Department of
Human Development and Family Studies

HDFS 45500
Human Services
Capstone Internship

Undergraduate Intern Handbook

(Revised; effective Summer 2015)
Course Information

HDFS 45500 – Human Services Capstone Internship

Description: Supervised full-time or half-time internship in human services, doing work typical of an entry-level, bachelor-degreed professional. Students will integrate and build upon knowledge developed during their studies in human services. Students will use and enhance their skills in direct service to client or indirect service. Students will work in the placement setting secured during HDFS 45400. Example field placement sites include: government or community agencies; social service agencies; hospitals; and recreational settings. Permission of Department required. Must be a student in good academic standing during the internship semester.

Students enhance their career development as well as having opportunities for civic development. Instructional format is experiential.

Credit Options: 6.00 or 12.00 Credit by examination is not available for this course.

This is a CFLE approved course.

This course helps to fulfill the requirements for the Certified Family Life Educator (CFLE) process. Graduates of National Council on Family Relations (NCFR)-approved academic programs can apply for Provisional Certification through an Abbreviated Application process. The Human Services option is such a program. HDFS 45500 is one of the options to satisfy the NCFR Substance Area 11: Internship/Practicum.

For more information about the CFLE program, see your academic advisor or go to http://www.ncfr.org/cert/index.asp.

This capstone experience provides students with an opportunity to complete an internship to enhance his/her interests and career goals. The internship is fully integrated into the curriculum for the major and includes both workplace experiences and university assignments and supervision. Students explore possible internship sites with the guidance of the course instructor for the prerequisite course HDFS 45400. The instructor for HDFS 45400 must give approval of site placement and supervisor on site.

In the event of a major campus, community, or personal emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Ways to get information about changes in this course are the Blackboard web page or by contacting the instructor or university supervisor.
HDFS 45500
Undergraduate Handbook Contents

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Learning Objectives for HDFS 45500 – Human Services Capstone Internship

Knowledge of Field:
Students will acquire knowledge about individual development, family processes, and the broader social context. Students will
- demonstrate knowledge of normal growth and development by planning appropriate interventions.
- articulate with supervisor, or in written reflections, how family dynamics influence individuals and recognize family systems.
- recognize how social and cultural environment influences decision making and plan interventions accordingly.
- identify the services offered by and the policies of the internship agency.
- read and analyze current professional literature for reading assignment.
- explore resources for information when knowledge is limited, or inadequate, and report on discoveries to University Supervisor, co-workers or families.

Skills in Social Services:
Students will become skilled in supporting children, adults and/or families in creating and striving for goals that are pertinent to their desires and needs, as well as consistent with the internship site’s program goals. Students will
- apply knowledge about individual and family processes to anticipate and create plans to meet the physical, social, emotional, language, and cognitive needs of children, adults, and/or families.
- demonstrate sensitivity and respect of developmental, cultural, gender, structural (e.g. single parent, blended, and gay/lesbian families), and economic differences and similarities among people and their influences on individuals and families.
- support children, adults, and/or families in using their own resources and the resources of the site or community to cope effectively with their problems and to move toward desired goals.
- demonstrate skill in mediating or advocating for individuals and families within the internship site, the community, and the broader social context.

Professional Behavior:
Students will demonstrate professional work attitudes and behavior. Students will
- plan weekly goals which will be shared with site supervisor and University supervisor and self-evaluate progress toward attaining goals each week.
- exhibit professional behaviors like managing time and resources effectively and being conscientious about attendance.
- demonstrate flexibility and be proactive when faced with new situations and ideas with clients, supervisors, and co-workers.
- develop strategies to communicate effectively with children, families, and/or co-workers.
- establish and maintain collaborative working relationships with other professionals and make referrals to other professionals when needed.
- determine and practice ethical standards in working with clients and other professionals.
- seek and utilize feedback about his/her strengths and weaknesses in working with others and development as a professional through weekly supervision meetings with site supervisors and written reflections to University Supervisor.
Responsibilities of Human Services Interns

1. Become aware of your agency’s total program with the guidance of your Site Supervisor and other key employees.

2. Establish appropriate professional relationships with your University Supervisor, Site Supervisor, and other co-workers at your internship site. Remember that you are a representative of Purdue and your internship site. Appropriate professional behavior is always expected.

3. Carry out job responsibilities under the guidance and supervision of your Site Supervisor.

4. Complete all tasks outlined in this handbook, including task logs, goals assignments, weekly reflections, supervision journals, resource evaluations, and your final presentation. Detailed instructions for these assignments begin on page 7 of this handbook.

5. Seek opportunities for professional growth such as attending staff meetings, in-service workshops, and board meetings, or visiting referral agencies to learn more about the other organizations with which your internship site partners.

6. Participate in the systematic evaluation of your progress which will include self-evaluation of progress in goal and reflection assignments, regular meetings with your Site Supervisor to discuss strengths and challenges, and a formal self-evaluation at midterm and final evaluation times.
Attendance Policy

The fall internship experience runs from August 24-December 11. For full-time (12-credit) interns, 40 hours of work at the internship site each week is required. For half-time (6-credit) interns, 20 hours of work at the internships site each week is required. **Attendance at your assigned site is required daily** (Mon – Fri), unless another schedule is approved by the University Supervisor. Specific daily schedules and holiday breaks will be arranged individually between Site Supervisors and interns due to differing needs and schedules of the various internship sites. For the fall internship, interns are permitted to miss up to six full days of internship due to holidays, job interviews, graduate school interviews/visits, illness, etc. If the agency has a holiday closure during the internship term, that day(s) does count toward your total limit of missed days. Except in cases of emergency, all absences must be approved well in advance by the Site Supervisor. If you must miss work due to illness or a family emergency, you are to notify your Site Supervisor immediately. If you are off the job more than two consecutive days, notify your University Supervisor as well. Decisions about how to make up time missed, if necessary, will be made by the University Supervisor and Site Supervisor depending on the number of absences and the specific circumstances involved. Keep in mind that you are to conduct yourself as an agency employee. **Absences without notification of your supervisor could result in termination.**
Weekly Task Log

Purpose:

- To account for time spent in internship
- To document professional growth experiences

Over the course of your internship you will gain knowledge, skills, and experiences that will prove valuable to your future career goals and future employers. The task log assignment provides you with a space to account for how you are spending your time each week and to document your activities across the internship semester. You may find this log to be a useful reference when revising your resume and applying for employment or graduate studies.

Instructions:
Beginning in week 1 of internship you will keep a record of the tasks, activities, and work responsibilities that you have performed in your internship. Each week you should update the task log with your activities for the week and submit it to your University supervisor for review.

Formatting:
- Use the weekly task log template provided below for your weekly log assignment.
- Place your name in the header of the Word document. Your name will automatically be replicated on each new page.
- Use the following file naming format when saving your assignment: Last Name Log 1

Sample Weekly Task Log

<table>
<thead>
<tr>
<th>Week (Jan. 20-24)</th>
<th>Tasks, Activities, and Work Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Observed girls group</td>
</tr>
<tr>
<td></td>
<td>• Reviewed Youth Fair planning notes from 2014</td>
</tr>
<tr>
<td></td>
<td>• Attended Mandated Reporting Training</td>
</tr>
<tr>
<td></td>
<td>• Provided transportation for field trip</td>
</tr>
<tr>
<td></td>
<td>• Watched 2014 Youth Fair video</td>
</tr>
<tr>
<td></td>
<td>• Spoke with coordinators from 2014 Youth Fair</td>
</tr>
</tbody>
</table>

Schedule for Weekly Task Log:

<table>
<thead>
<tr>
<th>Summer semester interns (6 credits)</th>
<th>Fall/Spring semester, full-time interns (12 credits)</th>
<th>Fall/Spring semester, half-time interns (6 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A task log is due for each week, Weeks 1-7.</td>
<td>A task log is due for each week, Weeks 1-15.</td>
<td>A task log is due for each week, Weeks 1-15.</td>
</tr>
</tbody>
</table>

Task logs will be due on Mondays. The first task log (summarizing week 1) is due the Monday of week 2 and the last log (summarizing week 7 or 15 respectively) is due the Monday of week 8 or 16.

