

EAST CENTRAL UNIVERSITY

DEPARTMENT OF PROFESSIONAL
PROGRAMS IN HUMAN SERVICES

Human Services Counseling

and concentration in:

Counseling

Rehabilitation



INTERNSHIP MANUAL

Policies

and

Procedures

Revised Spring 2024

Ada, Oklahoma 74820

TABLE OF CONTENTS

Program Mission	1
Program Goals	1
Curriculum	1
Length of Internship	2
Internship Option	2
Locations of Internships	2
Grading	3
Academic Credit	3
Requirements for Internship	3
Internship Committee	5
Exit Exam	5
Application Procedure for Internship	5
Student's Right to Appeal	6
Approval for Placement Sites	7
Role of Student	7
Role of University	8
Role of Agency	9
Evaluation of Students	10
Appendix A - Student Forms	
Intern Commitment Form	13
Log Sheet	14
Learning Contract	15
Program Assessment Survey	16
Appendix B - Internship Site Forms	
Mid-term Evaluation	18
Final Evaluation	19

EAST CENTRAL UNIVERSITY
INTERNSHIP MANUAL
FOR
HUMAN SERVICES COUNSELING

GENERAL INFORMATION

Program Mission

The Mission of the Human Services Counseling Program is to provide a baccalaureate program designed to furnish the necessary academic skills for entry level employment in human service positions in a variety of government, civic, and private organization.

Program Goals

The primary objective of this undergraduate program is to provide preparation for individuals who desire to pursue a career in human service fields. The program helps students develop the knowledge and skills to be employed in a variety of organizations and agencies which provide human services. The goals of the Program are:

1. To prepare students to pursue a career in human services professions.
2. To assist in supplying the human resources needed to staff the increasing number of programs in human services.
3. To provide a sound undergraduate education for graduate studies in human services professions.

The Curriculum

The curriculum which meets the requirements of a bachelor of arts degree, is designed to enhance the opportunities of graduates to develop necessary skills, attitudes, and understandings through:

1. general education courses
2. a core of common courses relating to all human service occupations
3. courses for a specific concentration
4. supporting behavioral sciences courses.

Students may select a minor from the Professional Programs in Human Services Department **or** from a related field if desired.

GENERAL INTERNSHIP INFORMATION

Length of Internship

Internship is generally scheduled within a period of one semester, and requires either 220 or 440 clock hours. Students enroll in one (1) or two (2) sections of internship (HURES 4946). There are extenuating circumstances, however, when the student may opt to complete two sections of internship but need to extend their internship over two semesters. In this case, the student will complete 220 hours in one semester, and then will complete 220 hours the next semester. Students must petition the internship committee by submitting in writing reasons for the request.

Additional Internship Option

Students having suitable work experiences in the human services area may petition for exemption from internship. Exemption will be requested on the internship application form, with work experience documented. Students not participating in internship activities will substitute and enroll in 12 credit hours of upper level (3000 or 4000) of approved course work in lieu thereof.

Location of Internship

The location of the internship will not be limited by the range of commuting distance from the university. Special effort will be made in assisting the student in locating an agency that will

provide the most meaningful experience, while still considering convenience and economics.

Grading

The assignment of a pass/fail grade at the end of the internship shall be primarily based upon the following:

1. Evaluation of the intern's experiences by agency field supervisor.
2. Evaluation of the intern's experiences by the faculty supervisor.
3. Evaluation of and timeliness of written assignments.
4. Adherence to agencies' policies regarding absenteeism, tardiness, etc.
5. Student's participation and professionalism during internship.
6. Completion of exit examination.

It should be noted that simply turning in written assignments and completing hours is not enough for a passing grade in internship. Students must not only show evidence of knowledge acquired, but of professionalism.

Academic Credit

Six or twelve hours of academic credit will be assigned upon the successful completion of the internship. In the instance of internships spread over two semesters, the student will receive six hours of academic credit each semester--a total of twelve hours of internship.

Requirements for Internship

The following requirements and policy statements apply to all students wishing to participate in internship activities:

1. The student must have senior level standing.
2. The student must file a timely, formal application of internship with the major advisor. Students must attach their degree c e c or rogress re ort and unofficial copy of their transcript. The application form must be signed and dated.

