

Department of  
Human Development and Family  
Studies

HDFS 45500

**Human Services Capstone  
Internship**

HDFS 45800

**Development and Family  
Science Capstone Internship**

Undergraduate Intern Handbook

(Revised; effective Summer 2019)

## Course Information

### **HDFS 45500 – Human Services Capstone Internship**

Description: Supervised full-time or half- time internship in human services, doing work typical of an entry-level, bachelor-degreed professional. Students will integrate and build upon knowledge developed during their studies in human services. Students will use and enhance their skills in direct service to client or indirect service. Students will work in the placement setting secured during HDFS 45400. Example field placement sites include: government or community agencies; social service agencies; hospitals; and recreational settings. Permission of Department required. Must be a student in good academic standing during the internship semester.

*Students enhance their career development as well as having opportunities for civic development. Instructional format is experiential.*

Credit Options: 6.00 or 12.00 Credit by examination is not available for this course.

#### **This is a CFLE approved course.**

This course helps to fulfill the requirements for the Certified Family Life Educator (CFLE) process. Graduates of National Council on Family Relations (NCFR)-approved academic programs can apply for Provisional Certification through an Abbreviated Application process. The Human Services option is such a program. HDFS 45500 is one of the options to satisfy the NCFR Substance Area 11: Internship/Practicum. For more information about the CFLE program, see your academic advisor or go to <http://www.ncfr.org/cert/index.asp>.

### **HDFS 45800 – Developmental & Family Science Capstone Internship**

Description: Supervised internship for the Developmental & Family Science major, doing work typical of an entry-level bachelor-degreed professional. Students will integrate and build upon knowledge developed during their studies in developmental & family science. Students will use and enhance their skills in child development, family and community health, or another area related to developmental and family science. Students will work in the placement setting secured during HDFS 45400. Must be a student in good academic standing during the internship semester. Permission of Department required

*Students enhance their career development as well as having opportunities for civic development. Instructional format is experiential.*

**These capstone experiences provide students with an opportunity to complete an internship to enhance their interests and career goals. The internship is fully integrated into the curriculum for the majors and includes both workplace experiences and university assignments and supervision. Students explore possible internship sites with the guidance of the course instructor for the prerequisite course HDFS 45400. The instructor for HDFS 45400 must give approval of site placement and supervisor on site.**

*In the event of a major campus, community, or personal emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Ways to get information about changes in this course are the Blackboard web page or by contacting the university supervisor.*

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## **Expanded Learning Objectives for HDFS 45500 (Human Services Capstone Internship) & HDFS 45800 (Developmental & Family Science Capstone Internship)**

### **Knowledge of Field:**

Students will acquire knowledge about individual development, family processes, and the broader social context. Students will

- demonstrate knowledge of normal growth and development by planning appropriate interventions.*
- articulate with supervisor, or in written reflections, how family dynamics influence individuals and recognize family systems.*
- recognize how social and cultural environments influence decision making and plan interventions accordingly.*
- identify the services offered by and the policies of the internship agency.*
- read and analyze current professional literature.*
- explore resources for information when knowledge is limited, or inadequate, and report on discoveries to Site Supervisor, University Supervisor, co-workers or clients/families.*

### **Skills in Social Services:**

Students will become skilled in supporting children, adults and/or families in creating and striving for goals that are pertinent to their desires and needs, as well as consistent with the internship site's program goals. Students will

- apply knowledge about individual and family processes to anticipate and create plans to meet the physical, social, emotional, language, and cognitive needs of children, adults, and/or families.*
- demonstrate sensitivity and respect of developmental, cultural, gender, structural (e.g. single parent, blended, and gay/lesbian families), and economic differences and similarities among people and their influences on individuals and families.*
- support children, adults, and/or families in using their own resources and the resources of the site or community to cope effectively with their problems and to move toward desired goals.*
- demonstrate skill in mediating or advocating for individuals and families within the internship site, the community, and the broader social context.*

### **Professional Behavior:**

Students will demonstrate professional work attitudes and behavior. Students will

- plan goals which will be shared with site supervisor and University supervisor and self-evaluate progress toward attaining goals.*
- exhibit professional behaviors such as managing time and resources effectively and being conscientious about attendance.*
- demonstrate flexibility and be proactive when faced with new situations and ideas with clients, supervisors, and co-workers.*
- develop strategies to communicate effectively with clients, families, and/or co-workers.*
- establish and maintain collaborative working relationships with other professionals and make referrals to other professionals when needed.*
- practice ethical standards in working with clients and other professionals.*
- seek and utilize feedback about his/her strengths and weaknesses in working with others and development as a professional through weekly supervision meetings with site supervisors and written reflections to University Supervisor.*

## Responsibilities of Interns

- 1. Become aware of your agency's total program with the guidance of your Site Supervisor and other key employees.**
- 2. Establish appropriate professional relationships with your University Supervisor, Site Supervisor, and other co-workers at your internship site.** *Remember that you are a representative of Purdue and your internship site. Appropriate professional behavior is always expected.*
- 3. Carry out job responsibilities under the guidance and supervision of your Site Supervisor.**
- 4. Complete all tasks outlined in this handbook, including task logs, goals assignments, reflections, supervision journals, resume review, and your final presentation.** *Detailed instructions for these assignments appear in this handbook.*
- 5. Seek opportunities for professional growth such as attending staff meetings, in-service workshops, and board meetings, or visiting referral agencies to learn more about the other organizations with which your internship site partners.**
- 6. Participate in the systematic evaluation of your progress which will include self-evaluation of progress in goal and reflection assignments, regular meetings with your Site Supervisor to discuss strengths and challenges, and a formal self-evaluation at midterm and final evaluation times.**

## Attendance Policy

The fall internship experience runs from August 19 to December 6. For full-time (12-credit) interns, 40 hours of work at the internship site each week is required. For half-time (6-credit) interns, 20 hours of work at the internship site each week is required. **Attendance at your assigned site is required daily** (Mon – Fri), unless another schedule is approved by the University Supervisor. Specific daily schedules and holiday breaks will be arranged individually between Site Supervisors and interns due to differing needs and schedules of the various internship sites. For the fall internship, full-time interns are permitted to miss up to **six** full days of internship (i.e., a total of 48 working hours) due to holidays, job interviews, graduate school interviews/visits, illness, and so on. Half-time interns are permitted to miss the equivalent of **three** full days of internship (i.e., a total of 24 working hours). If the agency has a holiday closure during the internship term, that day(s) *does* count toward your total limit of missed days. Except in cases of emergency, *all* absences must be approved *well in advance* by the Site Supervisor. If you must miss work due to illness or family emergency, you are to notify your Site Supervisor immediately. If you are off the job more than two consecutive days, notify your University Supervisor as well. Decisions about how to make up time missed, if necessary, will be made by the University Supervisor and Site Supervisor depending on the number of absences and the specific circumstances involved. Keep in mind that you are to conduct yourself as an *agency employee*. **Absences without notification of your supervisor could result in termination.**

Key dates to remember are listed below. **Remember also to communicate at least weekly with your University Supervisor through your Supervision Journal.** Your University Supervisor will make at least one visit to your internship site during the middle third of the term (approximately weeks 4-10). Sites visits will be scheduled in collaboration with you and your site supervisor. For internships located beyond 80 miles of West Lafayette, phone calls and/or web conferences will take the place of site visits.

## Professional Development Days on Campus

### Purpose:

- **To enhance your professional development through exposure to new speakers and topics**
- **To provide opportunities for learning from/with fellow interns as well as university supervisors**
- **To strengthen professional and social support relationships among interns**

Two professional development days on campus are scheduled to occur during your internship term (see calendar on previous pages). If your internship placement is within 80 miles of campus, you are required to attend both of these days. If a special circumstance at your site makes such attendance a problem, speak to your university supervisor about it right away. Only university supervisors can excuse you from the required days on campus.