Evaluation:
Task logs will be evaluated each week by the University Supervisor as either complete or incomplete/not submitted.
Internship Goals Assignment

Purpose:

- To facilitate identification of knowledge and performance goals
- To practice regular assessment and monitoring of professional growth
- To encourage accountability for professional growth
- To foster the development of agency with regard with professional growth

In order to optimize your internship experience it is important to have specific goals for what you want to gain from your internship. Having clear ideas about what you want to achieve during internship will help you and your site supervisor identify learning experiences that will foster your professional growth. The goals assignment is an opportunity for you to develop a roadmap and chart your progress toward your goals over the course of the internship semester.

The first two weeks of internship is the optimal time to begin thinking about the goals you want to achieve during internship. By this point you will have gained working knowledge of the daily operations of your internship site and staff roles and responsibilities. **Schedule a meeting with your site supervisor to discuss your professional and personal goals and the opportunities you will have during** internship. Your site supervisor will be able to support you in developing your goals and arranging the experiences that will move you toward achieving your goals. Reviewing page 4 of this handbook may also be useful as it describes the learning objectives for the internship. After meeting with your site supervisor, you will be prepared to complete the goals assignment.

Instructions:

**Initial Goals Assignment**

For the initial goals assignment **due at the beginning of week 3 of your internship (week 2 for summer interns)** you will:

- Identify three (3) goals that you will work toward during your internship. These goals should be focused on what you want to gain from your internship experience.
- For each goal, think about how you will achieve your goal. What steps do you need to take and what resources do you need from others? Identify two concrete, short-term SMART objectives (i.e., action steps) that you will take in the next two weeks toward your goal.
- Identify the timeline by which you intend to achieve each goal and objective. The timeline will help keep you on track and demonstrate the progress you are making.

Document your goals and objectives using the goals template below. Each goal should be documented on its own template table. You are not expected to have a monitoring update entry for the initial goals assignment. After completing the initial goals assignment, most of your documentation will occur as monitoring updates which are associated with the monitoring goals assignment.
Monitoring Goals Assignment

Over the course of the internship you will monitor the progress you are making toward each of your goals. Monitoring your goals helps you and your supervisors identify those areas in which you are progressing and those areas in which more experience would be helpful. Every two weeks (or every week for summer interns) you will assess your progress and document it on the goals template. The following information should be documented when completing your monitoring updates:

- The activities you have engaged in that are related to your goals (taken from your task log);
- Assessment of your progress so far;
- Challenges that have impacted your progress; and
- SMART objectives (i.e., action steps) that will facilitate progress toward your goal.

You should provide a monitoring update for each goal. We expect you to discuss your progress or lack of progress and any challenges encountered. Regardless of your level of progress, you should add SMART objectives to each monitoring update in order to keep moving forward toward your goals. Add rows to the bottom of the goals template to accommodate your monitoring updates.

**Adding new goals.** To facilitate continual progress and growth over the course of the internship semester, you will need to add new goals to your monitoring assignment. You are expected to add a new goal and the associated two SMART objectives in the following situations:

- When you have achieved a goal or found a goal to no longer be relevant. **You should be actively working on at least three goals until week 9 (week 4 for summer interns) of the internship.**
- For the week 9 goals assignment (week 4 for summer interns). You will add a fourth goal related to your post-internship/career plans. **From this point forward, you should be actively working on at least four goals.**

When adding new goals, consider challenging yourself by adding goals that will require you to demonstrate increased responsibility, knowledge, or skill. If you need ideas, consult with your Site and University supervisors.

If a goal has been achieved or is no longer relevant, clearly designate this in the monitoring update by using all caps or bolded text (e.g., **GOAL ACHIEVED**). You should move this goal to the end of your assignment file, so that the first three (or four) goal templates viewable when opening the file are for active goals.

**Assignment Submission**

Use the goals assignment template provided on page 10 for your goals assignments. Your goals assignments should be submitted via Blackboard in a single Word file labeled “Your Last Name Goals X.”
Goals Assignment Template

To add more rows for your review updates, right click in the last row, scroll up to “insert”, and choose the option “insert rows below.”

<table>
<thead>
<tr>
<th>Date Set</th>
<th>Goal 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Set</th>
<th>Objectives (include timeline)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review Date</th>
<th>Monitoring Update</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ List activities related to goal (taken from task log).</td>
</tr>
<tr>
<td></td>
<td>✓ Describe progress made and challenges impacting your progress.</td>
</tr>
<tr>
<td></td>
<td>✓ List objectives for making progress toward your goal.</td>
</tr>
</tbody>
</table>
### Sample Goals Assignment

This is the date you create the goal or objective or complete the monitoring update. Dates should not be changed once entered.

<table>
<thead>
<tr>
<th>Date Set</th>
<th>Goal 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/27/15</td>
<td>To plan and deliver the Youth Fair by 4/19/15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Set</th>
<th>Objectives (include timeline)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/27/15</td>
<td>a) Review Youth Fair plans and notes from 2014 by 1/29/15</td>
</tr>
<tr>
<td>1/27/15</td>
<td>b) Discuss ideas for 2014 Youth Fair with supervisor and agency staff by 1/30/15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review Date</th>
<th>Monitoring Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/2/13</td>
<td>✓ List activities related to goal (taken from task log).</td>
</tr>
<tr>
<td></td>
<td>✓ Describe progress made and challenges impacting your progress.</td>
</tr>
<tr>
<td></td>
<td>✓ List objectives (action steps) for making progress toward your goal.</td>
</tr>
</tbody>
</table>

#### Activities
1. Reviewed Youth Fair planning notes from 2014
2. Watched 2014 Youth Fair video
3. Spoke with coordinators of 2014 Youth Fair

#### Progress
I have been making steady progress toward this goal. I have been able to learn more about last year’s Youth Fair which has inspired new ideas for this year’s youth fair. For example, I hope to expand the Youth Fair to include more community-based agencies and want to secure the presence of local elected officials.

One challenge is that I was not able to discuss my ideas with supervisor because of my unexpected absence from work. I also am not sure about the feasibility of having an elected official visit given the timing of the Youth Fair.

#### Objectives
My next step is to discuss my Youth Fair ideas with supervisor by 2/10/15

Goal and objectives should always be SMART and have dates by which you “intend” to complete the goal. If you don’t meet your timeline, modify it in the monitoring update.

Your initial objectives should use the SMART format and represent short-term steps that will be taken in the next two weeks.

