Department of
Human Development & Family Studies

2014-2015

Handbook for
HUMAN SERVICE INTERNSHIP
SITE SUPERVISORS

The Human Service program at the University of Delaware is accredited by
The Council for Standards in Human Service Education
(www.cshse.org/)

Strengthening recognition of the unique and valued role of human services professionals
(National Organization for Human Services)
THE HUMAN SERVICE SENIOR INTERNSHIP:
Information for Student Interns and Placement supervisors

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Updated: July 2014
I. HS INTERNSHIP OVERVIEW
The Internship component of the HS program is designed to provide students with a hands-on, realistic experience in a community-based agency. This experience gives them an opportunity to apply and evaluate the knowledge and skills learned in the classroom. Students develop an understanding of the human services delivery system and its relevance to local, state, and national social welfare policy. This experience makes them more aware of the skills required to be an effective and successful human services professional and affords them the opportunity to determine their appropriateness for the profession.

During the senior year, Human Service students spend a full semester doing a ten-credit field experience in a community setting where they function as much like entry level staff members as possible. Every effort is made to place the student intern in an agency which serves clients who are coping with stressful life experiences that fall within the student’s area of interest.
Examples of recent field settings include The Rockford Center, Exceptional Care for Children, Delaware Center for Justice, Supporting Kidds, Department of Services for Children, Youth and Their Families, Easter Seals, Boys and Girls Club, UD Laboratory Preschool, UD Center for Disabilities Studies, Special Olympics, Delaware School for the Deaf, Early Head Start Program, Ronald McDonald House, Christiana Care Center, Cecil County (MD) Social Services, Communities in Schools, and Children and Families First.

II. INTERNSHIP ADMISSION REQUIREMENTS.
Eligibility: A minimum grade of C- must be earned in all Human Development and Family Studies courses and previously approved restricted electives. In order to be eligible for the internship, the pre-service intern must meet the following requirements.

A. Overall cumulative average of 2.5/4.0
B. Major index of 2.75/4.0 in the following course categories

   2. Restricted Electives/Area of Emphasis: These courses are designed to provide students with a foundation related to the population with which they hope to work. Nine of the required twelve credits hours of these faculty advisor - approved courses must be completed prior to the internship.

IV. Responsibilities

A. Interns: The student intern will

1. Prepare and submit a résumé to the potential placement supervisor.
2. Provide her/his own transportation to and from the workplace.
3. Follow a work schedule similar to other full-time employees.
4. Perform the duties and responsibilities specified by the Placement supervisor in a professional manner.
5. Be appropriately dressed.
6. Support the Agency’s philosophy, methods, leadership, and programs.
7. Consult with Placement supervisor when problems or questions arise.
8. Complete required forms and course requirements in a timely manner.

III. Internship Course Information

A. Registration: Upon completion of all pre-placement requirements, Human Service/Clinical student Interns will be registered for both HDFS 449 (10 credit internship) and HDFS 465 (2 credit seminar).

B. Course requirements:

1. Internship: Students are required to work a minimum average of 30 hours per week (or a minimum total of 400 over the semester) in a previously approved placement site. The placement supervisor and the student intern agree upon the exact schedule.

2. Seminar: Students are required to attend the bi-weekly seminar—currently scheduled on alternating Wednesdays from 9:00 am to 12:00 noon on the University of Delaware campus.
   a. The seminar provides a medium for students to discuss issues affecting them in their Internship placement, and to explore professional development issues in Human Services.
   b. Topics covered may include the role of a student in a professional setting, the impact of social issues and problems on the delivery of social services, student-colleague relationships, the supervisory relationship, problem-solving skills, ethical issues in human services, values clarification, working with diverse populations, and workplace issues such as stress, burn-out, and sexual harassment as well as post-undergraduate options (e.g., career search or graduate school.)
   c. Other assignments include maintaining a bi-weekly reflective log of on-the-job experiences; readings; and a portfolio that reflects the intern’s academic work and field placements.