If your internship is more than 80 miles from campus, you are not required to attend the professional development days on campus. If you'd like to make the trip, you are invited and encouraged to do so; please discuss with your university supervisor. Otherwise, you will need to attend another professional development opportunity in the place of each professional development day on campus. This may be a training, workshop, webinar, etc. You can attend independently or with co-workers. You will need to identify more than one possible activity and submit them to your university supervisor for approval. S/he will select the opportunity that best matches the purposes of this internship requirement. Afterwards, you will write a 2-page (typed, double-spaced) reflection on what you learned from the activity and how you will apply it to your experience at your internship and your career path beyond that. If you and your site supervisor have trouble finding appropriate professional development opportunities, your university supervisor can provide some guidance and suggestions.

These professional development activities are an integral part of your internship experience. An unexcused absence from a professional development day on campus will lower your final internship assignments grade (which is 25% of your overall final grade) by one full letter grade.

Similarly, failure to complete an alternate professional development assignment in a complete, timely, and thoughtful fashion will lower your final internship assignments grade (which is 25% of your overall final grade) by one full letter grade.



# Weekly Task Log

**Purpose:**

- **To account for time spent in internship**
- **To document professional growth experiences**

Over the course of your internship you will gain knowledge, skills, and experiences that will prove valuable to your future career goals and future employers. The task log assignment provides you with a space to account for how you are spending your time each week and to document your activities across the internship semester. You may find this log to be a useful reference when revising your resume and applying for employment or graduate studies.

**Instructions:**

Beginning in week 1 of internship you will keep a record of the tasks, activities, and work responsibilities that you have performed in your internship. Each week you should update the task log with your activities for the week (including a measure of frequency or duration) and submit it to your University supervisor for review.

**Formatting:**

- Use the weekly task log template provided below for your weekly log assignment.
- Place the most recent task log at the top of your document.
- Upload a .doc(x) or .pdf file when submitting your task log.

**Sample Weekly Task Log**

Week	Tasks, Activities, and Work Duties (include frequency or estimated duration)
Week 4 (Jan 30-Feb 3)	<ul style="list-style-type: none"> <li>• Observed girls group (1.5 hours Mon -Wed)</li> <li>• Reviewed 2016 Youth Fair planning materials (2 hours Tues)</li> <li>• Attended Mandated Reporting Training (all day Thurs)</li> <li>• Transported and chaperoned field trip (5 hours Fri)</li> </ul>

**Schedule for Weekly Task Log:**

Summer semester interns (6 credits)	Fall/Spring semester, full-time interns (12 credits)	Fall/Spring semester, half-time interns (6 credits)
A task log is due <u>for</u> each week, Weeks 1-7.	A task log is due <u>for</u> each week, Weeks 1-15.	A task log is due <u>for</u> each week, Weeks 1-15.
Task logs will be due on Mondays. The first task log (summarizing week 1) is due the Monday of week 2 and the last log (summarizing week 7 or 15 respectively) is due the Monday of week 8 or 16.		

**Evaluation:**

Task logs will be evaluated each week by the University Supervisor as either complete or incomplete/not submitted.

# Internship Goals Assignment

## Purpose:

- To facilitate *identification of knowledge and performance goals*
- To practice regular assessment and *monitoring of professional growth*
- To encourage *accountability for professional growth*
- To foster the *development of agency with regard with professional growth*

Having clear ideas about what you want to achieve during internship will help you and your site supervisor identify learning experiences that will foster your professional growth. The goals assignment will help you to develop a roadmap and chart your progress toward your goals over the internship semester. The first two weeks of internship is the optimal time to begin thinking about the goals you want to achieve during internship. **Schedule a meeting with your site supervisor to discuss your professional and personal goals and the opportunities you will have during internship.** Reviewing page 5 of this handbook may also be useful as it describes the learning objectives for the internship.

## Instructions:

### Goal Setting Assignment

For the goal setting assignment **due at the beginning of week 3 of your internship (week 2 for summer interns)** you will:

- Identify one (1) long-term goal that you will work toward during your internship. This goal should be focused on *what you want to gain* from your internship experience. Your goal may be focused on *knowledge of field* (learn about effective interventions for dementia), *skills in social service* (plan and facilitate a stress reduction workshop), or *professional development* (demonstrate confidence in public speaking).
- Think about *how* you will achieve your goal. What steps do you need to take and what resources do you need from others? Identify two (2) concrete, short-term objectives (i.e., action steps) that you will take in the next one to two weeks toward your goal.
- Write your goals and objectives using the SMART format. SMART stands for specific, measurable, attainable, relevant, and time-bound. Learn more about SMART on page 15.

Use the following format for documenting your SMART goals and objectives.

### **SMART Goal 1: [write out goal here]**

Objective 1: [List first SMART objective to be accomplished in the next 1-2 weeks]

Objective 2: [List second SMART objective to be accomplished in the next 1-2 weeks]

## Monitoring Goals Assignment

Over the course of the internship you will monitor the progress you are making toward your goals. Monitoring your goals helps you and your supervisors identify those areas in which you are progressing and those areas in which more experience would be helpful. Every two weeks (or every week for summer interns) you will provide a monitoring update for *each of your goals*. The following information should be documented when completing your monitoring updates:

- A summary of your progress and/or challenges impacting progress toward the objectives or overall goal so far.
- One or more SMART objectives (i.e., action steps) that will facilitate progress toward your goal. *Regardless of your level of progress, you should add SMART objectives to your monitoring update to encourage forward progress toward your goals.*
- If during the course of composing your monitoring update, you determine that your goal has been achieved, still complete the monitoring update. Instead of adding a SMART objective, state “GOAL ACHIEVED.” Then, if you have no other goals to work toward, add a goal following the instructions above about goal setting.

Use the following format for documenting your monitoring updates.

### **[Insert date] Update**

[Describe progress made and challenges impacting your progress]

[List SMART objective(s) for making progress toward your goal]

## **Schedule for Goals Assignment\*:**

<b>Summer semester interns (6 credits)</b>	<b>Fall/Spring semester, full-time interns (12 credits)</b>	<b>Fall/Spring semester, half-time interns (6 credits)</b>
A goals assignment is due each week, Weeks 2-8	A goals assignment is due every two weeks, that is odd numbered weeks 3, 5, 7, 9, 11, and 13	A goals assignment is due every two weeks, that is odd numbered weeks 3, 5, 7, 9, 11, and 13
*The first goals assignment is due at the beginning of week 2 (for summer interns) or week 3 (for fall/spring interns). Subsequent goals assignments will be due on Mondays of the weeks listed.		

## **Evaluation:**

Goals will be evaluated on a scale from 1-4. Late assignments will lose one (1) point. Assignments received 48 hours after the due date will receive a zero (0).

## **Sample Goals Assignment:**

### **SMART Goal 1: To plan and deliver the Youth Fair by April 19, 2018**

Objective 1: Review Youth Fair plans and notes from 2014 by Jan 28

Objective 2: Discuss ideas for 2016 Youth Fair with supervisor by Feb 1

#### **Feb 3 Update**

I have been making steady progress toward this goal. I have been able to learn more about the Youth Fair, which has inspired new ideas for this year's youth fair. For example, I hope to expand the Youth Fair to include more community-based agencies and want to secure the presence of elected officials. One challenge is that I was not able to discuss my ideas with supervisor because of my unexpected absence from work. I also am not sure about the feasibility of having an elected official attend given the timing of the Youth Fair.

*Objective(s): My next step is to discuss my Youth Fair ideas with supervisor by Feb 8*

#### **Feb 17 Update**

[Describe progress made and challenges impacting your progress]

[List SMART objective(s) for making progress toward your goal]

## Brief Primer on Goals and Objectives

Goals are general competencies or skills that you hope to gain from your internship experience. Some of your goals may be focused on the completion of activities that might benefit the agency (e.g., create a website advertising a new service in the agency). Other goals may be focused on what you hope to gain over the course of the internship (e.g., learn how to implement ABA therapy). It is also possible for goals to satisfy both the needs of the agency and your needs. In developing goals, think about how you hope to be different at the end of your internship. What experiences or skills do you want to gain from your internship? If you were to describe your internship on your resume, what skills and competencies could you say you possess as a result of the internship?

