

HDFS 410: Advanced Internship Course Syllabus

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Meeting Times: 30 hours onsite, per credit (3 hours per week, per credit). You, your onsite supervisor, and the Internship Program Instructor will determine your schedule.

Course Materials: Writing Assignments will be e-mailed to you each week. Contracts, midterm evaluations, and final evaluations are available at the internship program website.

Catalog Description: Supervised work experience with professional-level responsibilities. Supplementary conferences, readings, and reports. Supervised by agency/firm and instructor. Focus on human services intervention skills, interpersonal skills with clients, co-workers, and supervisors, and awareness of human services values, ethics, and attitudes. Internships integrate academic content and practical experience. **PREREQ:** Junior or Senior standing. Restricted to students in HDFS options, OSU Gerontology Program. Graded P/NP.

Mission Statement and Course Objectives: Through internship, you earn college credit for practical experience in human services, education, government, or business. HDFS is affiliated with a wide variety of agencies and organizations that have agreed to allow our students to learn by shadowing their on-site supervisor, gradually assuming responsibility under close supervision. Furthermore, the HDFS Internship Program Instructor corresponds individually with each intern on a weekly basis, offering opportunities for reflection and responding to any questions and concerns that you may have.

HDFS 410 is our advanced level internship, and the goal of this experience is not only to learn through observation, but also to acquire hands-on experience working in the field. Because students participating in *HDFS 410* are juniors and seniors, internship site supervisors should assume that they have some prior experience in the field, and advanced knowledge from three or four years of classroom learning. Thus, the **objectives** of *HDFS 410* are for you to:

- 1) learn about the everyday operations of an agency or organization;
- 2) learn about what workers in this career field do;
- 3) gain applied professional-level skills in a human services career field;
- 4) make connections with potential employers.

HDFS 410 also fulfills a number of requirements specified by our Human Services accrediting organization, The National Organization for Human Services Education (NOHSE). These standards and objectives are listed on Pages 3 and 4 of this syllabus.

Grading Policy

The course is graded “Pass/No Pass.” In order to receive a passing grade, you must:

- Complete all weekly writing assignments, the midterm evaluation, and the final evaluation
- Complete 30 hours per credit of on-site work experience
- Receive a favorable performance evaluation from your on-site supervisor at the end of the term (average score of “2” or higher)

Weekly Writing Assignments

At the beginning of each week, the Internship Program Instructor will e-mail you a writing assignment. The writing assignments are designed to help you research and understand the agency that you are working for, as well as help you reflect on various aspects of your internship experience. Furthermore, the writing assignments offer a weekly opportunity for you to dialogue individually with the Internship Program Instructor. Writing Assignment responses are due at the end of the week, and the Internship Program Instructor will respond with feedback and requests for further information soon thereafter.

Performance Evaluations

Your onsite supervisor will evaluate your performance at midterm (week 5) and at the end of the term (week 10). The midterm evaluation is intended for corrective purposes. The Internship Program Instructor will summarize and share with you the feedback from the midterm evaluation, so that you may improve your performance during the final half of the term. The final evaluation is considered for calculation of your course grade. In order to earn a passing grade, your average score on the ratings must be an “average (2)” or above.

Academic Dishonesty

Oregon State University provides a definition and sanctions for dishonesty, and I will follow these guidelines in defining and handling dishonest behavior. Please read your [Student Handbook](#) if you have any questions about the extent and severity of sanctions that may result from dishonest behavior. I reserve the right to re-administer any assignment that I suspect a person has gained an unfair and dishonest advantage (e.g., falsifying hours, falsifying information on a writing assignment or evaluation).

Academic dishonesty severely compromises the integrity of what you are trying to accomplish as a student at OSU. If all goes well, you will receive a college diploma at the end of your college career. My sincerest hope is that you will be able to say without hesitation or misgiving that you earned your degree.

Services to Students with Disabilities

Students with documented disabilities who need accommodations, who have emergency medical information, or who need special arrangements in the event of an evacuation, should indicate this to me on the Confidential Student Information Sheet. You are also welcome to speak with me personally, particularly if the information is complex.