- a. For Fall Internship, an application should be filed no later than the last day of April the preceding Spring semester, or by the deadline announced by the department.
 - b. For Spring Internship, an application should be filed no later than the last day of November of the preceding Fall semester, or by the deadline announced by the department.
 - c. For Summer Internship, an application must be filed no later than the last day of the preceding Spring semester, or by the deadline announced by the department.
3. The student applying for internship should have an accumulated grade point average of no less than 2.50. A student who does not meet this requirement must obtain written approval from his major advisor and the chair of the Department of Professional Programs in Human Services before applying for internship.
- . Completion of all required core and concentration courses in the Department of Professional Programs in Human Services. Students must have completed all course work necessary in their minor if selected and general education. If, at time of application, student needs courses in either minor or general education, a letter must be submitted to the faculty internship committee outlining under what circumstances courses are needed, and how those classes could be completed prior to graduation, and to what extent it may interfere with internship hours to be completed.
- . Student must have been declared their major.
- . A student entering internship must give evidence that he/she is properly motivated at the time of his/her assignment and that his/her personal and family situation is

stable and unencumbered, so as to assure successful completion of this important phase of professional education.

7. Student must inform major advisor if there are any pending or past legal issues, including felonies that may preclude student from being accepted in some internship sites.

Internship Committee

Internship Committee is comprised of full-time faculty in the Counseling Program.

Exit Exam

Students are required to complete an Exit Exam, which is posted in the Internship Handbook. This exam has questions from each core class in the program. This exam is used for assessment purposes. Students will receive their results immediately.

Application Procedure for Internship

1. Recommendation for internship placement by a majority of the faculty in the student's major field. Recommendation for internship will be based on the student's interpersonal skills, punctuality, tolerance, flexibility, dependability, initiative, and professional attitude, in addition to meeting the internship requirements as specified in this document.
 2. The major advisor or designated faculty member will receive applications.
 3. Students who are requesting exceptions to GPA, full-time internship status, or are requesting to take course work during their internship, must submit a letter outlining the request with specific reasons for the request, and outline a plan of action.
- Students will receive a notification from their advisor following receipt of their internship application that they have been a) accepted unconditionally, b) accepted conditionally with conditions specified, or c) denied an internship with specific

c) reasons outlined.

- . Students will be notified in writing the status of their application.
- . Students will further be informed of instructions for completing mandatory internship orientation. It should be noted that failure to complete orientation may delay student's internship.

Student's Right of Appeal

When a student files an application for internship, that application is acted upon by the faculty of the student's major. The application is approved or denied, based on requirements set forth in this document. The student will be notified in writing by the major advisor as to the decision of the faculty. If the student feels that the recommendation is adverse or otherwise does not represent the student's interest, the applying student may wish to evoke the following appeals process:

1. The student who feels that he/she has received an adverse decision on his/her application for internship should first file a written petition with the chairman of the department. The petition should be submitted within ten (10) days following notification of the decision on the internship application, setting forth those reasons why he/she feels the decision was erroneous. Also, at the same time, the student should request to appear before the major faculty to appeal the adverse decision. (The Department will make every effort to schedule the student for a "hearing" within two weeks following receipt of the student's petition.) The student will be notified in writing of his/her "hearing" date.
2. If, after an appeal by the dissatisfied student, the major faculty sustains its initial decision, the student has further rights of appeal through the process set forth by the

University. The faculty will assist the student as much as possible to assure that the student's rights are preserved.

Approval for Placement Site

Students should choose internship sites they feel will enhance their learning in an area of their interest. Faculty advisors will assist students in researching appropriate sites, and will assist students in the initial contact with agencies.

Each student should have an appropriate resume that can be presented to the agency offering the field placement. The agency has the right to determine a student's suitability for placement and subsequent retention. It should be noted that most agencies will require the student to obtain an OSBI background check prior to the start date.

A commitment in writing is made by the student, the faculty supervisor, and the agency administrator before the student begins the internship (Appendix A).

The Role of the Student

During the course of the internship, the student will conform to agency personnel policies, such as working hours, dress, and holidays. Any minor exception must be cleared through the field supervisor, and major deviations should be discussed with both the field supervisor and the faculty supervisor.

The student should adhere to and follow these general guidelines.

1. Assume responsibility for actions and activities.
2. Work cooperatively with supervisors and co-workers.
3. Approach new situations with a positive attitude and eagerness to learn from the experience of others.
4. Apply knowledge learned in the classroom to practical situations.
5. Develop professional rather than personal relationships with clients.