Effective goals have the following qualities known as SMART:

**Specific** – the goal is concrete and sufficiently detailed

—To get a job → —To get a full-time family case manager job with the Department of Children and Families

**Measurable** – progress toward and/or achievement of the goal can be quantified

—To become more culturally competent → —To demonstrate culturally competent behaviors with Burmese families

**Attainable** – the goal is challenging yet within the realm of what is possible

—To perform family therapy with clients → —To increase my knowledge of family therapy theories and techniques

**Relevant** – the goal is meaningful and important

—To enter cases into the billing system → —To develop proficiency with the computerized billing system

**Time-bound** – the goal specifies a time frame

—To get a full-time family case manager job with the Department of Children and Families by 5/28/18

Goals are always accompanied by objectives, which are actions that lead to achievement of the goal. Whereas goals represent broad competencies and desired outcomes, objectives are those observable and actionable behaviors. Objectives always denote actions that will be taken and thus begin with verbs (e.g., attend a course on website development, read handbook about ABA therapy). Most goals require more than one action step so it is expected that several objectives will accompany a single goal. The SMART acronym can also be usefully applied to the development of objectives.

Taken in part from: Centers for Disease Control and Prevention (2009, January). *Writing SMART objectives*. Evaluation Briefs, 3b. Retrieved from <http://www.cdc.gov/HealthyYouth/evaluation/resources.htm>

HDFS 45500 & 45800 Rubric for **Goal Setting** Assignment

<i>Criteria</i>	<b>Unacceptable (0)</b>	<b>Emerging (2)</b>	<b>Competent (3)</b>	<b>Proficient (4)</b>
<b>Internship-related goal (30%)</b>	Goal is irrelevant to the internship experience OR Goal is missing	Goal is of limited relevance to the internship experience and/or reflects superficial thought about growth needs	Goal is appropriate for the internship experience and reflects adequate thought about growth needs	Goal is well-suited for the internship experience and reflects serious thought about growth needs
<b>Effective (SMART) goal (20%)</b>	Goal is missing	Goal is missing multiple SMART qualities	Goal is adequately stated and measurable (no more than minor revisions needed)	Goal is clearly stated, measurable, and time-bound
<b>Relevant objectives (30%)</b>	Objectives are irrelevant to the goal or missing	Objectives are of limited relevance for making progress toward the goal	Objectives are adequate for making progress toward the goal	Objectives are well-suited for making progress toward the goal
<b>Effective (SMART) objectives (20%)</b>	Objectives are missing	Objectives are missing multiple SMART qualities	Objectives are adequately stated and measurable (no more than minor revisions needed)	Objectives are clearly stated, measurable, and time-bound
Goal will be evaluated on a scale from 1-4. Late assignments will lose one (1) point. Assignments received 48 hours after the due date will receive a zero (0).				

HDFS 45500 & 45800 Rubric for **Monitoring** Goals Assignment

<i>Criteria</i>	<b>Unacceptable (0)</b>	<b>Emerging (2)</b>	<b>Competent (3)</b>	<b>Proficient (4)</b>
<b>Assessment of progress (40%)</b>	Description of progress made and challenges is missing	Incomplete description of progress made and challenges	Adequate description of progress made and challenges	Comprehensive description of progress made and challenges
<b>Plans for progress (35%)</b>	Fails to add objectives and/or new goals to facilitate progress	Addition of objectives and/or new goals to facilitate progress is lacking	Addition of objectives and/or new goals to facilitate progress is adequate	Addition of objectives and/or new goals to facilitate progress is comprehensive
<b>SMART documentation (25%)</b>	Objectives or new goals are missing	Objectives or new goals are missing multiple SMART qualities	Objectives or new goals are adequately stated and measurable (no more than minor revisions needed)	Objectives or new goals are clearly stated, measurable, and time-bound
Goals will be evaluated on a scale from 1-4. Late assignments will lose one (1) point. Assignments received 48 hours after the due date will receive a zero (0).				

# Reflections

## Purpose:

- To *deepen and consolidate your learning through time spent in thought and writing*
- To *foster the development of reflection and self-evaluation skills*
- To *provide a means for communicating with your Site and University Supervisor*

## Instructions for Reflections:

Reflect on your experiences in your internship this week. Write a reflection on your overall experience, answering the following questions:

- What was the high point of your week(s)? Briefly describe the event and express your feelings about it.
- What was the low point of your week(s)? Briefly describe the event and express your feelings about it.
- Evaluate your performance in your professional role on a scale of 1 (poor) to 10 (exceptional) and explain your rating. What is something you did well? What is something you need to work on? How is your performance changing over the course of the semester?
- How do your experiences since your last reflection relate to what you've previously learned as an HDFS student? Be specific in identifying courses, theories, facts, assignments, or anything else you can recall that is relevant to one or more of this week's experiences. If you don't see a connection to your coursework, what was missing in your education that could have related to or prepared you for your experiences this week?
- How does your experience since your last reflection impact your future work in this internship or in work settings in the future? Put another way, what have you learned from this week and how will this lesson(s) affect your expectations, beliefs, or actions as an HDFS professional?

## Schedule for Reflections:

<b>Summer semester interns (6 credits)</b>	<b>Fall/Spring semester, full-time interns (12 credits)</b>	<b>Fall/Spring semester, half-time interns (6 credits)</b>
The reflection on the overall week is due following each week, Weeks 1-7.	Reflections are due every other week, on even numbered weeks. See internship schedule for more information.	Reflections are due every other week, on even numbered weeks. See internship schedule for more information.

\*The first reflection (reflecting on the Week 1 of internship) is due on Monday of week 2. All subsequent weeks with a reflection due will focus on two weeks of the internship. For example, the second reflection due on Monday of week 4 will reflect on Weeks 2-3.

Note: The reflection assignment will sometimes be varied to meet site-specific needs. Discuss with your University Supervisor if your site has special directives for reflections.



## **Procedure for Feedback and Usage by Supervisors:**

One of the primary purposes of the reflection assignment is to enhance communication between you and your University and Site Supervisors. Reflections should be turned in to both the University Supervisor and the Site Supervisor. Turn in to your University Supervisor by submitting the assignment on Blackboard. Turn into your Site Supervisor via email or hard copy, depending on your Site Supervisor's preference. This will enhance the supervision and feedback that both supervisors can give you, thus making your experience as an intern a better and more educational one.

If there is something that you wish to share with your University Supervisor that you are not yet ready to discuss with your Site Supervisor, please don't write about that in your reflection, but instead use your Supervision Journal or contact your University Supervisor directly.

Reflection assignments will be evaluated each week by the University Supervisor on a scale of 0-4. Late assignments will lose 1 point. Assignments received 48 hours or more after the due date will receive a zero. See next page for the evaluation rubric.

HDFS 45500 & 45800 Rubric for Reflections

<i>Criteria</i>	<b>Unacceptable (0)</b>	<b>Emerging (2)</b>	<b>Competent (3)</b>	<b>Proficient (4)</b>
<b>Reflection on high and low points (25%)</b>	Identification of and reflection on high/low points is missing	Incomplete identification and reflection on high/low points	Adequate description of high/low points and expression of related feelings	Clear and rich description of high/low points accompanied by thoughtful, revealing reflection
<b>Self-evaluation (25%)</b>	Self-evaluation of professional performance is missing	Self-evaluation is limited, may include only strengths or only weaknesses	Adequate self-evaluation with consideration of both strength and weaknesses, as well as change over time	Comprehensive self-evaluation demonstrating realistic self-awareness and commitment to continual improvement
<b>Connection to previous learning (20%)</b>	No attempt to connect experiences to previous learning	Limited or superficial connection to previous learning	Adequate description of how experiences connect to previous learning – or what was missing in previous learning	Specific and insightful description of how experiences connect to previous learning – or what was missing in previous learning
<b>Reflection on future impact or lessons learned (20%)</b>	No reflection on this week's experiences' impact on future work	Incomplete or limited description of conclusions from these experiences and impact on future work	Adequate description of conclusions from these experiences and impact on future work	Specific, insightful description of conclusions from these experiences and impact on future work
<b>Professional writing skills used (10%)</b>	Many grammatical errors; organization of thoughts lacking	Some grammatical errors and need for more professional presentation	A few grammatical, spelling, or punctuation errors	Professionally written with (almost) no grammatical, spelling, or punctuation errors
*Notes: Overall score earned will be out of 4 points. Late assignments will have one point subtracted. If submitted more than 48 hours after deadline, zero points will be given for reflection for the week.				