Goals and objectives should reflect what you plan to accomplish in the next two weeks that will move you closer to your goal. Your objectives may include...
- new steps that you will take,
- directly address a challenge you had, or
- be a previous objective that you did not yet accomplish.
Schedule for Goals Assignment*:

<table>
<thead>
<tr>
<th>Summer semester interns (6 credits)</th>
<th>Fall/Spring semester, full-time interns (12 credits)</th>
<th>Fall/Spring semester, half-time interns (6 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A goals assignment is due each week, Weeks 2-8</td>
<td>A goals assignment is due every two weeks, that is odd numbered weeks 3, 5, 7, 9, 11, 13 and 15</td>
<td>A goals assignment is due every two weeks, that is odd numbered weeks 3, 5, 7, 9, 11, 13 and 15</td>
</tr>
</tbody>
</table>

*The first goals assignment is due at the beginning of week 2 (for summer interns) or week 3 (for fall/spring interns). Subsequent goals assignments will be due on Tuesdays of the weeks listed.

Evaluation:
Goals will be evaluated on a scale from 1-4. Late assignments will lose one (1) point. Assignments received 48 hours after the due date will receive a zero (0).
Brief Primer on Goals and Objectives

Goals are general competencies or skills that you hope to gain from your internship experience. Some of your goals may be focused on the completion of activities that might benefit the agency (e.g., create a website advertising a new service in the agency). Other goals may be focused on what you hope to gain over the course of the internship (e.g., learn how to implement ABA therapy). It is also possible for goals to satisfy both the needs of the agency and your needs. In developing goals, think about how you hope to be different at the end of your internship. What experiences or skills do you want to gain from your internship? If you were to describe your internship on your resume, what skills and competencies could you say you possess as a result of the internship?

Effective goals have the following qualities known as SMART:

- **Specific** – the goal is concrete and sufficiently detailed
  
  “To get a job” → “To get a full-time family case manager job with the Department of Children and Families”

- **Measurable** – progress toward and/or achievement of the goal can be quantified
  
  “To become more culturally competent” → “To demonstrate culturally competent behaviors with Burmese families”

- **Attainable** – the goal is challenging yet within the realm of what is possible
  
  “To perform family therapy with clients” → “To increase my knowledge of family therapy theories and techniques”

- **Relevant** – the goal is meaningful and important
  
  “To enter cases into the billing system” → “To develop proficiency with the computerized billing system”

- **Time-bound** – the goal specifies a time frame
  
  “To get a full-time family case manager job with the Department of Children and Families by 5/28/13”


Goals are always accompanied by objectives, which are actions that lead to achievement of the goal. Whereas goals represent broad competencies and desired outcomes, objectives are those observable and actionable behaviors. Objectives always denote actions that will be taken and thus begin with verbs (e.g., attend a course on website development, read handbook about ABA therapy). Most goals require more than one action step so it is expected that several objectives will accompany a single goal. The SMART acronym can also be usefully applied to the development of objectives.
### HDFS 45500 Rubric for **Initial** Goals Assignment

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable (0)</th>
<th>Emerging (2)</th>
<th>Competent (3)</th>
<th>Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internship-related goals</strong></td>
<td>Goals are irrelevant to the internship experience OR Goals are missing</td>
<td>Goals are of limited relevance to the internship experience and/or reflect superficial thought about growth needs</td>
<td>Goals are appropriate for the internship experience and reflect adequate thought about growth needs</td>
<td>Goals are well-suited for the internship experience and reflect serious thought about growth needs</td>
</tr>
<tr>
<td>(25%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effective (SMART) goals</strong></td>
<td>Goals are missing</td>
<td>Goals are vague and unable to be measured OR Goals are adequately stated but not measurable</td>
<td>Goals are adequately stated and measurable (no more than minor revisions needed)</td>
<td>Goals are clearly stated and measurable</td>
</tr>
<tr>
<td>(20%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presence of objectives</strong></td>
<td>Objectives are missing</td>
<td>Fewer than two objectives are identified for the majority of goals</td>
<td>Two objectives are identified for the majority of goals</td>
<td>At least two objectives are identified for each goal</td>
</tr>
<tr>
<td>(25%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quality of objectives</strong></td>
<td>Objectives are irrelevant to the goal OR Objectives are missing</td>
<td>Objectives are of limited relevance to making progress toward the goal</td>
<td>Objectives are adequate to making progress toward the goal</td>
<td>Objectives are well-suited to making progress toward the goal</td>
</tr>
<tr>
<td>(20%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Documentation</strong></td>
<td>Documentation is missing</td>
<td>Documentation on template is incomplete and/or there are several formatting errors</td>
<td>Documentation on template is adequate with regards to clarity, completeness (minor omissions), and format</td>
<td>Documentation on template is clear, complete, and effectively formatted</td>
</tr>
<tr>
<td>(10%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# HDFS 45500 Rubric for Monitoring Goals Assignment

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable (0)</th>
<th>Emerging (2)</th>
<th>Competent (3)</th>
<th>Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maps activities related to the goal (15%)</td>
<td>Fails to list activities related to the goal</td>
<td>Lists activities but only a few are related to the goal</td>
<td>Lists activities most of which are related to the goal</td>
<td>Lists activities all of which are related to the goal</td>
</tr>
<tr>
<td>Assessment of progress (45%)</td>
<td>Description of progress made and challenges is missing</td>
<td>Incomplete description of progress made and challenges</td>
<td>Adequate description of progress made and challenges</td>
<td>Comprehensive description of progress made and challenges</td>
</tr>
<tr>
<td>Plans for progress (30%)</td>
<td>Fails to add objectives and/or new goals to facilitate progress</td>
<td>Addition of objectives and/or new goals to facilitate progress is lacking</td>
<td>Addition of objectives and/or new goals to facilitate progress is adequate</td>
<td>Addition of objectives and/or new goals to facilitate progress is comprehensive</td>
</tr>
<tr>
<td>Documentation (10%)</td>
<td>Documentation is missing</td>
<td>Documentation on template is incomplete and/or there are several formatting errors</td>
<td>Documentation on template is adequate with regards to clarity, completeness (minor omissions), and format</td>
<td>Documentation on template is clear, complete, and effectively formatted</td>
</tr>
</tbody>
</table>
Weekly Reflections

Purpose:

- To deep and consolidate your learning through time spent in thought and writing
- To foster the development of reflection and self-evaluation skills
- To provide a means for communicating with your Site and University Supervisor

Instructions for Reflections:

Reflect on your experiences in your internship this week. Write a reflection on your overall experience, answering the following questions:

- What was the high point of your week? Briefly describe the event and express your feelings about it.
- What was the low point of your week? Briefly describe the event and express your feelings about it.
- Evaluate your performance in your professional role this week. What is something you did well? What is something you need to work on? How is your performance changing over the course of the semester?
- How do your experiences this week relate to what you’ve previously learned as a human services student? Be specific in identifying courses, theories, facts, assignments, or anything else you can recall that is relevant to one or more of this week’s experiences. If you don’t see a connection to your coursework, what was missing in your education that could have related to or prepared you for your experiences this week?
- How does your experience this week impact your future work in this internship or in work settings in the future? Put another way, what have you learned from this week and how will this lesson(s) affect your expectations, beliefs, or actions as a human services professional?

Schedule for Reflections:

<table>
<thead>
<tr>
<th>Summer semester interns (6 credits)</th>
<th>Fall/Spring semester, full-time interns (12 credits)</th>
<th>Fall/Spring semester, half-time interns (6 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reflection on the overall week is due following each week, Weeks 1-7.</td>
<td>The reflection on the overall week is due following each week, Weeks 1-7. After this, reflections are due every other week. See internship schedule information earlier in this handbook.</td>
<td>The reflection on the overall week is due following each week, Weeks 1-7. After this, reflections are due every other week. See internship schedule information earlier in this handbook.</td>
</tr>
</tbody>
</table>

*The first reflection (reflecting on the Week 1 of internship) is due on Monday of week 2. All weeks with a reflection due follow this pattern.