4. Developmental Elective: One three—credit course in the intern’s area of interest must be completed prior to the internship, selected from the following options: HDFS 220: Child Development I: prenatal to age 3; HDFS 221: Child Development II: ages 3 – 10; HDFS 329: Adolescent Development; HDFS 339: Adult Development and Aging; HDFS 349: Aging and Society (or SOCI 349); HDFS 405: Aging and the Family; or HDFS 427: Parenting through the Lifespan
B. PLACEMENT SUPERVISOR: The placement supervisor will
   1. Interview and select a student in conjunction with the Human Service Internship Coordinator. (Assign a qualified staff member to serve as supervisor if different from interviewer.)
   2. Interpret the internship program to the agency’s staff and help the intern gain acceptance as a staff member.
   3. Orient, introduce, and identify the student intern as a staff member in order to encourage courtesy, consideration, and respect from colleagues and clients.
   4. Provide the student with information and materials about the agency relative to the organization and its administration, facilities and equipment, programs, long-range planning, personnel policies, etc.
   5. Provide appropriate opportunities for the student that contributes to her/his growth according to his/her ability and progress.
   6. Support and guide student during the experience.
   7. Evaluate student progress; complete, sign and submit required bi-weekly, mid-term and final evaluation forms to Human Service Coordinator. Discuss progress with student. These evaluation tools are used in determining the student’s final grade for the field placement.
   8. Report any problems and concerns to student (when appropriate) and/or to the Human Service Internship Coordinator before any definitive action is taken.
   9. Avoid subjecting student to hazards in the workplace.
   10. Be available for consultation with the student and/or faculty supervisor as needed.
   11. Reimburse the intern for any placement-related expenses beyond her/his transportation to and from the site’s home base.

C. HUMAN SERVICE INTERNSHIP COORDINATOR/FACULTY SUPERVISOR RESPONSIBILITIES. The Human Service Internship Coordinator serves as a major link between agencies and the University. The intent is to provide support in carrying out the educational goals. The Human Service Internship Coordinator will:
   1. Represent the University and the program to the community.
   2. Determine and approve the student’s eligibility for participating in the internship.
   3. Match prospective Interns with cooperating internship agencies based on:
      a. The student’s area of interest and/or the nature of the organization in which that student is likely to be employed after graduation.
      b. The agency’s ability and willingness to provide a quality experience.
   4. Determine the agency’s willingness (via email or telephone) to accept a prospective intern based on the perceived appropriateness of fit between the agency and the prospective interns, as determined by the student’s interest, course preparation and interview.
   5. Provide a copy of the Human Service Handbook to the Placement supervisor prior to the beginning of the internship placement.
   6. Discuss the student intern’s responsibilities with the placement supervisor.
   7. Prepare the Student Intern for the placement (e.g., expected experiences, reports, conduct, and evaluation).
8. Communicate with site supervisor at least once during the semester; observe when appropriate; confer with the student intern and placement supervisor; and suggest changes, if necessary.
9. Evaluate the Student’s Internship performance and determine final grade.
10. Provide the student with an assessment of his/her strengths and areas for growth noted during the Internship and Seminar.
11. Provide on-going support and guidance to the student.
12. Coordinate internship with seminar.
13. Communicate to students any change in course offerings that may affect the completion of their Human Service internship.
14. Maintain files with up-to-date agency information.
15. When appropriate, provide in-service training to new Placement supervisors.