# Supervision Journals

## Purpose:

- To promote the *development of an effective supervisory relationship* between you and your University Supervisor
- To provide a means for *timely communication* with your University Supervisor
- To support your *professional development*, with an emphasis on self-reflection, professional ethics, problem-solving skills, and crisis management.

The relationship between you and your University Supervisor is different in some important ways from the teacher-student relationship you are used to. To be sure, your University Supervisor is involved in evaluating assignments you complete for your internship; however, there are many other important aspects to the role of an internship supervisor. Supervision is a process used in the helping professions which helps an individual make the transition from student to practicing professional. There are a variety of definitions for supervision. Here is one useful one:

*Supervision is an intervention that is provided by a senior member of a profession to a junior member...of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member, monitoring the quality of professional services offered to the clients s/he sees, and serving as a gatekeeper of those who are to enter the particular profession.*

(Bernard & Goodyear, 1998)

## Instructions for Supervision Journals:

Each week during your internship, you will write a short —journal entry on Blackboard to tell your University Supervisor about an important episode you experienced on the job. To facilitate timely and helpful communication, you should write this journal entry on the same day of the episode, if at all possible. This episode might be an interaction with a client, co-worker, or supervisor; a task you completed; a problem you ran into; or any other on-the-job experience that was significant to you. The conversations that occur through these supervision journals will be most useful to you if the episode you select is one that left you with some questions and/or strong feelings (positive, negative, or both!).

Write about this episode by responding to the following prompts:

- Briefly describe what happened
- What are your reactions, thoughts, feelings, or beliefs about this episode?
- Note any questions or concerns that you have

Another appropriate topic for supervision journal entries would be your plans for your professional/educational path after your internship. This is a good place to discuss your ideas, feelings, and questions regarding job hunting, pursuing further education, etc.

Questions about internship assignments (how to update your goals assignment, when something is due, etc.) will NOT be considered as fulfilling the supervision journal assignment. Your University Supervisor will be happy to answer your questions, but you will still need to post an additional journal entry for the week on a more substantive topic as described above.

Your University Supervisor will respond to your journal entry within the same Blackboard platform. To complete the conversation, you must respond to your Supervisor’s response. Conversations *may* continue from there when the situation calls for it, but that is not required. Additionally, you may post an additional journal entry(ies) during the week, if an additional episode occurs for which you would like some supervision.

The supervision journal assignment will simply be graded as complete/incomplete each week. A complete supervision journal for the week consists of: 1) one journal entry describing a significant episode and the intern’s feelings, reactions, questions, etc.; 2) the supervisor’s response; and 3) the intern’s response to the supervisor’s comments.

**Schedule for Supervision Journals:**

<b>Summer semester interns (6 credits)</b>	<b>Fall/Spring semester, full-time interns (12 credits)</b>	<b>Fall/Spring semester, half-time interns (6 credits)</b>
One complete journal (entry-response-response) each week, Weeks 1-8.	One complete journal (entry-response-response) each week, Weeks 1-16.	One complete journal (entry-response-response) each week, Weeks 1-16.
<p>*Note: Keep in mind that supervision journals are most effective and helpful to you when they are <i>timely</i>. Therefore, you are expected to provide your journal entry on the same day the episode occurred, when at all possible. Your supervisor will provide a response as quickly as her schedule permits (generally within 24-48 hours). Your response is also expected to be timely.</p> <p><b>To earn credit for this assignment for each week, an appropriate journal entry must be made no later than Saturday morning, and a follow-up comment in response to the supervisor must be entered within 48 hours of the supervisor’s comment.</b></p>		

# Professional Review of Resume

## Purpose:

- To provide an opportunity to review and revise your polished resume with the help of a professional in your area of interest.

## Instructions for Resume Review:

Identify an appropriate staff member (i.e. site supervisor, hiring manager, executive director) in your organization and have them review your most up-to-date and polished resume. Be sure your resume includes an entry about your internship experience.

Write about your resume review using prompts 1-4. You also should submit a copy of your resume.

1. Describe the person you chose to review your resume.
  - a. Describe the professional's background (degrees, professional experiences, career path). Note: This might require additional time to interview or talk with the professional you identify to review your documents.
2. Discuss why you chose this particular professional to review your resume (i.e. similar career trajectory, someone with experience hiring in a related field, etc.)
3. Identify two new pieces of knowledge or insight you gained from the review of your resume.
4. Reflect on your experience with this feedback process and the ongoing process of representing your professional identity. Be sure to consider how you intend to implement or address the feedback you received and what additional feedback, information, or support you might still need.
5. Attach a copy of your post-review resume with reviewer feedback incorporated.

## Schedule for Resume Review:

<b>Summer semester interns (6 credits)</b>	<b>Fall/Spring semester, full-time interns (12 credits)</b>	<b>Fall/Spring semester, half-time interns (6 credits)</b>
The review is due on or before the <u>sixth</u> week of the semester.	The review is due on or before the <u>twelfth</u> week of the semester.	The review is due on or before the <u>twelfth</u> week of the semester.

**HDFS 45500 & 45800 Rubric for Resume Review**

<i>Criteria</i>	<b>Unacceptable (0)</b>	<b>Emerging (2)</b>	<b>Competent (3)</b>	<b>Proficient (4)</b>
<b>Description of professional's background (10%)</b>	Not provided or inappropriate choice of professional	Professional is moderately appropriate, but better choice could have been made to get desired professional feedback	Adequate selection of highly appropriate professional with adequate summary of additional information	Excellent selection of a highly appropriate professional with comprehensive summary of additional information
<b>Rationale for choice of professional (20%)</b>	Rationale is missing or inaccurate	Rationale is incomplete and/or partially unclear	Rationale is adequate	Rationale is comprehensive
<b>Knowledge or Insight gained (25%)</b>	Description is missing or inaccurate	Incomplete and/or partially unclear description of insight/knowledge gained	Adequate description of insight/knowledge gained	Comprehensive description of insight/knowledge gained
<b>Reflection on the experience (25%)</b>	Reflection is missing	Reflection is limited and/or fails to mention the feedback process	Adequate reflection on what was learned and any additional support needed.	Comprehensive reflection on lessons learned from the resume review and any additional support needed
<b>Inclusion of Post-Reviewed Resume (10%)</b>	Document is missing	Incomplete or partially unclear	Adequate addition of information related to feedback	Comprehensive inclusion of feedback
<b>Professional writing skills used (10%)</b>	Many grammatical errors; organization of thoughts lacking	Some grammatical errors and need for more professional presentation	A few grammatical, spelling, or punctuation errors	Professionally written with (almost) no grammatical, spelling, or punctuation errors

\*Notes: Overall score earned will be out of 4 points. Late assignments will have one point subtracted. If submitted more than 48 hours after deadline, zero points will be given.

## **Final Presentation**

Each intern will create a final presentation that describes his/her internship experience and reflects his/her growth and development over the course of the internship. The final presentation will be shared at the final Day on Campus. Interns who will attend the Day on Campus will prepare a poster presentation. Interns who are out of the area (more than 80 miles away) and unable to attend the Day on Campus will prepare a slide presentation and submit it to their University Supervisors.