Note: The reflection assignment will sometimes be varied to meet site-specific needs. Discuss with your University Supervisor if your site has special directives for reflections.

Procedure for Feedback and Usage by Supervisors:

One of the primary purposes of the reflection assignment is to enhance communication between you and your University and Site Supervisors. Reflections should be turned in to both the University Supervisor and the Site Supervisor. Turn in to your University Supervisor by submitting the assignment on Blackboard. Turn into your
Site Supervisor via email or hard copy, depending on your Site Supervisor’s preference. This will enhance the supervision and feedback that both supervisors can give you, thus making your experience as an intern a better and more educational one.

If there is something that you wish to share with your University Supervisor that you are not yet ready to discuss with your Site Supervisor, please don’t write about that in your reflection, but instead use your Supervision Journal or contact your University Supervisor directly.

Reflection assignments will be evaluated each week by the University Supervisor on a scale of 0-4. Late assignments will lose 1 point. Assignments received 48 hours or more after the due date will receive a zero. See next page for the evaluation rubric.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable (0)</th>
<th>Emerging (2)</th>
<th>Competent (3)</th>
<th>Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reflection on week’s high and low points (25%)</strong></td>
<td>Identification of and reflection on week’s high/low points missing.</td>
<td>Incomplete identification and reflection on high/low points</td>
<td>Adequate description of high/low points and expression of related feelings.</td>
<td>Clear and rich description of high/low points accompanied by thoughtful, revealing reflection</td>
</tr>
<tr>
<td><strong>Self-evaluation (25%)</strong></td>
<td>Self-evaluation of professional performance is missing.</td>
<td>Self-evaluation is limited, may include only strengths or only weaknesses.</td>
<td>Adequate self-evaluation with consideration of both strength and weaknesses, as well as change over time.</td>
<td>Comprehensive self-evaluation demonstrating realistic self-awareness and commitment to continual improvement</td>
</tr>
<tr>
<td><strong>Connection to previous learning (20%)</strong></td>
<td>No attempt to connect experiences to previous learning.</td>
<td>Limited or superficial connection to previous learning.</td>
<td>Adequate description of how experiences connect to previous learning – or what was missing in previous learning.</td>
<td>Specific and insightful description of how experiences connect to previous learning – or what was missing in previous learning</td>
</tr>
<tr>
<td><strong>Reflection on future impact or lessons learned (20%)</strong></td>
<td>No reflection on this week’s experiences’ impact on future work.</td>
<td>Incomplete or limited description of conclusions from these experiences and impact on future work.</td>
<td>Adequate description of conclusions from these experiences and impact on future work.</td>
<td>Specific, insightful description of conclusions from these experiences and impact on future work</td>
</tr>
<tr>
<td><strong>Professional writing skills used (10%)</strong></td>
<td>Many grammatical errors; organization of thoughts lacking</td>
<td>Some grammatical errors and need for more professional presentation.</td>
<td>A few grammatical, spelling, or punctuation errors.</td>
<td>Professionally written with (almost) no grammatical, spelling, or punctuation errors</td>
</tr>
</tbody>
</table>

*Notes: Overall score earned will be out of 4 points. Late assignments will have one point subtracted. If submitted more than 48 hours after deadline, zero points will be given for reflection for the week.
Supervision Journals

Purpose:

- To promote the *development of an effective supervisory relationship* between you and your University Supervisor
- To provide a means for *timely communication* with your University Supervisor
- To support your *professional development*, with an emphasis on self-reflection, professional ethics, problem-solving skills, and crisis management.

The relationship between you and your University Supervisor is different in some important ways from the teacher-student relationship you are used to. To be sure, your University Supervisor is involved in evaluating assignments you complete for your internship; however, there are many other important aspects to the role of an internship supervisor. Supervision is a process used in the helping professions which helps an individual make the transition from student to practicing professional. There are a variety of definitions for supervision. Here is one useful one:

> Supervision is an intervention that is provided by a senior member of a profession to a junior member...of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member, monitoring the quality of professional services offered to the clients s/he sees, and serving as a gatekeeper of those who are to enter the particular profession.

(Bernard & Goodyear, 1998)

Instructions for Supervision Journals:

Each week during your internship, you will write a short “journal entry” on Blackboard to tell your University Supervisor about an important episode you experienced on the job. To facilitate timely and helpful communication, you should write this journal entry on the same day of the episode, if at all possible. This episode might be an interaction with a client, co-worker, or supervisor; a task you completed; a problem you ran into; or any other on-the-job experience that was significant to you. The conversations that occur through these supervision journals will be most useful to you if the episode you select is one that left you with some questions and/or strong feelings (positive, negative, or both!).

Write about this episode by responding to the following prompts:

- Briefly describe what happened
- What are your reactions, thoughts, feelings, or beliefs about this episode?
- Note any questions or concerns that you have

Another appropriate topic for supervision journal entries would be your plans for your professional/educational path after your internship. This is a good place to discuss your ideas, feelings, and questions regarding job hunting, pursuing further education, etc.
Questions about internship assignments (how to update your goals assignment, when something is due, etc.) will NOT be considered as fulfilling the supervision journal assignment. Your University Supervisor will be happy to answer your questions, but you will still need to post an additional journal entry for the week on a more substantive topic as described above.

Your University Supervisor will respond to your journal entry within the same Blackboard platform. To complete the conversation, you must respond to your Supervisor’s response. Conversations may continue from there when the situation calls for it, but that is not required. Additionally, you may post an additional journal entry(ies) during the week, if an additional episode occurs for which you would like some supervision.

The supervision journal assignment will simply be graded as complete/incomplete each week. A complete supervision journal for the week consists of: 1) one journal entry describing a significant episode and the intern’s feelings, reactions, questions, etc.; 2) the supervisor’s response; and 3) the intern’s response to the supervisor’s comments.

**Schedule for Supervision Journals:**

<table>
<thead>
<tr>
<th>Summer semester interns (6 credits)</th>
<th>Fall/Spring semester, full-time interns (12 credits)</th>
<th>Fall/Spring semester, half-time interns (6 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One complete journal (entry-response-response) each week, Weeks 1-8.</td>
<td>One complete journal (entry-response-response) each week, Weeks 1-16.</td>
<td>One complete journal (entry-response-response) each week, Weeks 1-16.</td>
</tr>
</tbody>
</table>

*Note: Keep in mind that supervision journals are most effective and helpful to you when they are timely. Therefore, you are expected to provide your journal entry on the same day the episode occurred, when at all possible. Your supervisor will provide a response as quickly as her schedule permits (generally within 24-48 hours). Your response is also expected to be timely. To earn credit for this assignment for each week, an appropriate journal entry must be made no later than Saturday morning, and a follow-up comment in response to the supervisor must be entered within 48 hours of the supervisor’s comment.*
Resource Evaluations

Purpose:

➢ To provide you with structured practice in finding, using, and evaluating resources for your own professional development, for the training of fellow professionals, and for use by clients.

Human services professionals face constantly changing demands in terms of the clients they serve and the needs of those clients. As a result, human services professionals must be able to seek out and use high-quality resources to educate themselves, their coworkers, and/or their clients on relevant topics. This assignment will provide you with practice in doing just that.

Instructions for Resource Evaluations:

For each Resource Evaluation you need to complete, select ONE of the following tasks. You are encouraged to select a task that is related to your internship work right now. If possible, do something that will be useful in your workplace! You are encouraged to consult with your site supervisor regarding this assignment. S/he will be able to help you identify a timely task and can refer you to resources that might be good choices. For your two or three required evaluations, you are free to repeat tasks (with a new situation and resource), if desired, or you can choose a different task each time.

