

**Manual  
For  
Human Services  
Field Experiences**

**Bachelor of Science  
In  
Human Services**

**Montana State University-Billings  
College of Allied Health Professions  
Department of Rehabilitation and Human Services  
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**Introduction**

The purpose of this manual is to provide students and agency supervisors with an overview of the structure, learning objectives and internship goals related to Human Services internships.

As a degree requirement, students must successfully complete three unique field experiences (3 credits each) and attend seminars (1 credit each) concurrently with internships. Students must provide a minimum of 45 hours of internship service per credit, hence a minimum of 135 hours must be completed for each three credit internship. During a regular semester, this amounts to an average of 10-12 hours a week of service to the agency.

The related course rubrics/titles for the three HS internships/seminars, in order, are:

**HS First Field**

HS 496- Co-Op Ed Supervised Field Experience I in Human Services  
HS 387-Professional Seminar I in Human Services

**HS Second Field**

HS 496- Co-Op Ed Supervised Field Experience II in Human Services  
HS 487-Professional Seminar II in Human Services

**HS Third Field**

HS 496-Co-Op Ed Supervised Field Experience III in Human Services  
HS 489-Professional Seminar III in Human Services

It should be noted that students are registered for internships by the Cooperative Education/Career Services Office which utilizes a universal course number (496) for all field placements.

**Learning Objectives**

**Field Experiences**

The primary objective of the field experiences is to allow students opportunities to integrate practice with theory. The undergraduate program in Human Services attempts to enhance students' perception of pluralism and sensitivity to culture and diversity. Implementation and practice of acquired knowledge and skills in diverse community environments will improve students' growth and learning related to their own competencies as well as familiarity with the human service community.

General student objectives include:

- Understanding the function, structure, and goals of an agency.
- Acquiring knowledge about human service issues in the context of an agency.
- Learning how to establish and maintain professional relationships with colleagues and clients.
- Developing writing and verbal skills, including case recording.
- Enhancing interviewing, counseling and case management skills.

Specific goals and objectives for each unique field placement are delineated in the internship packet (discussed below).

**Seminars**

The primary purpose of the concurrent seminars is to provide a safe, group environment for students to process and integrate their field experiences. The intent is to enhance the students' conceptualization of their internship work, to receive peer and faculty support and feedback, and to assist with problem solving. Seminar attendance and participation is a mandatory requirement of the internship process.

**Locating and Registering for HS Internships**

**Academic Requirements**

Students may register for internships after completion of three prerequisite courses:

HS 201- Survey of Human Services  
HS 335- Introduction to Counseling  
HS 345- Legal, Ethical and Professional Issues in Human Services  
(Note: With permission of the student's HS advisor and the internship faculty supervisor, students may be permitted to register for their first internship while enrolled in HS 335 and/or HS 345).

### **Step 1: Preparing for Internships**

Students should begin the internship process early in the preceding semester by contacting the appropriate faculty supervisor to obtain an Internship Packet and/or going to the Cooperative Education/Career Services Office (located in Library 100) to learn about their requirements and obtain their forms. The Internship Packet (referred to as the HS Goal Packet) and Cooperative Education (Learning Agreement) are available through the MSUB website, Career Services and Cooperative Education link. Co-op Ed. requires other documentation from students so it is essential to check in at their office prior to pursuing an internship. Valuable information about available internship opportunities can also be found on the Career Services website.

Ideally, students begin securing an internship position during registration the preceding semester (November for spring semester internships, March for summer and fall internships). Summer internship offerings are not assured so students should consider this in their plan of study. It is recommended students begin internships in a manner that would allow them to graduate as planned by doing internships during regular semesters.

### **Step 2: Finding an Internship**

It is the responsibility of the student to locate, apply, interview and complete the documentation that will lead to registration for internships. Ideally, the three internships should be completed with different agencies to provide the student with the experience of diverse contexts and clientele. With permission of the faculty supervisor, however, a maximum of two internships may be pursued at the same agency if the role and duties of the intern show substantial differences for the two experiences.

### **Step 3: Registering for Internship**

Once a student has successfully secured an internship, the necessary paperwork must be completed with all signatures. Coop-Ed will register the student upon submission of the completed paperwork. Coop-Ed will retain their forms. The Internship Packet, once reviewed by Coop-Ed, will require three (to four) hard copies: one for the agency supervisor, one for the faculty supervisor and one for the student. Co-Op Ed will also need a copy, but you may send an electronic copy without signatures.