V. EVALUATION OF THE HUMAN SERVICE INTERNSHIP
Evaluation is a crucial component of field experience learning. Because significant variability exists in field experience situations, it is essential that faculty and placement supervisors have a common understanding concerning evaluation. Therefore:
A. The course syllabus delineates the nature of the evaluation criteria for the internship and seminar.
B. A regular reporting system as reflected in the course syllabus is provided to the intern prior to beginning the Internship.
C. The faculty supervisor will provide the placement supervisor with the instruments for evaluating the internship. Typically, supervisors are required to review interns’ biweekly reports and complete a general assessment of the intern’s bi-weekly progress as “unsatisfactory” (performance is below expectations), “satisfactory” (performance is at expectation), or “outstanding” (performance is beyond expectations).
D. If such action is deemed necessary, the faculty supervisor will periodically contact the placement supervisor concerning the student intern’s progress (beyond the bi-weekly and mid-term assessments).
E. Input from the placement supervisor’s bi-weekly, mid-term and final assessments will be used to determine up to 50% of the intern’s final internship grade. (See section IX for forms.)
F. Each student is required to submit an evaluation of the agency in which she/he has worked. This form provides feedback on the quality of the experience and valuable information for future student interns who may be interested in the agency. It will be available to interns on the course Sakai site. One completed copy will be included in the senior portfolio and another copy is to be sent to the internship coordinator electronically.

VI. PROCEDURE FOR RESOLUTION OF FIELD PROBLEMS
A. Context: The Internship can be a rewarding experience, but there may be times when a placement is not compatible with student needs and/or expectations. On the other hand, the placement supervisor may have some concerns about the student intern’s conduct or level of performance. Although such occasions have been infrequent, alternative placement may be appropriate in order to permit the student intern to complete the requirements of the Internship program in a timely manner.
B. Procedure
   1. The intern and field supervisor should first attempt to resolve the problem, following agency protocol, if appropriate. If this is not successful, each is to inform the other of his/her intention to seek additional help from the Human Service Internship Coordinator.
   2. If the placement supervisor finds the Student Intern’s conduct or work performance less than desirable, the problems should be discussed with the student intern. If such difficulties are serious enough to warrant termination of the placement, the Placement supervisor should contact the Human Service Internship Coordinator and provide written documentation to support the action.
   3. The Human Service Internship Coordinator will examine the evidence to determine whether an alternative placement is appropriate and will confirm the final outcome in writing.
   4. The Human Service Internship Coordinator has the right to remove a student if there is evidence that he/she is unable to function within the agency structure.
   5. In the event of behavior deemed particularly egregious, student intern MAY face removal from the internship program, based on recommendations of the site supervisor, Human Service internship coordinator and/or the University of Delaware student conduct code http://www.udel.edu/stuguide/13-14/index.html

VII. ADMINISTRATIVE ITEMS
   A. Liability Information
   1. All University students are insured against third-party liability claims when participating in a Field Experience program. Students are not classified as professionals or employees and cannot be held responsible for a professional/employee level of performance. Any questions or concerns regarding liability should be forwarded to the Risk Management Office (http://www.udel.edu/RM/index.html), 220 Hullihen Hall, 302-831-8468 (fax: 302-831-4120).
   2. Students who receive pay are covered under the Worker’s Compensation Law. Information regarding the University’s Worker Compensation Policy can be found in the University of Delaware Policies and Procedures Manual at: http://www.udel.edu/ExecVP/polprod/.
   3. Any questions or concerns regarding Worker’s Compensation should be forwarded to the Labor Relations Office, 300 Hullihen Hall, 302-831-2414.

B. Use of the Student Health Services
   1. University policy requires that all full-time students pay the health service fee thereby making them eligible to use all campus health-related services.
   2. Some students engaged in Field Experience programs may be exempt from this general policy if they have no opportunity to use the Health Service or Counseling Center during the semester. This would generally apply to students who:
      a. have no day classes at the Newark campus.
b. are engaged in a semester-long study-abroad program.
c. are doing all of their course work or research out of state, or at least out of Newark for the entire semester.
3. Interns should consult the Director of Health Service (302-831-2226) to determine if their program merits an exemption.

C. Field Placement Hours
1. With the possibility of some exceptions, students follow the same hours as those kept by the agency.
2. Regular schedules are worked out and agreed upon between the student and Field Supervisor.
3. The placement supervisor, intern, and the Human Service Internship Coordinator should work out variations, when necessary, including allowing interns to work on projects outside of the placement site.