### **Presentation Content**

Although there are two different presentation formats, the content of the final presentations will be the same. The following information should be included in your presentation:

1. Information about the agency including its mission, populations served, services offered, etc.
2. Description of what you did—roles, responsibilities, special projects, etc.
3. Descriptions, with specific examples, of the goals you accomplished during internship and how you have grown. It may be useful to organize goals/growth within the three competence domains: knowledge of field, social service skills, and professional behaviors.

Item 1 provides the backdrop or sets the stage for items 2 and 3, which are the meat of the poster (or slide presentation). When preparing your presentation, consult assignments you have completed throughout the semester (task logs, goals assignments, reflections, supervision journals, etc.). These will provide you with a lot of —raw material to draw from. Additionally, reflect on your midterm evaluation and your own personal thoughts to identify and describe your internship experiences.

Interns who share a site are each expected to create a presentation. Although you may have engaged in the same tasks as a peer during your internship, your growth experiences (strengths, areas of improvement, goals) may not be the same. Additionally, the way in which you choose to organize and present information will differ. We want each of you to have the flexibility to create and present in a manner that is authentic to you. Your presentation thus should be a unique reflection of how you experienced your internship.

### **Presentation Format**

#### **A. Slide Presentation**

Slide presentations should be created using presentation software such as Microsoft PowerPoint, OpenOffice.org, or Prezi. Interns should submit a copy of the presentation to their University Supervisor by the date of the final Day on Campus. Although the presentation will not be presented at the Day on Campus, interns will have the opportunity to present their presentations to their Site Supervisor and other agency staff at a date and time determined by the Site Supervisor. In some cases, the University Supervisor may arrange to view or hear the presentation via video or telephone conference.

#### **B. Poster**

A tri-fold tabletop presentation board no more than 36" X 48" should be used for your presentation. The presentation board should be able to stand alone on a table top. You have full creative control in

designing your poster. However, you will want your poster to effectively communicate to your audience.

Please consider the following:

- At the top of the poster you will want to have a header that includes your name, the name of your site, and the location of your site. You may choose to have a title for your poster if you have a phrase that reflects your experience and is eye-catching.
- Your poster should have a clear storyline and flow. Use headers to demarcate different sections of the poster (information about the agency, what you learned, etc.). Be clear about how the poster is to be read (from left to right or from top to bottom). Pictures should be used strategically to illustrate points but should not take up too much space on the poster.
- You should be prepared to engage audience members about your poster. You may be asked questions about what you liked best about internship, what challenged you the most, what your next steps are, and so on. You will want to be prepared to respond to a range of questions that one might ask about your internship experience. Decide ahead of time what is and is not shareable and develop some prepared answers as needed.
- For tips on designing your poster, navigate to the Making Speeches and Presentations page here: (Colorado State University <http://writing.colostate.edu/guides/page.cfm?pageid=1523>)

### HDFS 45500 & 45800 Rubric for Final Presentation

<i>Criteria</i>	<i>Unacceptable (0)</i>	<i>Emerging (.5)</i>	<i>Competent (.75)</i>	<i>Proficient (1)</i>
<b>Provides detailed information about the agency</b>	Information unclear	Partial information about mission/services	Satisfactory description of agency mission and types of services	Comprehensive description of agency mission and types of services
<b>Provides info about typical intern experiences within the agency</b>	Limited reference to professional experiences during the term	Partial information regarding typical experiences	Satisfactory information regarding professional opportunities as an intern	Complete information regarding professional opportunities as an intern
<b>Communicates developing competencies throughout the term</b>	No reference to developing competencies	Limited presentation of developing competencies	Satisfactorily addressed growing competence in Knowledge of the Field, Skills in Social Services, and Professional Behavior	Comprehensively addressed growing competence in Knowledge of the Field, Skills in Social Services, and Professional Behavior
<b>Uses effective and creative methods of documenting semester experiences</b>	Presentation shows lack of attention to detail, poor organization, or errors/sloppiness	Presentation does not engage audience in the student's experience effectively	Presentation documented experiences in a straight-forward satisfactory manner	Presentation documented experiences in an informative, creative fashion which revealed to others the intern's achievements



<i>Criteria</i>	<i>Unacceptable (0)</i>	<i>Emerging (.5)</i>	<i>Competent (.75)</i>	<i>Proficient (1)</i>
<b>Communicates poster content effectively and interacts appropriately with audience</b>	Communication was unclear and disorganized, did not demonstrate interest or enthusiasm about content or sharing with the audience. Interacted with audience limitedly or avoidantly	Communication was unclear at times, delivered with little to no inflection, and did not adequately engage the audience. Interacted with the audience in a nonchalant manner.	Communication was satisfactory with regards to clarity and emphasis. Interacted with audience in an appropriate manner.	Communication was clear and effective, demonstrated interest and/or enthusiasm, and maintained interest of audience. Interacted with audience in a professional manner

## RESPONSIBILITIES OF SITE SUPERVISOR

### A Site Supervisor is expected to:

1. Read handbook describing program and university expectations. Make certain that the Memorandum of Agreement is signed and student agreements are on file.
2. Provide work space for intern to be comfortable and feel a part of the agency.
3. Establish communication expectations/timeline with the University Supervisor.
4. Establish rapport and regular communication with the intern. Maintain regular contact by weekly supervision meetings in which you do the following:
  - ✓ Orient the intern to your agency/site by introduction to staff, tour of facilities, and a discussion of policies/philosophy
  - ✓ Help intern become aware of and feel a part of your agency's total program
  - ✓ Facilitate the intern's establishment of goals and objectives
  - ✓ Provide direction and feedback on intern's ongoing responsibilities
5. Advise intern of opportunities for professional development. These opportunities might include professional meetings, in-service workshops, board meetings, visits to other agencies, and shadowing other professionals.
6. Acquaint intern with pertinent professional literature, specifically identifying at least two key readings that coincide with the intern's experience.
7. In cooperation with the University Supervisor, monitor the intern's experiences to ensure there are sufficient and appropriate opportunities for the intern to accomplish their goals and objectives and to reach the competency level of a B.S./B.A. professional by the end of the semester.
8. Systematically evaluate the intern's progress during the internship by:
  - ✓ Observing the intern on the job and providing feedback accordingly
  - ✓ Helping the intern recognize successes and specific areas of professional strength
  - ✓ Helping the intern identify areas needing improvement and offer constructive suggestions
  - ✓ Completing the midterm and final evaluations at the times requested by the University Supervisor
  - ✓ Discussing the midterm and final evaluations with the intern and the University Supervisor in meetings or by phone conferences
  - ✓ Determining final grade recommendation and notifying the University Supervisor

# RESPONSIBILITIES OF UNIVERSITY SUPERVISOR

## A University Supervisor is expected to:

1. Establish rapport and regular communication with both the intern and the Site Supervisor. Maintain regular contact by:
  - ✓ Use of Supervision Journal on Blackboard to communicate with intern, as well as e-mail or phone contact when appropriate
  - ✓ E-mail or phone contact with Site Supervisor as needed (at least monthly)
  - ✓ Site visitations for interns within 80-mile radius of West Lafayette
  - ✓ Virtual visits (by web conference or other method) for interns/supervisors beyond the 80-mile radius of West Lafayette
2. Facilitate intern's establishment of goals and objectives. In cooperation with the Site Supervisor, monitor the intern's experiences to ensure there are sufficient and appropriate opportunities for the intern to accomplish these goals and objectives. Provide feedback on goal progress and support in planning future goals. Support intern in recognizing his/her successes and identify specific areas of professional strength as well as offering suggestions in areas needing improvement.
3. Read the intern's reflections and provide feedback accordingly.
4. Assist the intern in locating resources for professional development.
5. Request mid-term evaluation from Site Supervisor at mid-point of semester. Meet to discuss the evaluation with both intern and Site Supervisor if within 80-mile radius, otherwise consult by phone/video about the strengths and challenges of the intern. Support the intern and Site Supervisor in planning for experiences to continue the intern's professional goals for the remainder of the term.
6. Request final evaluation from Site Supervisor and final self-evaluation and feedback forms from intern. Obtain Site Supervisor's recommendation for a grade and then determine intern's final grade according to grading policies in this handbook.
7. Request Site Supervisor's evaluation of internship program.
8. Send the Site Supervisor a letter of thanks for the hosting of the intern.