- . Treat client information with strict confidentiality.
 - . Be punctual and thorough in completing and submitting all work assignments.
 - . Prepare for and utilize case conferences with other professionals as learning situations which will improve the quality of services.
 - . Show willingness to accept and profit from constructive criticisms and suggestions.
10. Exhibit ability to remain flexible in whatever day-to-day situations occur and be creative in finding solutions to new problem situations.

The student will be responsible for the following:

1. Submit log reports of daily activities to faculty supervisor. These reports will be submitted on a weekly basis and will serve as primary documentation of fulfillment of internship requirements (Appendix A).
2. Submit (coordinated with site supervisor) a learning contract of specific activities, tasks, etc. the student is interested in acquiring at the internship site (Appendix A).
3. At the conclusion of internship, submit self-evaluation form (Appendix A).

The Role of the University

In the description of the Internship Program, the role of the University refers primarily to the role of the faculty supervisor assigned by the Department of Professional Programs in Human Services.

The internship is considered part of the curriculum. The faculty supervisor will thus assume overall responsibility for consultation with the agency and the student in terms of objectives, content, and experiences. In general terms, the faculty supervisor will be responsible for insuring that the student receives maximum benefit from the internship, that the University requirements are completed, and that the internship benefits the agency as well as the student.

Specifically, the faculty supervisor will be responsible for the following:

1. Assist the student with the selection, and consequently approve the internship placement.
2. Discuss with the student, the course requirements, role expectations, nature of assignments, and the method of grading.
3. Explain to both the student and to the agency internship objectives, procedures, and policies.
- . Coordinate all aspects of the internship, and deal with special situations which arise throughout the internship.
- . Make one field visits during the course of the internship for consultation with the student and agency supervisor.
- . Complete final student evaluation (Appendix B).

The Role of the Agency

The Agency and/or field supervisor will be primarily responsible for the following:

1. Orienting the student to:
 - a. Agency philosophy, structure, and function.
 - b. Agency policies and procedures.
 - c. Agency personnel regulations (dress, hours, meetings, travel, etc.).
 - d. Other agency personnel with whom the intern will be working.
 - e. The dynamics of the client population and caseload characteristics.
2. Explaining the agency's role in the community and its relationship with other agencies.
3. Assigning and supervising the completion of client-related tasks.

4. Evaluating the student's performance and making suggestions for improvements as necessary.
5. Providing regularly scheduled supervisory conferences for consultation and on-going evaluation of the student's progress.
6. Submitting written evaluation to the faculty supervisor.

Through working with the student on a daily basis, the field supervisor will have a thorough knowledge of the student's strengths and weaknesses. This knowledge should enable the field supervisor to guide the student through various tasks and assignments which will enable completion of the internship with maximum benefit.

Evaluation of Students

Evaluation of students should consist of continuous self-analysis by the student and periodic analysis of the student's progress by the faculty supervisor and the field supervisor. Growth in professional competence should be evaluated both subjectively and objectively in terms of competencies desired in a beginning practitioner.

A major purpose of evaluation is to enable the faculty supervisor, the field supervisor, and others concerned to render judgments periodically, concerning the work done by the student intern. It is through such judgments that the student gains insight that may result in improvement of practice. Since the faculty supervisor and field supervisor have direct responsibility for assessing the student's competence, they are concerned with developing adequate quantitative and qualitative indicators of such. These evaluations will be used periodically throughout the internship.

When preparing the written evaluation, the following principles should be kept in mind:

1. The underlying philosophy and approach of evaluation should be directed

constructively toward strengthening the student both personally and professionally.

2. Evaluation should be with the student rather than merely of the student.
3. Evaluation should be regarded as a continuing process, not a single event in time.

There will be **two written evaluations of interns**; one at mid-term, and a final evaluation (Appendix B). It is suggested the agency supervisor keep notes to aid in completing the periodic evaluations.

4. The evaluation process should also provide an opportunity for the student to assess the internship experience.

APPENDIX

A

Student Forms

DEPARTMENT OF PROFESSIONAL PROGRAMS IN HUMAN SERVICES

EAST CENTRAL UNIVERSITY

INTERNSHIP COMMITMENT

Name of Student: _____

Place of Assignment: _____

Address and Phone: _____

In order to provide the above student an opportunity to fulfill the internship requirements for a B.A. Degree in Human Services Counseling, the following agreement is entered by the parties involved:

1. The agency named below agrees to accept the above-named student as a full/part time intern for one/two semester(s) beginning _____and ending _____.
The agency agrees to provide appropriate work assignments and supervision as stipulated in the Internship Manual.