A. Client resource: Identify a situation in which a client needs an informational resource. For example, a parent might need information regarding the special education evaluation process; a probationer might need to understand the 12 steps of Alcoholics Anonymous; or a teenager might need to learn about resources available to pay for college. Select an appropriate, existing resource you could share with that client. This could be a brochure, article, website, book, magazine, or video. An appropriate resource is one that is accurate, relevant, and presented in a way that the client will find understandable.

B. Staff or volunteer resource: Identify a situation in which a staff member (intern, employee, etc.) or volunteer of the organization needs an informational resource. For example, a new employee might need training on the culture or procedures of the agency; a co-worker might need information about a new program you’ve developed; or a volunteer Big Brother/Sister might need guidance about typical development of children within a certain age range. Select an appropriate, existing resource to meet the needs of that staff member or volunteer. This could be a brochure, article, website, book, magazine, video, or training manual. An appropriate resource is one that is accurate, relevant, and presented in a way that the staff/volunteer will find understandable.

C. Professional development resource: Identify a situation in which you need an informational resource in your role as a developing human services professional. For example, you might wish to learn more about a particular job within human services; you might want to investigate graduate programs; you might wish to find out how to pursue a particular certification or credential (e.g., Indiana Youth Development Credential, Human Services-Board Certified Practitioner); you might need to learn about a particular client’s ethnic identity (e.g., Mexican, Haitian, Burmese) or religion (e.g., Islam, Judaism, Buddhism); or you might need to educate yourself on a disorder, disability, or problem that is unfamiliar to you (e.g., Tourette syndrome, sickle cell disease, muscular dystrophy). Select an appropriate, existing resource to
meet your needs. This could be a brochure, article, website, book, magazine, video, or training manual. An appropriate resource is one that is accurate, relevant, and presented in a way you find understandable.

Each resource evaluation you complete must include the following:

- A description of the problem or need prompting a search for information. In other words, why is this information resource needed and who needs it? (for example, I have a 23-year-old, unemployed, pregnant client who needs information about the Women, Infants and Children program).
- The resource itself, or a link to it. If the resource can’t be provided electronically (as a pdf, with a weblink, etc.), for instance in the case of some books, training manuals, or videos, then you must provide a complete citation for the work, in APA format. To be clear, this must be a resource that already exists. This CANNOT be something that you create.
- A brief summary of the information provided by the resource.
- A complete evaluation of the resource, focusing on its appropriateness for the situation and audience you describe. No resource is perfect, so every evaluation is expected to include a consideration of the weaknesses/limitations of the resource, as well as its strengths.
- A reflection on what you learned from this resource (and possibly from your search for this resource), including how you will use this resource now and/or in the future.

**Schedule for Resource Evaluations:**

<table>
<thead>
<tr>
<th>Summer semester interns (6 credits)</th>
<th>Fall/Spring semester, full-time interns (12 credits)</th>
<th>Fall/Spring semester, half-time interns (6 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One evaluation is due on or before the third week of the semester.</td>
<td>One evaluation is due on or before the fourth week of the semester.</td>
<td>One evaluation is due on or before the sixth week of the semester.</td>
</tr>
<tr>
<td>One evaluation is due on or before the sixth week of the semester.</td>
<td>One evaluation is due on or before the eighth week of the semester.</td>
<td>One evaluation is due on or before the twelfth week of the semester.</td>
</tr>
</tbody>
</table>

**Procedure for Feedback and Usage by Supervisors:**

Turn this assignment in to your University Supervisor by submitting the assignment on Blackboard, following the schedule above. This assignment is not required to be turned into your Site Supervisor, but you are encouraged to share the resource and/or your evaluation of it with your Site Supervisor if it is relevant to ongoing work at your site.

Resource evaluation assignments will be evaluated by the University Supervisor on a scale of 0-4. **Late assignments will lose 1 point.** Assignments received 48 hours or more after the due date will receive a zero. See forms section of handbook for evaluation rubric.
# HDFS 45500 Rubric for Resource Evaluations

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable (0)</th>
<th>Emerging (2)</th>
<th>Competent (3)</th>
<th>Proficient (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of problem/need (10%)</td>
<td>Not provided</td>
<td>Description of the problem or need is incomplete or unclear</td>
<td>Adequate description of the problem or need</td>
<td>Brief, yet complete and easily understood description of the problem or need</td>
</tr>
<tr>
<td>Resource itself or citation (25%)</td>
<td>Not provided, irrelevant, or inappropriate resource</td>
<td>Resource is moderately appropriate, but better choices could have been made and/or citation is incomplete or incorrectly formatted</td>
<td>Resource is provided or cited and is appropriate to task</td>
<td>Excellent selection of a highly appropriate resource</td>
</tr>
<tr>
<td>Summary of resource content (10%)</td>
<td>Summary is missing or inaccurate</td>
<td>Incomplete and/or partially unclear summary</td>
<td>Adequate summary of resource content</td>
<td>Brief, yet clear and comprehensive summary</td>
</tr>
<tr>
<td>Evaluation of the resource (25%)</td>
<td>Evaluation of the resource is missing</td>
<td>Evaluation is limited, may include only strengths or only weaknesses, or may be vague or not specific to the identified problem/need</td>
<td>Adequate evaluation with consideration of both strength and weaknesses, has connection to the identified problem/need</td>
<td>Comprehensive evaluation of the resource with clear, specific connection to the identified problem/need</td>
</tr>
<tr>
<td>Reflection on the resource/search (20%)</td>
<td>Reflection is missing</td>
<td>Reflection is limited and/or fails to mention plans to use resource</td>
<td>Adequate reflection on what was learned from resource and plans for use</td>
<td>Comprehensive reflection on lessons learned from resource and the search for it; clear and appropriate plans for resource use</td>
</tr>
<tr>
<td>Professional writing skills used (10%)</td>
<td>Many grammatical errors; organization of thoughts lacking</td>
<td>Some grammatical errors and need for more professional presentation</td>
<td>A few grammatical, spelling, or punctuation errors</td>
<td>Professionally written with (almost) no grammatical, spelling, or punctuation errors</td>
</tr>
</tbody>
</table>

*Notes: Overall score earned will be out of 4 points. Late assignments will have one point subtracted. If submitted more than 48 hours after deadline, zero points will be given.*
Final Presentation

Each intern will create a final presentation that describes his/her internship experience and reflects his/her growth and development over the course of the internship. The final presentation will be shared at the final Day on Campus. Interns who will attend the Day on Campus will prepare a poster presentation. Interns who are out of the area (more than 80 miles away) and unable to attend the Day on Campus will prepare a slide presentation and submit it to their University Supervisors.

Presentation Content

Although there are two different presentation formats, the content of the final presentations will be the same. The following information should be included in your presentation:

1. Information about the agency including its mission, populations served, services offered, etc.
2. Description of what you did—roles, responsibilities, special projects, etc.
3. Descriptions, with specific examples, of the goals you accomplished during internship and how you have grown. It may be useful to organize goals/growth within the three competence domains: knowledge of field, social service skills, and professional behaviors.

Item 1 provides the backdrop or sets the stage for items 2 and 3, which are the meat of the poster (or slide presentation). When preparing your presentation, consult assignments you have completed throughout the semester (task logs, goals assignments, reflections, supervision journals, etc.). These will provide you with a lot of “raw material” to draw from. Additionally, reflect on your midterm evaluation and your own personal thoughts to identify and describe your internship experiences.