## **Intern Evaluation Process**

Ongoing evaluation and feedback is an important aspect of the internship experience. Receiving specific, constructive feedback about one's performance and progress facilitates the development and growth of those competencies associated with HDFS professionals. Over the course of the internship, interns are expected to receive and actively seek feedback about their performance from their Site Supervisor via weekly supervision meetings and as needed.

A formal evaluation of interns' progress and performance will be conducted at two points during the internship semester: midterm and at the end of the internship. Site Supervisors will use the Intern Evaluation Form to rate interns' growth in the domains of knowledge, skills, and professional behavior as well as identify interns' areas of strength and future growth needs. After completing the Internship Evaluation Form, Site Supervisors should meet with their interns to discuss the ratings on the evaluation form and provide feedback about the interns' performance. Completed evaluations should be sent to the University Supervisor who will review and schedule an in-person meeting or phone conference with the intern and Site Supervisor to discuss the evaluation.

### **Midterm Evaluation**

The midterm evaluation is a time for interns and site supervisors to reflect on the internship experience to date, review the experiences interns have had and what they have accomplished, and collaboratively develop a plan for facilitating interns' continued growth. To facilitate the midterm review of progress, interns should provide their Site Supervisor with the most current copy of their Goals Assignment. Site Supervisors will use the Intern Evaluation Form to document their ratings of interns' performance and progress. On the last page of the form, Site Supervisors should provide written feedback about interns' progress and assign a letter grade (A-F) based on interns' current overall performance. The Site Supervisor should arrange a meeting with the intern to discuss the Intern Evaluation Form and the intern's goals assignment. After this meeting, a copy of the midterm evaluation should be sent to the University Supervisor who will schedule a meeting or phone conference to discuss the evaluation, problem-solve any concerns, and discuss learning goals for the remainder of the internship experience.

### **Final Evaluation**

The final evaluation will provide a summative review of interns' progress and performance over the course of the internship. The procedure for conducting the final evaluation is similar to that of the midterm evaluation. Site Supervisors should document their ratings of the intern's performance in the column labeled —final on the Intern Evaluation Form, written feedback should be provided on the last page of the form, and a letter grade (A-F) based on interns' overall performance should be assigned. The intern and Site Supervisor should meet to discuss the Intern Evaluation Form. After this meeting, a copy of the final evaluation should be sent to the University Supervisor.

## Grading Criteria for HDFS 45500 & HDFS 45800

The final grade for the internship semester is determined by the University Supervisor in consultation with the Site Supervisor. The University Supervisor will assign a grade based on the course assignments, the final presentation, and interns' professional comportment. These criteria will account for 25% of the grade. Site Supervisors will recommend a letter grade (A-F, including +/-) for the student's on-the-job performance which will account for 75% of the grade for the semester. A description of intern performance at each letter grade follows:

The —A student is an individual who has demonstrated a very high degree of skill in working with the client/patient population and fellow staff. An individual who earns an A has maintained both a positive attitude and a high level of enthusiasm and has shown constant progress throughout the semester. An —A student has met the requirements of the Site Supervisor and University Supervisor and has excelled in the areas of initiative, creativity and responsibility. **A student who earns the grade of A can be recommended without reservation as an entry level professional.**

The —B student is an individual who has worked well with the client/patient population and fellow staff. An individual who earns a B has met the requirements and expectations of the Site Supervisor and the University Supervisor and has shown progress during the semester. The —B student has the potential to be a skilled professional, but needs additional experience and/or confidence in her/himself in order to function independently as an entry level professional. **A student who earns the grade of B can be recommended with confidence noting her/his limitations/potential as a professional.**

The —C student is an individual who has shown a lack of initiative and/or skill in working effectively with the client/patient population and fellow staff. An individual who earns a C has had difficulty meeting the requirements and expectations of the Site Supervisor and the University Supervisor. Limited progress has been shown during the semester and the student will need considerable assistance in order to function effectively as an entry level professional. **A student who earns the grade of C can only be recommended with reservations, noting her/his strengths/limitations as a professional.**

The —D student is an individual who has shown a lack of initiative and/or skill in working with the client/patient population and fellow staff. An individual who earns a D has not met the requirements and expectations of the Site supervisor and the University Supervisor. Little or no progress has been shown by the student throughout the semester. **A student who earns the grade of D cannot be recommended for employment as an entry level professional.**

The —F student is an individual who has shown a serious lack of initiative and enthusiasm in working with the client/patient population and fellow staff. An individual who earns an F has not met the requirements or expectations of the program. **A student who earns the grade of F cannot be recommended for employment as an entry level professional.**

The letter grades assigned by each supervisor will be translated into the following points and a weighted average will be calculated.

A+/A	4 points	C	2 points
A-	3.7 points	C-	1.7 points
B+	3.3 points	D+	1.3 points
B	3 points	D	1.0 points
B-	2.7 points	D-	0.7 points
C+	2.3 points	F	0

The weighted average will be converted to a letter grade using the following scale:

3.8 – 4.0 points	=	A
3.5 – 3.7 points	=	A-
3.2 – 3.4 points	=	B+
2.8 – 3.1 points	=	B
2.5 – 2.7 points	=	B-
2.2 – 2.4 points	=	C+
1.8 – 2.1 points	=	C
1.5 – 1.7 points	=	C-
1.2 – 1.4 points	=	D+
0.8 – 1.1 points	=	D
0.5 – 0.7 points	=	D-
0.0 – 0.4 points	=	F

## HDFS 45500 & HDFS 45800 Corrective Action Policy

The University and Site Supervisors are committed to working together to ensure that interns successfully complete the internship semester. Providing feedback on interns' strengths and areas of improvement is one way by which Supervisors facilitate interns' progress and success. There are occasions, however, where an intern may exhibit problematic behavior that requires Supervisors to impose a corrective action so that professional functioning is improved. This document details the conditions under which corrective action may be taken, the types of corrective actions available, and the procedure for imposing corrective actions.

### Problematic Behaviors

While it is expected that all interns will comport themselves professionally over the course of internship, there may be instances in which there are concerns about an intern's functioning. Concerns about an intern's functioning typically fall in one or more of the following domains: professional behavior, work performance, and/or interpersonal conduct.

- Professional behaviors include but are not limited to the following: punctuality, attendance, adhering to confidentiality and other ethical guidelines, abiding by agency policies, accepting and incorporating feedback about performance, separating personal matters from professional work, etc. Examples of problematic professional behaviors include using agency resources for personal use without permission, chronic tardiness or absence, working while under the influence, etc.
- Work performance behaviors include but are not limited to the following: performing assigned job tasks accurately, completing job tasks promptly, demonstrating consistent work performance, completing academic assignments, etc. Work performance includes both responsibilities at the internship site and assignments/responsibilities detailed in this manual. Examples of problematic work performance behaviors include the inability to perform basic work tasks, failing to perform work tasks, difficulty keeping up with pace of work, running personal errands or sleeping during work time, failing to complete reflections, etc.
- Interpersonal conduct includes but is not limited to the following: developing effective work relationships with agency staff and supervisor, interacting respectfully and professionally with clients, representing the agency favorably when in public settings, demonstrating cultural competence, etc. Examples of problematic interpersonal conduct includes developing a Facebook relationship with a client, arguing with a staff member, engaging in office gossip, refusing to carry out a supervisor's directives, sexual harassment, etc.