D. Holidays
1. Students are entitled to observe their own religious holidays but must notify the site supervisor in advance and make appropriate arrangements for missed time.
2. Interns in the field have the option observe agency holidays as long as they are mindful of the 400 hour minimum requirement.
3. Students observe University holidays/breaks that occurs during the semester (i.e., Election Day; Thanksgiving; the Spring recess) and other instances when UD classes are cancelled.
4. The Human Service Internship Coordinator outlines school holidays for students and Placement supervisors. Calendars are sent to Field Supervisors at the beginning of the Internship.

E. Absences/Late Arrivals
1. Students are expected to be in the field on a regular schedule and are expected to notify the Placement supervisor promptly in case of late arrival or absence.
2. The Human Service Internship Coordinator or her designee should also be informed in case of absence.
3. Subsequently, an appropriate plan must be negotiated with the placement supervisor for making up the work.
   In the event of a prolonged absence, the intern must notify the placement supervisor and Internship Coordinator.

F. Reimbursement for Field Placement-Related Expenses
1. Interns assume responsibility for their own round-trip transportation costs from their local residence to their placement’s home base.
2. However, agencies are expected to reimburse interns for agency-related transportation costs required by field assignments away from the base office and similar petty cash expenses as may be incurred in the course of carrying out agency services. Students must follow agency procedures for documenting and requesting any reimbursement. If this policy represents a problem, the field
supervisor should discuss it with the Human Service Internship Coordinator as soon as possible.

VIII. CONTACT INFORMATION

A. Human Service Internship Coordinator
   Dr. Norma Gaines-Hanks, Associate Professor
   Department of Human Development and Family Studies
   Newark, DE 19716
   Email: ngaines@udel.edu
   Phone: 302-831-8616
   Fax: 302-831-8776

B. Department of Human Development and Family Studies
   111 Alison Hall West
   Phone: 302-831-6500
   Fax: 302-831-8776
   Email: hdfs-dept@udel.edu
   Website: http://wordpress.oet.udel.edu/hdfs/

IX. FORMS

A. Fax Cover Sheet
B. Bi-Weekly Report, Part II
C. Supervisor’s Mid-Term Progress Report
D. Supervisor’s Final Evaluation

Note: Evaluation forms are also available on-line:
FAX COVER SHEET

TO: Dr. Norma Gaines-Hanks, Associate Professor
   Human Services Internship Coordinator
   Department of Human Development and Family Studies
   University of Delaware

FAX NUMBER: 302-831-8776

FROM: __________________________________________________________

Number of pages (including this cover sheet):______________

Comments:

To sender: Because the fax machine is located in the department office, please notify Dr. Gaines-Hanks via email (ngaines@udel.edu) when this fax has been sent.
HUMAN SERVICES BI-WEEKLY INTERNSHIP REPORT

Part B: Bi-Weekly Time Report

Intern: ___________________________________________ Report #_____/7

Time Analysis: Provide an approximate analysis of time spent in each of the following categories (as appropriate). List “n/a” if a particular category does not apply to you during a given period. Note: Your “week” runs from Thursday to Wednesday.

<table>
<thead>
<tr>
<th>Week</th>
<th>Travel (other than to/from site)</th>
<th>Observing</th>
<th>Planning</th>
<th>Staff Meetings</th>
<th>Directing an Activity</th>
<th>Assisting with an Activity</th>
<th>Attending a conference</th>
<th>Meeting with client(s)</th>
<th>Other (specify below)*</th>
<th>Total**</th>
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*Specify “other” activity:

**Explain any total of less than 30 hours per week:

A. Projected primary objectives and proposed plan for next two weeks

B. Tentative work schedule for next bi-weekly period:

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<thead>
<tr>
<th>Week</th>
<th>Thurs</th>
<th>Friday</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
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C. Supervisor: How would you assess intern’s progress to date?