Interns who share a site are each expected to create a presentation. Although you may have engaged in the same tasks as a peer during your internship, your growth experiences (strengths, areas of improvement, goals) may not be the same. Additionally, the way in which you choose to organize and present information will differ. We want each of you to have the flexibility to create and present in a manner that is authentic to you. Your presentation thus should be a unique reflection of how you experienced your internship.

Presentation Format

A. Slide Presentation

Slide presentations should be created using presentation software such as Microsoft PowerPoint, OpenOffice.org, or Prezi. Interns should submit a copy of the presentation to their University Supervisor by the date of the final Day on Campus. Although the presentation will not be presented at the Day on Campus, interns will have the opportunity to present their presentations to their Site Supervisor and other agency staff at a date and time determined by the Site Supervisor. In some cases, the University Supervisor may arrange to view or hear the presentation via video or telephone conference.

B. Poster

A tri-fold tabletop presentation board no more than 36” X 48” should be used for your presentation. The presentation board should be able to stand alone on a table top. You have full creative control in designing your poster. However, you will want your poster to effectively communicate to your audience. Please consider the following:
At the top of the poster you will want to have a header that includes your name, the name of your site, and the location of your site. You may choose to have a title for your poster if you find a phrase that reflects your experience and is eye-catching.

Your poster should have a clear storyline and flow. Use headers to demarcate different sections of the poster (information about the agency, what you learned, etc.). Be clear about how the poster is to be read (from left to right or from top to bottom). Pictures should be used strategically to illustrate points but should not take up too much space on the poster.

You should be prepared to engage audience members about your poster. You may be asked questions about what you liked best about internship, what challenged you the most, what your next steps are, and so on. You will want to be prepared to respond to a range of questions that one might ask about your internship experience. Decide ahead of time what is and is not shareable and develop some prepared answers as needed.

For tips on designing your poster, navigate to the Making Speeches and Presentations page here: (Colorado State University http://writing.colostate.edu/guides/page.cfm?pageid=1523)

**HDFS 45500 Rubric for Final Presentation**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable (0)</th>
<th>Emerging (.5)</th>
<th>Competent (.75)</th>
<th>Proficient (1)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides detailed information about the agency</td>
<td>Information unclear</td>
<td>Partial information about mission/services</td>
<td>Satisfactory description of agency mission and types of services</td>
<td>Comprehensive description of agency mission and types of services</td>
<td></td>
</tr>
<tr>
<td>Provides info about typical intern experiences within the agency</td>
<td>Limited reference to professional experiences during the term</td>
<td>Partial information regarding typical experiences</td>
<td>Satisfactory information regarding professional opportunities as an intern</td>
<td>Complete information regarding professional opportunities as an intern</td>
<td></td>
</tr>
<tr>
<td>Communicates developing competencies throughout the term</td>
<td>No reference to developing competencies</td>
<td>Limited presentation of developing competencies</td>
<td>Satisfactorily addressed growing competence in Knowledge of the Field, Skills in Social Services, and Professional Behavior</td>
<td>Comprehensively addressed growing competence in Knowledge of the Field, Skills in Social Services, and Professional Behavior</td>
<td></td>
</tr>
<tr>
<td>Uses effective and creative methods of documenting semester experiences</td>
<td>Presentation shows lack of attention to detail, poor organization, or errors/sloppiness</td>
<td>Presentation does not engage audience in the student’s experience effectively</td>
<td>Presentation documented experiences in a straightforward satisfactory manner</td>
<td>Presentation documented experiences in an informative, creative fashion which revealed to others the intern’s achievements</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Unacceptable (0)</td>
<td>Emerging (.5)</td>
<td>Competent (.75)</td>
<td>Proficient (1)</td>
<td>Rating</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Communicates poster content effectively and interacts appropriately with audience</td>
<td>Communication was unclear and disorganized, did not demonstrate interest or enthusiasm about content or sharing with the audience. Interacted with audience limitedly or avoidantly</td>
<td>Communication was unclear at times, delivered with little to no inflection, and did not adequately engage the audience. Interacted with the audience in a nonchalant manner.</td>
<td>Communication was satisfactory with regards to clarity and emphasis. Interacted with audience in an appropriate manner.</td>
<td>Communication was clear and effective, demonstrated interest and/or enthusiasm, and maintained interest of audience. Interacted with audience in a professional manner</td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Comments:</td>
</tr>
</tbody>
</table>

**Comments:**
RESPONSIBILITIES OF SITE SUPERVISOR

A Site Supervisor is expected to:

1. Read handbook describing program and university expectations. Make certain Memorandum of Agreement is signed and student agreements are on file.

2. Provide work space for intern to be comfortable and feel a part of the agency.

3. Establish communication expectations/timeline with the University Supervisor.

4. Establish rapport and regular communication with the intern. Maintain regular contact by weekly supervision meetings in which you do the following:
   - Orient the intern to your agency/site by introduction to staff, tour of facilities, and a discussion of policies/philosophy
   - Help intern become aware of and feel a part of your agency’s total program
   - Facilitate the intern’s establishment of goals and objectives

5. Advise intern of opportunities for professional development. These opportunities might include professional meetings, in-service workshops, board meetings, visits to other agencies, and shadowing other professionals.

6. Acquaint intern with pertinent professional literature, specifically identifying at least two key readings that coincide with the intern’s experience.

7. In cooperation with the University Supervisor, monitor the intern’s experiences to ensure there are sufficient and appropriate opportunities for the intern to accomplish these goals and objectives to reach the competency level of a B.S./B.A. professional by the end of the semester.

8. Systematically evaluate the intern’s progress during the internship by:
   - Observing the intern on the job and providing feedback accordingly
   - Helping the intern recognize successes and specific areas of professional strength
   - Helping the intern identify areas needing improvement and offer constructive suggestions
   - Completing the midterm and final evaluations at the times requested by the University Supervisor
   - Discussing the midterm and final evaluations with the intern and the University Supervisor in meetings or by phone conferences
   - Determining final grade recommendation and notifying the University Supervisor
Responsibilities of University Supervisor

A University Supervisor is expected to:

1. Establish rapport and regular communication with both the intern and the Site Supervisor. Maintain regular contact by:
   - Use of Supervision Journal on Blackboard to communicate with intern, as well as e-mail or phone contact when appropriate
   - Monthly e-mail or phone contact with Site Supervisor
   - Site visitations for interns within 80-mile radius of Lafayette
   - Monthly phone/video contacts for interns/supervisors beyond the 80-mile radius of Lafayette

2. Facilitate intern’s establishment of goals and objectives. In cooperation with the Site Supervisor, monitor the intern’s experiences to ensure there are sufficient and appropriate opportunities for the intern to accomplish these goals and objectives. Provide feedback on goal progress and support in planning future goals. Support intern in recognizing his/her successes and identify specific area of professional strength as well as offering suggestions in areas needing improvement.

3. Read the intern’s reflections on a weekly basis and provide feedback accordingly.

4. Assist the intern in locating resources for professional development.

5. Read the resource evaluations and provide feedback accordingly.

6. Request mid-term evaluation from Site Supervisor at mid-point of semester and updated goals with evaluative comments from the intern. Meet to discuss each document with both intern and Site Supervisor if within 50-mile radius, otherwise consult by phone about the strengths and challenges of the intern. Support the intern and Site Supervisor in planning for experiences to continue the intern’s professional goals for the remainder of the term.

