HUMAN SERVICE INTERNSHIP
SITE SUPERVISORS
HANDBOOK

2015-2016

(www.hdfs.udel.edu)

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 2015
I. HS INTERNSHIP OVERVIEW

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. The Internship component of the HS program is designed to provide students with a hands-on, pre-professional 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 as well as develop an understanding of the human services delivery system and its relevance to local, state, and national social welfare policy. Students become more aware of the skills required to be an effective and successful human services professional and are able to determine their appropriateness for the profession.

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 field settings are: The Rockford Center; Exceptional Care for Children; Delaware Center for Justice; Latin American Community Center; Newark Senior Center; Head Start; Ronald McDonald House; Christiana Care Center Social Work unit; Communities in Schools; Easter Seals; Family Promise; The Leukemia/Lymphoma Society of Delaware; and Children and Families First - Delaware.

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.
   3. At-Risk Elective: One course chosen from the following options: HDFS 270: Families and Developmental Disabilities; HDFS 331: Youth at Risk; HDFS 403: Adult Disability Issues; HDFS 408: Domestic Violence Policy and Prevention (cross-listed with WOMS 408, CRJU 408; and SOCI 408); HDFS 410: The Hospitalized Child; HDFS 472: Substance Abuse and the Family
   4. Developmental Elective: One three-credit course in the intern’s area of interest 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 (cross-listed with SOCI 349); HDFS 405: Aging and the Family; HDFS 427: Parenting through the Lifespan.

III. INTERNSHIP COURSE INFORMATION
   A. Registration: Human Service/Clinical student Interns will be registered for both HDFS 449 (10 credit internship) and HDFS 465 (2 credit seminar) concurrently.
   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 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 work-place 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 a culmination of the intern’s academic work and field placements.

IV. RESPONSIBILITIES
   A. INTERNS: The student intern will
      1. Prepare and submit a résumé to 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.

   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, using the following evaluation tools to help determine the student’s final internship grade:
   a. Complete, sign and submit bi-weekly, mid-term and final evaluation forms
   b. Discuss progress with student.
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 (or appropriate designee) 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
   a. the perceived appropriateness of fit between the agency and the prospective intern(s); and
   b. 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. Visit and/or communicate with site supervisor at least once during the semester; observe when possible; confer with the student intern and placement supervisor; and suggest changes, if appropriate.

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’ bi-weekly 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.

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 incompatible 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, as 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 (or appropriate designee).

2. If the placement supervisor finds the Student Intern’s conduct or work performance less than desirable, the concerns 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, the 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/15-16/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, 413 Academy Street, 302-831-2171.

B. Use of the Student Health Services

1. University policy requires all full-time students to 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 placement 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 or normal business hours, if necessary.

D. Holidays

1. Students are entitled to observe their own religious holidays but must notify the site supervisor in writing 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 break; Spring break) 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 designee should also be informed in case of an absence.

3. Subsequently, an appropriate plan must be negotiated with the placement supervisor for making up the work.

4. In the event of a prolonged absence, the placement supervisor should notify the Human Service 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: www.hdfs.udel.edu

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:
Human Service Internship
FAX COVER SHEET

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

FAX NUMBER: 302-831-8776

FROM: ___________________________________________________________________

NOTE: Please use when faxing (1) Bi-Weekly Reports – Part B or (2) Supervisor Evaluation forms.

Number of pages (including this cover sheet): ______________

Comments:
This Page is Blank
### Instructions:

- 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.
- Meet with your site supervisor to discuss your activities/progress and secure her/his signature. This form will not be accepted without the appropriate signature.

#### Week (Thursday to Wednesday)

<table>
<thead>
<tr>
<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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<tbody>
<tr>
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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:

<table>
<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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<tbody>
<tr>
<td>1</td>
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C. **Supervisor**: How would you assess intern’s progress to date?

Unsatisfactory: (below expectations; intern/supervisor conference recommended)

Satisfactory: (at expectation)

Outstanding: (beyond expectations)

Site Supervisor’s Signature: _____________________________ Date: ________________

Student’s Signature: _____________________________ Date: ________________

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**Page 11 of 20**
Student’s Name: ____________________________ Date ________________
Placement Supervisor: ____________________________
Placement Supervisor’s Position: ____________________________

Please complete as applicable

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

Mid-Term Progress Form page 2 of 2

Other Skills (please list)
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
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

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<tbody>
<tr>
<td>12.</td>
<td>Stability, maturity</td>
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<tr>
<td>13.</td>
<td>Sensitivity, non-judgmental attitude</td>
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<td>14.</td>
<td>Vitality, enthusiasm</td>
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<td>15.</td>
<td>Ability to apply learning</td>
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<tr>
<td>16.</td>
<td>Use of good judgment</td>
</tr>
<tr>
<td>17.</td>
<td>Integrity, values importance of confidentiality</td>
</tr>
<tr>
<td>18.</td>
<td>Flexibility, acceptance of divergence</td>
</tr>
<tr>
<td>19.</td>
<td>Sense of commitment and involvement with others</td>
</tr>
</tbody>
</table>

### Role Expectations Within Agency Setting

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<table>
<thead>
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<th></th>
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<tbody>
<tr>
<td>20.</td>
<td>Understanding of agency function and operation</td>
</tr>
<tr>
<td>21.</td>
<td>Ability to use resources creatively</td>
</tr>
<tr>
<td>22.</td>
<td>Work load organization</td>
</tr>
<tr>
<td>23.</td>
<td>Colleague relationship</td>
</tr>
<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>
</tr>
<tr>
<td>26.</td>
<td>Understanding of individual job responsibilities</td>
</tr>
</tbody>
</table>

### Demonstration of Professional Qualities

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<table>
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<tbody>
<tr>
<td>27.</td>
<td>Demonstrates conscious disciplined use of self</td>
</tr>
<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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<tr>
<td>30.</td>
<td>Skilled in counseling techniques, if applicable</td>
</tr>
<tr>
<td>31.</td>
<td>Uses and applies professional literature</td>
</tr>
</tbody>
</table>

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**OVERALL EVALUATION OF STUDENT'S TRAINING**

<p>| | |</p>
<table>
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<td></td>
<td>Outstanding</td>
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<tr>
<td></td>
<td>Above average</td>
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<td></td>
<td>Average</td>
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<tr>
<td></td>
<td>Below average</td>
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<tr>
<td></td>
<td>Poor</td>
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</tbody>
</table>

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

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

33. 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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