## **Internship Goals and Evaluation**

### **The Internship Packet**

The Internship Packet is the RHS Department's record of the students' internships. It includes:

- Face sheet with instructions for paperwork and registration
- Application for Internship
- Internship Contract
- Internship Goals Statement and Evaluation

Completion of the Internship Packet should be a collaborative process for the student and agency supervisor. The beginning and end dates of the internship, as well as the number of hours per week on site, should be recorded. Specific learning objectives for the intern related to twelve areas of competency must be defined as a result of a discussion and planning between the intern and the agency supervisor. The twelve areas are congruent with standards set by the Council for Standards in Human Service Education (CSHSE). They are:

- I. PARTICIPANT EMPOWERMENT
- II. COMMUNICATION
- III. ASSESSMENT
- IV. COMMUNITY AND SERVICES NETWORKING
- V. FACILITATION OF SERVICES
- VI. LIFE SKILLS DEVELOPMENT
- VII. EDUCATION, TRAINING AND SELF DEVELOPMENT
- VIII. ADVOCACY
- IX. CAREER AND EDUCATIONAL SUPPORT
- X. CRISIS INTERVENTION
- XI. PROGRAM AND EMPLOYEE DEVELOPMENT
- XII. DOCUMENTATION

The CSHSE standards are more fully described in the Internship Packet. Students should become familiar with each standard prior to meeting with their agency supervisor to determine their specific internship objectives. The student can then discuss the CSHSE standards with the agency supervisor who may then more readily assist the student with setting objectives relevant to the site, the intern's role and responsibilities.

## **Evaluations**

In addition to documenting the intern's goals and objectives for each internship, the Internship Packet also records the agency supervisor's evaluation of the student's performance for each of the twelve areas of competency, both at midterm and at the end of the semester. Agency supervisors will evaluate the intern's progress toward achieving the specific objectives by providing performance ratings and comments for each area. Students should also indicate their comments related to the evaluation of the goals. Ideally, this will be a collaborative process addressed during a supervisory meeting between the student and supervisor. The midterm evaluation provides an opportunity to re-evaluate the goals as well and make necessary changes should some goals prove not applicable or some activities of the intern have not been well reflected in the goals. While the student's grade for the internship will be assigned by the faculty supervisor, the agency supervisor's evaluation of the student's performance will inform the grade.

Grades for both the internship and the seminar will be based on the following:

- The agency supervisor's evaluations.

- The agency supervisor's recommendation.
- Student attendance and participation.
- Student completion of specific assignments.

The Career Services/Cooperative Education Office has a separate evaluation process for the student, agency supervisor and faculty supervisor. Co-op Ed. will contact the relevant parties for their evaluations of the internship experience, which can be completed online, at the end of the semester.

### **Faculty Supervisor Site Visits**

The faculty supervisor will participate in an evaluative meeting at least once per semester. Ideally, the faculty supervisor will make site visits at midterm and at the end of the semester. Should the faculty supervisor be able to arrange only one site visit, a second phone contact should be arranged. The purpose of the site visit is to provide an opportunity for the agency supervisor, intern and faculty supervisor to discuss the intern's progress and review the agency supervisor's evaluations, to address any concerns and to facilitate any necessary adjustments. It is the responsibility of the intern to arrange the site visits and to be present as the facilitator of the meetings. Planning for site visits should begin weeks in advance of the midterm and final evaluations in order to coordinate scheduling. A representative from Career Services/Cooperative Education may request inclusion in a site visit.

## **Expectations for Student Interns**

### **Student Responsibilities**

Students will:

- Behave in an ethical and professional manner.
- Be on time. Inform the agency supervisor when late or absent.
- Expect constructive feedback as opportunities for growth and learning.
- Dress in accordance with agency standards.

### **Student Activities**

Students will, when appropriate:

- Become familiar with procedures, policies, and regulations established by the agency.
- Have regular contact with their agency supervisor and ask questions when necessary.
- Ask for assistance and guidance through supervision to ensure clients receive quality services.
- Seek assistance from experienced staff members when necessary and appropriate.
- Participate in available in-service training opportunities.
- Attend staff meetings.

### **Ethical and Professional Conduct**

Students will, when appropriate:

- Spend as much time with clients as appropriate.
- Read client files.
- Attend client staffings.
- Be involved in collecting data and recording client behavior.
- Be involved in treatment planning and implementation.
- Report any unusual or inappropriate client/colleague behavior to agency supervisor.

Students **WILL NOT**:

- Visit clients socially.
- Correspond with clients except regarding professional matters in the context of the agency expectations and approval.
- Take sensitive/confidential materials to or from the agency without prior written permission of the agency supervisor.
- Make contacts for the clients outside of the agency without the prior permission of the agency supervisor.
- Accept gifts from clients.