7. Request final evaluation from Site Supervisor and final self-evaluation from intern. Obtain Site Supervisor’s recommendation for a grade and then consult with the HDFS 45500 instructor to determine intern’s final grade. Discuss the grade with the intern and seek feedback forms about the experience.

8. Request Site Supervisor evaluation of internship program.

9. Send the Site Supervisor a letter of thanks for the hosting of the intern.
**Intern Evaluation Process**

Ongoing evaluation and feedback is an important aspect of the internship experience. Receiving specific, constructive feedback about one’s performance and progress facilitates the development and growth of those competencies associated with human service professionals. Over the course of the internship, interns are expected to receive and actively seek feedback about their performance from their Site Supervisor via weekly supervision meetings and as needed.

A formal evaluation of interns’ progress and performance will be conducted at two points during the internship semester: midterm (week 8) and at the end of the internship (week 16). Site Supervisors will use the Intern Evaluation Form to rate interns’ growth in the domains of knowledge, skills, and professional behavior as well as identify interns’ areas of strength and future growth needs. After completing the Internship Evaluation Form, Site Supervisors should meet with their interns to discuss the ratings on the evaluation form and provide feedback about the interns’ performance. Completed evaluations should be sent to the University Supervisor who will review and schedule an in-person meeting or phone conference with the intern and Site Supervisor to discuss the evaluation.

**Midterm Evaluation**
The midterm evaluation is a time for interns and site supervisors to reflect on the internship experience to date, review the experiences interns have had and what they have accomplished, and collaboratively develop a plan for facilitating interns continued growth. To facilitate the midterm review of progress, interns should provide their Site Supervisor with the most current copy of their Goals Assignment. Site Supervisors will use the Intern Evaluation Form to document their ratings of interns’ performance and progress. On the last page of the form, Site Supervisors should provide written feedback about interns’ progress and assign a letter grade (A-F) based on interns’ current overall performance. The Site Supervisor should arrange a meeting with the intern to discuss the Intern Evaluation Form and the intern’s goals assignment. After this meeting, a copy of the midterm evaluation should be sent to the University Supervisor who will schedule a meeting or phone conference to discuss the evaluation, problem-solve any concerns, and discuss learning goals for the remainder of the internship experience.

**Final Evaluation**
The final evaluation will provide a summative review of interns’ progress and performance over the course of the internship. Interns will complete a Final Self-Evaluation (see forms section of this handbook) and provide a copy to the Site Supervisor. The procedure for conducting the final evaluation is similar to that of the midterm evaluation. Site Supervisors should document their ratings of the intern’s performance in the column labeled “final” on the Intern Evaluation Form, written feedback should be provided on the last page of the form, and a letter grade (A-F) based on interns’ overall performance should be assigned. The intern and Site Supervisor should meet to discuss the Final Self-Evaluation as well as the Intern Evaluation Form. After this meeting, a copy of the final evaluation should be sent to the University Supervisor who will follow-up with the Site Supervisor to discuss the evaluation and the final grade recommendation for the internship semester.
Grading Criteria for HDFS 45500

The final grade for the internship semester is determined by the Course Instructor for HDFS 45500 in consultation with the University and Site Supervisors. The University Supervisor will recommend a grade based on the course assignments (weekly reflections, reading critiques, and goals sheet), the final presentation, and interns’ professional comportment. These criteria will account for 25% of the grade. Site Supervisors will recommend a letter grade (A-F, including +/-) for the student’s on-the-job performance which will account for 75% of the grade for the semester. A description of intern performance at each letter grade follows:

The “A” student is an individual who has demonstrated a very high degree of skill in working with the client/patient population and fellow staff. An individual who earns an A has maintained both a positive attitude and a high level of enthusiasm and has shown constant progress throughout the semester. An “A” student has met the requirements of the Site Supervisor and University Supervisor and has excelled in the areas of initiative, creativity and responsibility. A student who earns the grade of A can be recommended without reservation as an entry level professional.

The “B” student is an individual who has worked well with the client/patient population and fellow staff. An individual who earns a B has met the requirements and expectations of the Site Supervisor and the University Supervisor and has shown progress during the semester. The “B” student has the potential to be a skilled professional, but needs additional experience and/or confidence in her/himself in order to function independently as an entry level professional. A student who earns the grade of B can be recommended with confidence noting her/his limitations/potential as a professional.

The “C” student is an individual who has shown a lack of initiative and/or skill in working effectively with the client/patient population and fellow staff. An individual who earns a C has had difficulty meeting the requirements and expectations of the Site Supervisor and the University Supervisor. Limited progress has been shown during the semester and the student will need considerable assistance in order to function effectively as an entry level professional. A student who earns the grade of C can only be recommended with reservations, noting her/his strengths/limitations as a professional.

The “D” student is an individual who has shown a lack of initiative and/or skill in working with the client/patient population and fellow staff. An individual who earns a D has not met the requirements and expectations of the Site supervisor and the University Supervisor. Little or no progress has been shown by the student throughout the semester. A student who earns the grade of D cannot be recommended for employment as an entry level professional.

The “F” student is an individual who has shown a serious lack of initiative and enthusiasm in working with the client/patient population and fellow staff. An individual who earns an F has not met the requirements or expectations of the program. A student who earns the grade of F cannot be recommended for employment as an entry level professional.
The letter grades assigned by each supervisor will be translated into the following points and a weighted average will be calculated.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+/A</td>
<td>4 points</td>
</tr>
<tr>
<td>A-</td>
<td>3.7 points</td>
</tr>
<tr>
<td>B+</td>
<td>3.3 points</td>
</tr>
<tr>
<td>B</td>
<td>3 points</td>
</tr>
<tr>
<td>B-</td>
<td>2.7 points</td>
</tr>
<tr>
<td>C+</td>
<td>2.3 points</td>
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<tr>
<td>C</td>
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<td>C-</td>
<td>1.7 points</td>
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<tr>
<td>D+</td>
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<td>D</td>
<td>1.0 points</td>
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<td>D-</td>
<td>0.7 points</td>
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<tr>
<td>F</td>
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The weighted average will be converted to a letter grade using the following scale:

- 3.8 – 4.0 points = A
- 3.5 – 3.7 points = A-
- 3.2 – 3.4 points = B+
- 2.8 – 3.1 points = B
- 2.5 – 2.7 points = B-
- 2.2 – 2.4 points = C+
- 1.8 – 2.1 points = C
- 1.5 – 1.7 points = C-
- 1.2 – 1.4 points = D+
- 0.8 – 1.1 points = D
- 0.5 – 0.7 points = D-
- 0.0 – 0.4 points = F
HDFS 45500 Corrective Action Policy

The University and Site Supervisors are committed to working together to ensure that interns successfully complete the internship semester. Providing feedback on interns’ strengths and areas of improvement is one way by which Supervisors facilitate interns’ progress and success. There are occasions, however, where an intern may exhibit problematic behavior that requires Supervisors to impose a corrective action so that professional functioning is improved. This document details the conditions under which corrective action may be taken, the types of corrective actions available, and the procedure for imposing corrective actions.

Problematic Behaviors

While it is expected that all interns will comport themselves professionally over the course of internship, there may be instances in which there are concerns about an intern’s functioning. Concerns about an intern’s functioning typically fall in one or more of the following domains: professional behavior, work performance, and/or interpersonal conduct.

- Professional behaviors include but are not limited to the following: punctuality, attendance, adhering to confidentiality and other ethical guidelines, abiding by agency policies, accepting and incorporating feedback about performance, separating personal matters from professional work, etc. Examples of problematic professional behaviors include using agency resources for personal use without permission, chronic tardiness or absence, working while under the influence, etc.

