Literature discussions
Class 3	Site updates, Reflective learning summaries, Literature discussions, Stages of supervision
Class 4	Site updates, Agency Workshops
Class 5	Site updates, Agency Workshops
Class 6	Site updates, Resume and Cover Letter Review
Class 7	Site updates, Next Career Steps
Class 8	Site updates, Reflective learning summaries, Literature discussions
Class 9	Site updates, Reflective learning summaries, Literature discussions
Class 10	Turn in Paperwork, Reflect on Internship Experience

Reflective Learning Log (RLL)

You are expected to write a description of an incident (good, bad or neutral) that you had at your internship site that made an impression on you. Topics may include insights about yourself or your host agency; connections between academic knowledge and applied experience; current questions, dilemmas or challenges; your developing sense of professional identity; or anything else relevant to the field experience. This experience may be a positive, negative, or neutral experience, but it must be something that happened during the week that stayed with you, made you think of it on the car ride home, or made you think of it more than once in the week after it happened.

Four RLLs are due in total by the end of the semester. The RLLs should be turned in based on the following schedule:

RLL 1: By 100 hours

RLL 3: By 300 hours

RLL 2: By 200 hours

RLL 4: By completion of hours

Be prepared to share your RLL verbally in class discussion.

Format: Please follow the What? So What? Now What? outline:

What? Clearly state the experience or observation. Make sure that you explain it well enough so that everyone in the class can understand the event and the context in which it happened.

So What? Why has this incident made an impression on you? How does the incident connect to what you have learned in the classroom? For example, while on a ride-along with a police officer, a student intern witnessed an officer stop a woman driver who had a taillight out on her vehicle. The driver was traveling with a small child in the vehicle. The officer used his discretion and decided not to issue a ticket to the driver because of the presence of the child in the vehicle. The officer explained to the student that stopping the driver had been “punishment enough” and that the driver had promised to repair the faulty taillight. If this were you, you might write about whether you agree or disagree with this decision based on what you learned in Principles & Practices of Law Enforcement and/or Ethics and why you agree or disagree.

Now What? What are the implications of what you observed or experienced? How would you have handled this if you were the officer or the intern above? This is where you really need to reflect on what you are seeing and doing and state how you are learning. You need to go beyond, “I would have handled it the same way,” or, “I would have handled it differently.” Be specific about exactly how you would have responded in the situation and why, or why you think the person handled or mishandled the situation.

Literature Share

Due: Five times throughout the semester at the following schedule

LS 1: By 50 hours

LS 2: By 150 hours

LS 3: By 250 hours

LS 4: By 350 hours

LS 5: By 450 hours

Five times throughout the semester, students will be required to post research articles or literature of interest to the Blackboard discussion board. You must also be prepared to talk about how these articles relate to your experience in class. This will serve to build a library of information for further reference in the field, as well as demonstrate your understanding of today's issues in your chosen field.

Posting directions:

- Log in to Blackboard and go to the Discussion Board
- Create a new thread
- Upload your article/resource
- Please title your thread the title of your article
- Please include any special notes in the body of the thread to help your classmates understand the article

This assignment will be graded on a full credit/no credit scale.

Agency Professional Development Workshop

Due Date: Assigned by Instructor

Presentation Requirements:

Students will create a 20-minute workshop presentation using PowerPoint (or other presentation media).

Your workshop will include the following:

- Brief Agency Overview
 - Role of the agency and services the agency (or your specific department) provides its clientele
 - Opportunities for employment at the site

- Professional Development Topic
 - This is your opportunity to teach your classmates about an area of interest at your internship site.
 - Ideas include, but are not limited to: hot topic in human services, interventions used at your site, or overview of the population served at your site.
 - Many professional development workshops include some type of interactive component, such as short videoclip with discussion questions, activity, case scenario, etc.
 - Students should walk away with concrete information/tips about how to handle or work with certain populations in the future.

 - ***Be sure to appropriately cite your work using the APA 6th edition guidelines. This includes both in-text citations and a works cited page at the end of your presentation.***

Final Reflection

Due: Assigned by Instructor

A final reflection paper should be 3-5 pages and discuss the following information:

- Reflection of the field site experience
- Reflection of how you integrated your knowledge from this and other classes into your fieldwork experience
- Discussion of growth personally and professionally
- Discuss your next steps as a result of this experience
- Anything else you think is relevant!

Interview Guide for Faculty Supervisors for Site Evaluation

Student: _____ Program: _____

Organization: _____ Instructor: _____

Site Supervisor: _____ Date of Visit: _____

Initial Site Visit

Date: _____ In-person Telephone Video conference

1. What tasks and/or responsibilities have been assigned to the intern?

2. Has the internship proceeded as planned (refer to the responsibilities outlined in the Contractual Agreement and the Learning Agreement)?
 - a. If not, what changes have been made to those responsibilities originally assigned?

 - b. Why were these changes to the original plan necessary? (If necessary, this is where the Faculty Supervisor might have to take the opportunity to problem-solve with the Site Supervisor.)

3. In what area(s) does the student excel?
 - a. How might the internship site capitalize on the strengths of the intern?

 - b. How might the internship site assist the intern to expand his or her repertoire of skills?

Additional Information

Date: _____

To Whom It May Concern:

From: Christine Shane, Ph.D.
Chairperson
Department of Behavioral Sciences

Reference to: Certificate of Supervision Hours for Internship Student

Student _____

Instructor _____

Course _____

Semester _____ Year _____

Site Supervisor _____

Site Name _____

Site Address _____

Site Telephone _____

Total Field / Internship Hours _____

Total Direct Supervision Hours _____

Student Signature _____

Site Supervision Signature _____

Instructor Signature _____

Hours Tally Sheet

Student's Name: _____

Credits: _____

Semester: _____

Required Hours: _____

Week	Dates	Hours in Placement	Excused Time	Weekly Total	Running Tally
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					

Date

Student

Site Supervisor

Supervising Professor