Agency: _____

Signature _____ Date _____

2. East Central University, Department of Professional Programs in Human Services, agrees to assume overall responsibility for this internship arrangement and will provide field visits and consultation to the agency.

Signature _____ Date _____

3. The student agrees to make the best possible use of this opportunity for professional training and practice. The student agrees to observe and abide by the policies and procedures outlined in the Internship Manual.

Signature _____ Date _____

Permanent Address: _____

Telephone: _____

Student ID Number: _____

Daily Internship Log or Time Track

Name

ECOK - HSC - Internship Track

Activities

- Total Hours - include narrative of activity and reflection in notes.

Notes

**HURES 4946 INTERNSHIP
LEARNING CONTRACT**

NAME: _____

Internship Site: _____

An internship is an opportunity to grow both professionally and personally. Interns choose specific internship sites to assist them in the development of specific goals. Therefore, it would facilitate the growth process if unique, individualized objectives can be developed. The following objectives are mutually agreeable between the intern and the site supervisor.

Please develop and return to faculty member within two weeks of the start of the internship.

OBJECTIVE:

LEARNING ACTIVITIES;

OBJECTIVE:

LEARNING ACTIVITIES:

Signature of Intern

Date

Signature of Supervisor

PROGRAM ASSESSMENT SURVEY - Final evaluation form
To be completed by Intern

Name of Intern: _____ Date: _____

Internship Site: _____

Keeping in mind that the Human Services Counseling Program is not designed to train individuals to a specific job or agency, please respond to the following items using the scale below:

5	4	3	2	1	NA
Far Above Avg.	Above Avg.	Average	Below Average	Far Below Average	Not Applicable

<u>Numerical Rating</u>	<u>Question Number</u>	<u>Question</u>
_____	1.	Knowledge of the roles and functions of human service professionals.
_____	2.	Knowledge of counseling theory.
_____	3.	Skills to use basic helping techniques in practice.
_____	4.	Skills necessary to conduct interviews.
_____	5.	Skills necessary to develop service plans.
_____	6.	Skills necessary to effectively interact with individuals and families served.
_____	7.	Skills necessary to communicate with co-workers and supervisors.
_____	8.	Skills necessary to prepare and write effective reports.
_____	9.	Skills in the area of advocacy for individuals and families served.
_____	10.	Knowledge of ethical and legal issues in human services.
_____	11.	Knowledge related to multicultural and discrimination issues.
_____	12.	Skills necessary for effective community relations.
_____	13.	Please indicate overall level of preparation as an entry-level professional in human services.

Comments or other: (May also use back if necessary)

APPENDIX

B

Internship Site Forms

EAST CENTRAL UNIVERSITY
Department of Professional Programs in Human Services
Mid-Term Evaluation of Student Intern

Name of Student _____

Name of Field Supervisor _____

Agency or Organization _____

Telephone _____ Date _____

INSTRUCTIONS: Please evaluate this student in terms of his or her work in your agency or organization and in terms of the abilities he or she possesses for effective and efficient work with the clients your agency serves. Below are groups of contrasting, descriptive terms that are divided by a seven-point scale. Please check () the position on the scale that best describes this particular student. If you think the term on the left is most appropriate, check the space under 1; or if the term on the right seems most suitable, check the space under 7. For most students, a location between the extremes (along the continuum) will be appropriate. If you had no opportunity to observe the student, check the space provided.