<table>
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<tr>
<th>Unsatisfactory (below expectations; intern/supervisor conference recommended)</th>
<th>Satisfactory (at expectations)</th>
<th>Outstanding (beyond expectations)</th>
</tr>
</thead>
</table>

Site Supervisor’s Signature: ___________________________ Date: ____________

Student’s Signature: ___________________________ Date: ____________
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HUMAN SERVICE INTERNSHIP
SUPERVISOR’S MID-TERM PROGRESS FORM
(To be completed by Placement supervisor)

Student’s Name: __________________________________________     Date _________________
Placement Supervisor: _____________________________________________________________
Placement Supervisor’s Position: ____________________________________________________

Please complete as applicable

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<tr>
<th></th>
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<th>Needs Improvement</th>
<th>Fair</th>
<th>Average</th>
<th>Above Average</th>
<th>N/A</th>
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<tr>
<td>1)</td>
<td>Appearance</td>
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<td>2)</td>
<td>Can accept criticism</td>
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<td>3)</td>
<td>Cooperativeness</td>
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<td>4)</td>
<td>Dependability</td>
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<td>5)</td>
<td>Maturity</td>
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<td>6)</td>
<td>Growth in Knowledge</td>
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<td>7)</td>
<td>Growth in Skills</td>
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<td>8)</td>
<td>Initiative</td>
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<td>9)</td>
<td>Interest in Major Fields</td>
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<td>10)</td>
<td>Leadership</td>
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<td>11)</td>
<td>Physical Stamina</td>
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<td>12)</td>
<td>Poise</td>
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<td>13)</td>
<td>Potential for Development</td>
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<td>14)</td>
<td>Reliability</td>
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<td>15)</td>
<td>Sense of Humor</td>
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<td>16)</td>
<td>Social Adaptability</td>
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<td>17)</td>
<td>Status with Other Employees</td>
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<td>18)</td>
<td>Teaching Skills</td>
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Other Skills (please list)
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Mid-Term Progress Form page 2 of 2
Additional Comments (please complete)
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

This Progress Report has been discussed with student: Yes_____ No_____

Person Completing Form: _____________________________________________________________
Position: _________________________________________________________________________
Agency: __________________________________________________________________________

(Placement supervisors are encouraged to submit any recommendations for the Internship under separate cover and forward to the Human Service Internship Coordinator.)
SUPERVISOR’S FINAL EVALUATION OF STUDENT HUMAN SERVICE INTERN

Student _____________________________   Date _______________

Placement/Agency _______________________________________________________

Placement supervisor _____________________________________________________

Date of Internship:  From: __________________________   To:  __________________

Description of Student’s Role _______________________________________________

To the Placement supervisor: In each category, place a check mark opposite the one phrase that describes the Student intern most accurately.

1. ABILITY TO FOLLOW INSTRUCTIONS

   _____ Uses initiative in interpreting and following instructions
   _____ Usually follows instructions with no difficulty
   _____ Follows instructions with some difficulty
   _____ Needs repeated detailed instructions

2. APPEARANCE

   _____ Exceptionally neat and appropriately dressed
   _____ Neat and appropriately dressed
   _____ Satisfactory appearance and dress
   _____ Sometimes neglectful of appearance and dress

3. ATTITUDE TOWARD WORK

   _____ Takes a keen interest in the training and takes initiative to learn
   _____ Shows interest in training and has desire to learn
   _____ Has some interest in the training
   _____ Shows little interest or enthusiasm for the training

4. ATTENDANCE AND PUNCTUALITY

   _____ Never absent or late without good cause
   _____ Seldom absent or late without good cause
   _____ Occasionally absent or late
   _____ Frequently absent or late

5. COOPERATION

   _____ Always cooperates eagerly and cheerfully
   _____ Usually cooperates eagerly and cheerfully
   _____ Cooperates willingly when asked
   _____ Cooperates reluctantly