NOHSE Standards and Objectives Fulfilled by HDFS 410

STANDARD: *The HDFS Internship provides training in human service intervention skills that are appropriate to the level of training, including:*

- Direct services, under supervision, to individuals or groups, such as:
 - interaction with clients ranging along a continuum from prevention activities, through early intervention into identified problems, to activities that assist clients in maintaining maximum autonomy and optimal functioning.
 - experience with the roles of the technically trained worker, such as: (1) caregiver, (2) broker/advocate, (3) teacher, and (4) behavior changer.
- Educational and training experiences which enable the student to understand the theoretical bases for intervention and to develop skills that permit greater independence in a wider range of modalities and human service roles, in which students:
 - understand the criteria for selection of appropriate intervention techniques in specific situations and be able to initiate intervention strategies.
 - learn to work with greater independence and skill in each of the roles identified at the technical level and function effectively in
 - intake interviewing,
 - individual counseling
 - behavioral methods
 - group counseling
 - activity therapies.

STANDARD: *Through internship, HDFS 410 provides learning experiences for the student to develop his/her interpersonal skills with clients, coworkers, and supervisors, such as:*

- clarifying expectations
- dealing effectively with conflict
- establishing rapport with clients
- maintaining behavior that is congruent with expressed values
- dealing honestly with others
- using the interpersonal relationship as a tool for producing growth in others

STANDARD: *Through practical experience, reflective writing assignments, and feedback from the Internship Program Instructor, HDFS 410 transmits the major human service values and attitudes to students, in order to promote understanding of human service ethics and their application in practice. These beliefs include:*

- belief in the value of choosing the least intrusive intervention in the least restrictive environment
- belief in client self determinations
- respect for the personal values of the client
- respect for the confidentiality of personal information
- recognition of the worth and uniqueness of the individual
- belief that individuals can change
- belief that social and service systems can change
- willingness to work with other professions on behalf of clients

- personal commitment, conscientiousness, and willingness to fulfill all aspects of the job (including working at inconvenient times, working with "Undesirable" clients, and doing distasteful aspects of physical care)

STANDARD: *Through practical experience, reflective writing assignments, and feedback from the Internship Program Instructor, HDFS 410 enables students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.*

STANDARD: *HDFS 410 provides students with field experience that is integrated with the rest of the students' training and education:*

- Direct exposure to human service agencies and clients begins early in the program, is integrated with the classroom, and occurs prior to the internship in courses such as *HDFS 261: Human Service Professions*.
- Internship sites provide actual supervised work involvement in the agency, provide an opportunity to apply academically acquired knowledge and skill, and reflect a gradually widening assumption of responsibilities. For the most part, *HDFS 410* consists of observations and learning of discrete skills, with the intent that students assume of increasing responsibility with maturity and experience.
- In order to assure that a qualitative experience involving knowledge, skills, and values is being appropriately integrated by the students, students interact weekly with the Internship Program Instructor via e-mail.
- The Internship Program Contract includes a section where students and their internship supervisors specify the student's role, activities, outcomes, supervision, and field instruction.
- Students are required to take 9 credits, or 270 hours, of *HDFS 410* (350 clock hours of field experience are required by NOHSE, 250 of which must take place in junior or senior years).
- The student experiences at least two different placements in the Internship Program, or at least two distinctly different sets of duties within the same agency.

STANDARD: *HDFS 410 awards academic credit for the field experience.*

- Students earn 1 credit for every 30 hours of internship experience. HDFS students in the Human Services option are required to take 9 credits of *HDFS 410* (270 hours).
- The syllabus specifies clear outcomes and methods of evaluating the learning.

STANDARD: *In order to ensure that field placement sites provide quality training experiences and supervision, the Internship Program Instructor and Internship Program Assistant perform site visits to every internship site that has one of our students.*

- Ongoing, direct supervision of students is made by the Internship Program Instructor, who is a faculty member in HDFS.
- Supervision by the college guarantees adequate knowledge of progress being made by the student, maintains and enhances the relationship with the agency, and includes a minimum of one visit to each field placement site per year.
- The Internship Program Contract specifies a written plan of teaming experiences for each student that is conjointly developed and agreed to by the college, the student, and the agency supervisor