Given the newness of the internship experience, it can be expected that interns may sometimes unintentionally or intentionally engage in problematic behavior. Some problematic behaviors occur because there is a lack of knowledge or skill and, in most cases, the behavior can be promptly corrected with feedback and/or training. It is expected that site supervisors will provide that feedback and/or training as needed. However, there are cases in which there is serious concern and administrative correction is required:

- The problematic behavior occurs repeatedly after feedback has been provided
- The intern denies and/or does not demonstrate insight into the problem behavior
- The behavior reflects more than a skill deficit that can be addressed by training
- The quality of services to clients is compromised or the intern is a risk to clients
- The intern's presence negatively affects the work environment
- The intern requires a high level of supervision that is beyond supervisor capacity

## Types of Administrative Sanctions

When administrative correction is required to address an intern's problematic behavior, the Site Supervisor should contact the University Supervisor to discuss appropriate sanctions. There are three levels of administrative sanctions that may be imposed:

- **Probation** is a short period of time (typically one to two weeks) during which the intern's performance will be closely monitored and evaluated based on a corrective action plan developed by the site and University Supervisor. During the probationary period, the intern will receive remedial support and frequent feedback about his/her progress.
- **Removal from the internship site** is a permanent action in which the intern and the site terminate the professional relationship. Removal from the internship site allows for the possibility that an intern may be placed at a different site depending on the nature of the situation associated with the removal. Removal also may result in dismissal from the internship program.
- **Dismissal from the internship program** is defined as the intern being removed from the internship site and receiving a failing grade (—F or —WF- withdraw failing) for HDFS 45500 or 45800. The intern is expected to engage in remedial activities, secure a new internship (under the close supervision of HDFS faculty), and enroll in HDFS 45500 or 45800 the following term if sufficiently prepared.

The type of sanction that will be imposed for problematic behaviors will vary depending on the offense. Serious offenses such as engaging in sexual harassment are grounds for immediate dismissal from the internship program. An accumulation of less serious offenses such as chronic tardiness or absenteeism, inappropriate communication, insubordination, and lack of adequate progress may also result in dismissal. The type of sanction imposed will be decided by both the University and Site Supervisor.

## Procedure for Remediating Problematic Behaviors

When problematic behaviors occur, it is expected that the Site Supervisor and intern will first work together to remedy the problem. The Site Supervisor should provide the intern with immediate feedback about his/her behavior, communicate what the behavioral expectations are, and problem-solve how to correct the behavior or improve the situation. The site supervisor may choose to modify the intern's activity schedule to accommodate the intern's particular learning needs. This may include retraining the intern, providing the intern with more supervision, or assigning the intern to tasks with which he/she has mastery. The Site Supervisor also reserves the right to impose sanctions in accordance with the site's policies and procedures.

Site supervisors should use their best judgment to assess how and when an intern should demonstrate improvement after receiving feedback. If problematic behaviors increase in severity or frequency, the Site Supervisor should follow the procedures below. If there is serious concern about an intern's behavior, the Site Supervisor should proceed to step 4 and immediately contact the intern's University Supervisor. **Site Supervisors should document when each action was taken and the outcome. It is recommended that copies of documentation be forwarded to the University Supervisor (e.g., copying the University Supervisor on emails to the intern). Documentation provides accountability and protects all parties involved.**



1. Meet with the intern to discuss the occurrence of the problematic behavior.
2. Develop a corrective action plan. The corrective action plan should identify what the desired goal/behavior is and include concrete action steps for how the intern will improve or exhibit the desired behavior. A written copy of the plan should be provided to the intern and the University Supervisor.
3. Monitor the corrective action plan every 2-7 days depending on the site and nature of the work. Monitoring involves meeting with the intern to identify improvement, stagnation, or deterioration as well as engaging in additional problem-solving as warranted and useful.
4. Contact the intern's University Supervisor if there is no progress or deterioration occurs and problem-solving is not sufficient.
5. The University Supervisor will schedule an in-person meeting or telephone or video conference (for non-local sites) with the Site Supervisor and intern to discuss concerns and attempts at correction action.
6. Jointly the University and Site Supervisor will agree on the sanction that should be imposed.
  - a. If it is determined that the intern could improve with further corrective action and time, the intern will be placed on formal probation and have one to two weeks to demonstrate improvement.
  - b. If it is determined that the intern cannot not be successful at the site, it will be recommended that the intern be removed from the site.
7. After allowing reasonable time for corrective action, if the intern has demonstrated little to no improvement and there are no further options for corrective action, the University and Site Supervisor may recommend that the intern be removed from the site or dismissed from the internship program. The final decision will be made in consultation the co-directors of the HDFS Internship Program.
  - a. The University Supervisor may consider an alternate internship placement depending on the concern. For example, if the concern was about the intern's inability to master a basic skill and it is determined that the intern could perform successfully at another type of site, a transfer may be made depending on site availability and time remaining in the internship semester.
  - b. If the concern requires long-term remediation, for example dealing with a personal matter, the intern will be dismissed from the internship program for the term. The University Supervisor will work with the intern to access services or resources as necessary so that he/she may be in a better position to successfully complete an internship the following term.

## **HDFS 45500 & HDFS 45800 Intern Problem Resolution Policy**

There may be occasions when interns have concerns about their internship experience. We encourage interns to communicate and directly problem-solve these concerns with their immediate supervisor. If the concern is about an academic or supervision matter, interns should contact their University Supervisor. If a concern cannot be resolved, the University Supervisor will consult with one or both Internship Program co-Directors.

If the concern is about a site-related matter, interns should follow the procedures below:

1. Intern should discuss the concern with the staff involved or his/her immediate supervisor. Sometimes the immediate supervisor may be a senior staff member assigned by the Site Supervisor; other times it may be the Site Supervisor. Please be prepared to discuss your concern, the facts about what happened, and your ideas for resolving the concern. The more specific you can be about what you need or desire, the more effective the problem-solving process will be.
2. Allow time for the concern to be addressed. Some changes are immediate; others may take time. Be patiently persistent.
3. If the concern is not resolved or cannot be resolved by the immediate supervisor, you should contact your Site Supervisor if you have not already done so.
4. If the Site Supervisor is unable to resolve the problem and/or you are having difficulty resolving your feelings, contact your University Supervisor.
5. The University Supervisor will meet with you to discuss the concern.
6. The University Supervisor will contact the Site Supervisor to either have a phone discussion or schedule a meeting with all parties involved, or both.
7. All parties will meet and attempt to resolve the matter.
8. If the matter cannot be resolved and is significantly affecting the internship experience, the University Supervisor will consider other options (assigning intern to a different supervisor or department, administrative removal from the site, etc.)

## HDFS 45500 & HDFS 45800 Sexual Harassment Policy

Purdue University is committed to maintaining an educational and work climate that is positive and free from all forms of harassment, including sexual harassment. Harassment in the workplace or the educational environment is unacceptable conduct and will not be tolerated.

When harassment, including sexual harassment, occurs within the context of the internship, it is the responsibility of site supervisors and university supervisors to support the student and resolve the problem. The most effective way to work toward preventing harassment is through education that emphasizes respect for every individual.

According to Purdue University's *Anti-Harassment Policy* (III.C.1), —Sexual Harassment is

- A. Any act of Sexual Violence.
- B. Any act of Sexual Exploitation.
- C. Any unwelcome sexual advance, request for sexual favors or other written, verbal or physical conduct of a sexual nature when:
  - 1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education or participation in a University activity;
  - 2. Submission to, or rejection of, such conduct by an individual is used as the basis for, or a factor in, decisions affecting that individual's employment, education or participation in a University activity; or
  - 3. Such conduct has the purpose or effect of unreasonably interfering with an individual's employment or academic performance or creating an intimidating, offensive or hostile environment for that individual's employment, education or participation in a University activity offensive, or hostile environment for that individual's employment, education, or participation in a University activity."