6. PUBLIC RELATIONS

   _____ Extremely tactful and understanding in dealing with all types of clients/people
   _____ Usually poised, courteous, and tactful in dealing with clients/people
   _____ Tries to please clients
   _____ Sometimes lacks poise and seems indifferent to others
7. DEPENDABILITY
   _____ Meets all obligations unfailingly without supervision
   _____ Meets obligations with very little supervision
   _____ Meets obligations under careful supervision
   _____ Sometimes fails in obligations even under careful supervision

8. EXPENSE CONSCIOUS (Materials and Equipment)
   _____ Extremely careful in using materials and equipment
   _____ Uses good judgment in using materials and equipment
   _____ Takes average care in using materials and equipment
   _____ Careless about equipment and materials

9. WORK SKILLS
   _____ Possesses all of the essential skills and related information
   _____ Has an above average command of the essential skills and related information
   _____ Has an acceptable command of the skills and related information
   _____ Lacks the essential skills and related information

10. OBSERVANCE OF RULES
    _____ Always observes agency rules
    _____ Seldom disregards agency rules
    _____ Observes most of the agency rules
    _____ Frequently neglects agency rules

11. QUALITY OF WORK
    _____ Has aptitude for doing neat, accurate work, and exceeding the requirements
    _____ Does more than required amount of neat, accurate work
    _____ Does normal amount of acceptable work
    _____ Does less than required amount of satisfactory work
### Personal Qualities

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Fair</th>
<th>Average</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td>12.</td>
<td>Stability, maturity</td>
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<td>13.</td>
<td>Sensitivity, non-judgmental attitude</td>
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<td>Vitality, enthusiasm</td>
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<td>Ability to apply learning</td>
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<td>16.</td>
<td>Use of good judgment</td>
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<td>17.</td>
<td>Integrity, values importance of confidentiality</td>
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<tr>
<td>18.</td>
<td>Flexibility, acceptance of divergence</td>
<td></td>
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<tr>
<td>19.</td>
<td>Sense of commitment and involvement with others</td>
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### Role Expectations Within Agency Setting

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Fair</th>
<th>Average</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.</td>
<td>Understanding of agency function and operation</td>
<td></td>
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<tr>
<td>21.</td>
<td>Ability to use resources creatively</td>
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<tr>
<td>22.</td>
<td>Work load organization</td>
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<tr>
<td>23.</td>
<td>Colleague relationship</td>
<td></td>
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<tr>
<td>24.</td>
<td>Work with groups</td>
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<tr>
<td>25.</td>
<td>Ability to implement role demands as an Human Service Intern</td>
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<tr>
<td>26.</td>
<td>Understanding of individual job responsibilities</td>
<td></td>
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</table>

### Demonstration of Professional Qualities

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<th>Very Good</th>
<th>Excellent</th>
<th>Not Applicable</th>
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</thead>
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<tr>
<td>27.</td>
<td>Demonstrates conscious disciplined use of self</td>
<td></td>
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<tr>
<td>28.</td>
<td>Increasingly functions more autonomously in areas of competence</td>
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<tr>
<td>29.</td>
<td>Uses criticism constructively</td>
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<td>30.</td>
<td>Skilled in counseling techniques, if applicable</td>
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<tr>
<td>31.</td>
<td>Uses and applies professional literature</td>
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</tr>
</tbody>
</table>

### Overall Evaluation of Student's Training

- [ ] Outstanding
- [ ] Above average
- [ ] Average
- [ ] Below average
- [ ] Poor

33. What traits may help or hinder the student's advancement?

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

34. Would you recommend this student to pursue a career related to this experience? If so, what additional recommendations would you make to better prepare the student for such a career?

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________
35. What special problems, if any, affected this student's performance of objectives (such as inappropriate timing of the experience, deficiencies in academic training, etc.)?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Has this evaluation been discussed with the student? _____ Yes _____ No

Comments:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Placement supervisor's Signature, Title

___________________________________________________
Date
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