- Work performance behaviors include but are not limited to the following: performing assigned job tasks accurately, completing job tasks promptly, demonstrating consistent work performance, completing academic assignments, etc. Work performance includes both responsibilities at the internship site and assignments/responsibilities detailed in this manual. Examples of problematic work performance behaviors include the inability to perform basic work tasks, failing to perform work tasks, difficulty keeping up with pace of work, running personal errands or sleeping during work time, failing to complete weekly reflections, etc.

- Interpersonal conduct includes but is not limited to the following: developing effective work relationships with agency staff and supervisor, interacting respectfully and professionally with clients, representing the agency favorably when in public settings, demonstrating cultural competence, etc. Examples of problematic interpersonal conduct includes developing a Facebook relationship with a client, arguing with a staff member, engaging in office gossip, refusing to carry out a supervisor’s directives, sexual harassment, etc.

Given the newness of the internship experience, it can be expected that interns may sometimes unintentionally or intentionally engage in problematic behavior. Some problematic behaviors occur because there is a lack of knowledge or skill and, in most cases, the behavior can be promptly corrected with feedback and/or training. It is expected that site supervisors will provide that feedback and/or training as needed. However, there are cases in which there is serious concern and administrative correction is required:

- The problematic behavior occurs repeatedly after feedback has been provided
- The intern denies and/or does not demonstrate insight into the problem behavior
- The behavior reflects more than a skill deficit that can be addressed by training
- The quality of services to clients is compromised or the intern is a risk to clients
- The intern’s presence negatively affects the work environment
- The intern requires a high level of supervision that is beyond supervisor capacity
Types of Administrative Sanctions
When administrative correction is required to address an intern’s problematic behavior, the Site Supervisor should contact the University Supervisor to discuss appropriate sanctions. There are three levels of administrative sanctions that may be imposed:

- **Probation** is a one to two week period of time during which the intern’s performance will be closely monitored and evaluated based on a corrective action plan developed by the site and University Supervisor. During the probationary period, the intern will receive remedial support and frequent feedback about his/her progress.

- **Removal from the internship site** is a permanent action in which the intern and the site terminate the professional relationship. Removal from the internship site allows for the possibility that an intern may be placed at a different site depending on the nature of the situation associated with the removal. Removal also may result in dismissal from the internship program.

- **Dismissal from the internship program** is defined as the intern being removed from the internship site and receiving a failing grade (“F” or “WF” - withdraw failing) for HDFS 45500. The intern is expected to engage in remedial activities, secure a new internship (under the close supervision of HDFS faculty), and enroll in HDFS 45500 the following term if sufficiently prepared.

The type of sanction that will be imposed for problematic behaviors will vary depending on the offense. Serious offenses such as engaging in sexual harassment are grounds for immediate dismissal from the internship program. An accumulation of less serious offenses such as chronic tardiness or absenteeism, inappropriate communication, insubordination, and lack of adequate progress may also result in dismissal. The type of sanction imposed will be decided by both the University and Site Supervisor, with consultation from the HDFS 45500 instructor.

Procedure for Remediying Problematic Behaviors
When problematic behaviors occur, it is expected that the Site Supervisor and intern will first work together to remedy the problem. The Site Supervisor should provide the intern with immediate feedback about his/her behavior, communicate what the behavioral expectations are, and problem-solve how to correct the behavior or improve the situation. The site supervisor may choose to modify the intern’s activity schedule to accommodate the intern’s particular learning needs. This may include retraining the intern, providing the intern with more supervision, or assigning the intern to tasks with which he/she has mastery. The Site Supervisor also reserves the right to impose sanctions in accordance with the site’s policies and procedures.

Site supervisors should use their best judgment to assess how and when an intern should demonstrate improvement after receiving feedback. If problematic behaviors increase in severity or frequency, the Site Supervisor should follow the procedures below. If there is serious concern about an intern’s behavior, the Site Supervisor should proceed to step 4 and immediately contact the intern’s University Supervisor. **Site Supervisors should document when each action was taken and the outcome. It is recommended that copies of documentation be forwarded to the University Supervisor (e.g., copying the University Supervisor on emails to the intern). Documentation provides accountability and protects all parties involved.**

1. Meet with the intern to discuss the occurrence of the problematic behavior.
2. Develop a corrective action plan. The corrective action plan should identify what the desired goal/behavior is and include concrete action steps for how the intern will improve or exhibit the desired behavior. A written copy of the plan should be provided to the intern and the University Supervisor.
3. Monitor the corrective action plan every 2-7 days depending on the site and nature of the work. Monitoring involves meeting with the intern to identify improvement, stagnation, or deterioration as well as engaging in additional problem-solving as warranted and useful.

4. Contact the intern’s University Supervisor if there is no progress or deterioration occurs and problem-solving is not sufficient.

5. The University Supervisor will schedule an in-person meeting or telephone or video conference (for non-local sites) with the Site Supervisor and intern to discuss concerns and attempts at correction action.

6. Jointly the University and Site Supervisor will agree on the sanction that should be imposed.
   a. If it is determined that the intern could improve with further corrective action and time, the intern will be placed on formal probation and have one to two weeks to demonstrate improvement.
   b. If it is determined that the intern cannot not be successful at the site, it will be recommended that the intern be removed from the site.

7. After allowing reasonable time for corrective action, if the intern has demonstrated little to no improvement and there are no further options for corrective action, the University and Site Supervisor may recommend that the intern be removed from the site or dismissed from the internship program. The final decision will be made in consultation with HDFS 45500 Course Instructor.
   a. The University Supervisor may consider an alternate internship placement depending on the concern. For example, if the concern was about the intern’s inability to master a basic skill and it is determined that the intern could perform successfully at another type of site, a transfer may be made depending on site availability and time remaining in the internship semester.
   b. If the concern requires long-term remediation, for example dealing with a personal matter, the intern will be dismissed from the internship program for the term. The University Supervisor will work with the intern to access services or resources as necessary so that he/she may be in a better position to successfully complete an internship the following term.
HDFS 45500 Intern Problem Resolution Policy

There may be occasions when interns have concerns about their internship experience. We encourage interns to communicate and directly problem-solve these concerns with their immediate supervisor. If the concern is about an academic or supervision matter, interns should contact their University Supervisor. If a concern cannot be resolved, the University Supervisor will consult with the HDFS 45500 Course Instructor.

If the concern is about a site-related matter, interns should follow the procedures below:

1. Intern should discuss the concern with the staff involved or his/her immediate supervisor. Sometimes the immediate supervisor may be a senior staff member assigned by the Site Supervisor; other times it may be the Site Supervisor. Please be prepared to discuss your concern, the facts about what happened, and your ideas for resolving the concern. The more specific you can be about what you need or desire, the more effective the problem-solving process will be.
2. Allow time for the concern to be addressed. Some changes are immediate; others may take time. Be patiently persistent.
3. If the concern is not resolved or cannot be resolved by the immediate supervisor, you should contact your Site Supervisor if you have not already done so.
4. If the Site Supervisor is unable to resolve the problem and/or you are having difficulty resolving your feelings, contact your University Supervisor.
5. The University Supervisor will meet with you to discuss the concern.
6. The University Supervisor will contact the Site Supervisor to either have a phone discussion or schedule a meeting with all parties involved, or both.
7. All parties will meet and attempt to resolve the matter.
8. If the matter cannot be resolved and is significantly affecting the internship experience, the University Supervisor will consider other options (assigning intern to a different supervisor or department, administrative removal from the site, etc.)