I. Work Within The Agency

No
Opportunity
to Observe

		1	2	3	4	5	6	7		
Responsible	_____	_____	_____	_____	_____	_____	_____	_____	Unreliable	()
Organized	_____	_____	_____	_____	_____	_____	_____	_____	Disorganized	()
Thorough	_____	_____	_____	_____	_____	_____	_____	_____	Careless	()
Creative	_____	_____	_____	_____	_____	_____	_____	_____	Non-creative	()
Initiating	_____	_____	_____	_____	_____	_____	_____	_____	Dependent	()
Persistent	_____	_____	_____	_____	_____	_____	_____	_____	Impatient	()
Cooperative	_____	_____	_____	_____	_____	_____	_____	_____	Non-collaborative	()
Problem Solving	_____	_____	_____	_____	_____	_____	_____	_____	Procrastinating	()
Mature	_____	_____	_____	_____	_____	_____	_____	_____	Immature	()
Observant	_____	_____	_____	_____	_____	_____	_____	_____	Neglectful	()
Interacting	_____	_____	_____	_____	_____	_____	_____	_____	Non-responsive	()
Curious	_____	_____	_____	_____	_____	_____	_____	_____	Indifferent	()
Relates well to co-workers	_____	_____	_____	_____	_____	_____	_____	_____	Is a loner	()

II. Working With Clients

Assertive	_____	_____	_____	_____	_____	_____	_____	_____	Passive	()
Aware	_____	_____	_____	_____	_____	_____	_____	_____	Nonattentive	()
Interacting	_____	_____	_____	_____	_____	_____	_____	_____	Silent	()
Tolerant	_____	_____	_____	_____	_____	_____	_____	_____	Intolerant	()
Thorough	_____	_____	_____	_____	_____	_____	_____	_____	Careless	()
Organized	_____	_____	_____	_____	_____	_____	_____	_____	Disorganized	()
Articulate	_____	_____	_____	_____	_____	_____	_____	_____	Noncommunative	()

NARRATIVE: Please summarize the student's special skills or areas of competence and also describe his or her principle limitations with regard to providing effective services to clients and working in human service settings.

PROGRAM ASSESSMENT SURVEY - Final evaluation form
To be completed by Site Supervisor

Name of Intern: _____ Date: _____

Internship Site: _____ Supervisor name: _____

Keeping in mind that the Human Services Counseling Program is not designed to train individuals to a specific job or agency, please respond to the following items using the scale below:

5	4	3	2	1	NA
Far Above Avg.	Above Avg.	Average	Below Average	Far Below Average	Not Applicable

<u>Numerical Rating</u>	<u>Question Number</u>	<u>Question</u>
_____	1.	Knowledge of the roles and functions of human service professionals.
_____	2.	Knowledge of counseling theory.
_____	3.	Skills to use basic helping techniques in practice.
_____	4.	Skills necessary to conduct interviews.
_____	5.	Skills necessary to develop service plans.
_____	6.	Skills necessary to effectively interact with individuals and families served.
_____	7.	Skills necessary to communicate with co-workers and supervisors.
_____	8.	Skills necessary to prepare and write effective reports.
_____	9.	Skills in the area of advocacy for individuals and families served.
_____	10.	Knowledge of ethical and legal issues in human services.
_____	11.	Knowledge related to multicultural and discrimination issues.
_____	12.	Skills necessary for effective community relations.
_____	13.	Please indicate overall level of preparation as an entry-level professional in human services.

Comments or other: (May also use back if necessary)

PROGRAM ASSESSMENT SURVEY - Final evaluation form
To be completed by Faculty

Name of Intern: _____ **Date:** _____

Internship Site: _____

Keeping in mind that the Human Services Counseling Program is not designed to train individuals to a specific job or agency, please respond to the following items using the scale below:

5	4	3	2	1	NA
Far Above Avg.	Above Avg.	Average	Below Average	Far Below Average	Not Applicable

Numerical Rating

Question Number

Question

- | | |
|-------|--|
| _____ | 1. Knowledge of the roles and functions of human service professionals. |
| _____ | 2. Knowledge of counseling theory. |
| _____ | 3. Skills to use basic helping techniques in practice. |
| _____ | 4. Skills necessary to conduct interviews. |
| _____ | 5. Skills necessary to develop service plans. |
| _____ | 6. Skills necessary to effectively interact with individuals and families served. |
| _____ | 7. Skills necessary to communicate with co-workers and supervisors. |
| _____ | 8. Skills necessary to prepare and write effective reports. |
| _____ | 9. Skills in the area of advocacy for individuals and families served. |
| _____ | 10. Knowledge of ethical and legal issues in human services. |
| _____ | 11. Knowledge related to multicultural and discrimination issues. |
| _____ | 12. Skills necessary for effective community relations. |
| _____ | 13. Please indicate overall level of preparation as an entry-level professional in human services. |

Comments or other: (May also use back if necessary)