### **Confidentiality**

Students will, at all times, protect the confidentiality of clients and colleagues. The following guidelines should be followed:

- Client related information should be used for student learning purposes only and must not be removed from the agency's premises. This information includes:
  - The name of the client or any persons related to the client
  - The address of the client
  - Personal identifiers of the client (social security number, client number)
  - Personal characteristics of the client or information that would lead to the identification of the client
- Delete the client's name, as well as other identifiable information (e.g., therapist's name, name of agency) from any work samples or any notes removed from the agency. **Do not modify original documents.**
- When preparing assignments for the MSU-Billings faculty, use a dash (e.g., \_\_\_ worked on the task of....) to refer to clients. The same precautions must be exercised when discussing clients, therapists or the agency where the students are placed.
- Any discussion of internship experiences should take place in appropriate settings and should be conducted professionally. This includes withholding any personal, identifying information related to clients, therapists and agencies from discussions in non-supervisory settings.
- During the field placement, students are subject to the rules, regulations, and expectations of the agency. The policies and practices of the agency and the agency supervisor(s) determine whether or not records of clients are made available to interns. Examination of client records is not required for completion of any assignments.

## Expectations for the Agency and Agency Supervisors

### Role of the Agency

The participating agency shall:

- Provide students with opportunities to practice in a professional setting where they can work with clientele, provide services, and collaborate with community resources.
- Provide students with opportunities to observe professionals in action.
- Provide students with opportunities to identify with human services professions.
- Provide students with opportunities to practice service delivery as appropriate.
- Provide students with opportunities to integrate theory and practice and develop helping skills.

### Role of Agency Supervisors

Agency supervisors shall:

- Complete and sign the Application, Contract, Goals Statement and Co-op Education forms prior to the start of the field placement (Students will not be registered for internships or seminars until these documents are satisfactorily completed and submitted to Co-op Ed). Supervisors should advise and collaborate with students in the goal setting process.
- Orient student to the agency and staff, and provide student with information and materials normally given to new employees.
- Provide student any additional materials necessary.
- Plan, organize and participate in internship activities and learning experiences to assist student in understanding the function of the agency.
- Allow students to observe and/or participate during client interviews, staff meetings and treatment planning meetings.
- Ensure students are assigned meaningful tasks and have **direct contact** with clients.
- Provide **weekly supervisory sessions** during which policies, roles, activities, and concerns can be discussed. These meetings should also include feedback regarding student performance and recommendations for improving on weaknesses and enhancing strengths.
- Provide evaluations for students at midterm and at the end of the semester, completing the performance ratings in the Goal Statement at each juncture along with comments related to the specified objectives. Ideally, the evaluations are reviewed with the student in the context of a supervisory meeting.
- Be available for site contacts from the faculty supervisor at midterm and at the end of the semester. The student will coordinate contact meetings.
- Contact the faculty supervisor (identified in the Internship Packet) with any concerns or questions related to the internship.

### **Expectation for Faculty Supervisors**

The faculty internship supervisor assists the student's learning process through direct contact with the student and the agency supervisor.

The faculty supervisor shall:

- Assist the student in orienting to the internship process.
- Provide the student with opportunities to discuss and process their field experience through the seminar and personal consultation as needed.
- Conduct at least one, and preferably two, contacts meetings with the agency.
- Address any academic or performance problems that may develop between the student and the agency.
- Assess the student's performance and progress and provide feedback to the student.

### **Concerns**

If the agency supervisor, faculty supervisor, or student determines that a student has difficulty functioning in a particular setting, steps will be taken to correct the situation. The faculty supervisor will arrange a meeting with the student and/or agency supervisor. Corrective action will be discussed. If continuation of the internship is agreed upon, a corrective action plan will be developed. If discontinuation is agreed upon, the faculty and student will meet to determine if the student can be reassigned immediately to another agency or if reassignment will occur the following semester.

When student behavior is considered unethical or the student fails to abide by the rules of the agency, the student may be dismissed from the Human Services program. The student may appeal this decision. The first appeals process action is for the student to request an appeal through the faculty supervisor. The faculty supervisor will set up a meeting with the student, the faculty advisor and the Chair of the Rehabilitation and Human Services Department. If the student is not satisfied, the matter may be reviewed by the College of Allied Health Professions Dean, the Montana State University-Billings student grievance officer, and then the Academic Vice Chancellor. Finally, the student may appeal to the Chancellor of MSUB. See the MSUB Student Handbook or official web site for details concerning a student grievance.