Sexual harassment is unacceptable and illegal. If an intern experiences sexual harassment in the workplace, the intern must be entitled to the same protections and recourses of a regular agency employee. We encourage site supervisors to make interns aware of agency policies/procedures regarding sexual harassment, along with other human resources policies, early in the internship. Additionally, the Internship Handbook details a —Problem Resolution Policy (see p. 38) which provides a procedure for an intern to follow regarding any serious concern about the internship experience, including sexual harassment. Both interns and site supervisors are requested to communicate with university supervisors about any such concerns. University supervisors are available to be a resource and a support in resolving the situation.

Finally, it is important to note that Purdue University is bound by the provisions of the federal law known as Title IX. This law forbids any sexual discrimination (including sexual harassment) in educational activities/settings. Purdue faculty members are considered mandatory reporters under Title IX and will inform the university of any incident that appears to be a violation of the law.

# Forms

# Intern Evaluation Form

Purdue University  
Human Development and Family Studies Department

Intern \_\_\_\_\_ Placement \_\_\_\_\_  
 Site Supervisor \_\_\_\_\_ University Supervisor \_\_\_\_\_  
 Date Midterm Completed \_\_\_\_\_ Date Final Completed \_\_\_\_\_

*Using the rating guidelines below, please circle or highlight the letter that most accurately describes the intern's performance.*

**NO = NO OPPORTUNITY** - intern has not had an opportunity to demonstrate this skill.

**U = UNSATISFACTORY** - performance often does not meet minimum expectations of an intern; intern requires considerable assistance, direction and supervision; intern needs more time and practice to develop skill or demonstrate performance

**N = NEEDS IMPROVEMENT** - performance is below expectations of an intern; intern demonstrates marginal level of skill and requires regular assistance, direction and supervision; intern needs more time to develop skill or demonstrate performance

**S = SATISFACTORY** - performance meets expectations of an intern; intern demonstrates motivation to learn and needs occasional assistance, direction and supervision

**O = OUTSTANDING** – performance is above what is expected of an intern; intern demonstrates this skill effectively and independently, and requires an appropriate level of supervision

## KNOWLEDGE

Midterm	Final
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**Goal:** *To be knowledgeable about individual development, family processes, and the broader social context.*

1. Demonstrates knowledge of normal growth and development.	NO	U	N	S	O	NO	U	N	S	O
2. Understands how family dynamics influence individuals.	NO	U	N	S	O	NO	U	N	S	O
3. Understands how the social and cultural environment influences children, adults, and/or families.	NO	U	N	S	O	NO	U	N	S	O
4. Understands the services offered by and the policies of the agency.	NO	U	N	S	O	NO	U	N	S	O
5. Stays abreast of current professional literature.	NO	U	N	S	O	NO	U	N	S	O
6. Identifies limits of knowledge and seeks out information when knowledge is inadequate	NO	U	N	S	O	NO	U	N	S	O

**Comments:** *(Please date each comment.)*

## SKILLS

**Goal:** *To help children, adults, and/or families create goals that are pertinent to their desires and needs and consistent with the internship site's program objectives.*

1. Accurately assesses needs of the child, adult, and/or family.	NO	U	N	S	O	NO	U	N	S	O
2. Understands procedures for developing goals for children, adults, and/or families.	NO	U	N	S	O	NO	U	N	S	O
3. Sets appropriate goals with the child, adult, and/or family.	NO	U	N	S	O	NO	U	N	S	O

**Comments:** *(Please date each comment.)*

**NO = NO OPPORTUNITY**  
**U = UNSATISFACTORY**  
**N = NEEDS IMPROVEMENT**  
**S = SATISFACTORY**  
**O = OUTSTANDING**

Midterm	Final
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**Goal: To apply knowledge about individual development and family processes to meet the physical, social, emotional, language, and cognitive needs of children, adults, and/or families.**

1. Accurately assesses children's, adults', and/or families' developmental level.	NO	U	N	S	O	NO	U	N	S	O
2. Accurately assesses children's, adults', and/or families' emotional state and general functioning.	NO	U	N	S	O	NO	U	N	S	O
3. Interactions with children, adults, and/or families match their developmental level.	NO	U	N	S	O	NO	U	N	S	O
4. Interactions with children, adults, and/or families match their emotional state and general functioning.	NO	U	N	S	O	NO	U	N	S	O
5. Develops interventions that are sensitive to the developmental level of children, adults, and/or families.	NO	U	N	S	O	NO	U	N	S	O
6. Develops interventions that are sensitive to the emotional state and general functioning of children, adults, and/or families.	NO	U	N	S	O	NO	U	N	S	O

**Comments:** (Please date each comment.)

**Goal: To be sensitive to and respectful of developmental, cultural, gender, structural (e.g., single parent, blended, and gay/lesbian families), and economic differences and similarities among people and their influences on individuals and families. To honor these influences in the establishment of collaborative working relationships with clients.**

1. Treats children, adults, and/or families from different cultural, racial, structural, and socio-economic backgrounds with fairness and respect.	NO	U	N	S	O	NO	U	N	S	O
2. Treats children, adults, and/or families with disabilities with fairness and respect.	NO	U	N	S	O	NO	U	N	S	O
3. Establishes rapport/joins with children, adults, and/or families from diverse backgrounds.	NO	U	N	S	O	NO	U	N	S	O

**Comments:** (Please date each comment.)

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Midterm	Final
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**Goal:** *To help children, adults, and/or families learn to use their own resources and the resources of the internship site to cope effectively with their problems and move toward their desired goals.*

1. Understands the needs of children, adults, and/or families and can identify services to meet those needs.	NO	U	N	S	O	NO	U	N	S	O
2. Identifies the resources children, adults, and/or families have to cope with problems.	NO	U	N	S	O	NO	U	N	S	O
3. Helps children, adults, and/or families recognize their resources.	NO	U	N	S	O	NO	U	N	S	O
4. Helps the child, adult, and/or family evaluate progress toward attaining goals.	NO	U	N	S	O	NO	U	N	S	O
5. Assists children, adults, and/or families in identifying and using community resources.	NO	U	N	S	O	NO	U	N	S	O
6. Makes referrals to other professionals when needed.	NO	U	N	S	O	NO	U	N	S	O
7. Demonstrates skill in mediating and advocating for children, adults, and/or families.	NO	U	N	S	O	NO	U	N	S	O

**Comments:** *(Please date each comment.)*

## PROFESSIONAL BEHAVIOR

**Goal:** *To demonstrate professional work attitudes and behavior.*

1. Demonstrates genuine interest in, enjoyment of, and enthusiasm for working with children, adults, and/or families.	NO	U	N	S	O	NO	U	N	S	O
2. Is punctual and conscientious about attendance.	NO	U	N	S	O	NO	U	N	S	O
3. Completes tasks promptly, without undue reinforcement or reminders.	NO	U	N	S	O	NO	U	N	S	O
4. Manages time and resources effectively.	NO	U	N	S	O	NO	U	N	S	O
5. Wears clothing appropriate to the circumstances; maintains a well-groomed appearance.	NO	U	N	S	O	NO	U	N	S	O

**Comments:** *(Please date each comment.)*

**Goal:** *To be flexible, open-minded, and proactive when faced with new situations and ideas.*

1. Demonstrates qualities of adaptability and flexibility.	NO	U	N	S	O	NO	U	N	S	O
2. Is self-motivating; takes initiative and seeks new experiences and responsibilities.	NO	U	N	S	O	NO	U	N	S	O
3. Formulates long and short range goals for own continuous learning.	NO	U	N	S	O	NO	U	N	S	O
4. Participates in learning experiences outside assigned responsibilities (e.g. conferences, seminars, workshops).	NO	U	N	S	O	NO	U	N	S	O
5. Is receptive to alternative ways of viewing situations and ideas.	NO	U	N	S	O	NO	U	N	S	O

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	Midterm					Final				
<b><u>Goal:</u></b> <i>To communicate effectively with children, adults, families, and/or co-workers.</i>										
1. Is coherent and logical in oral presentation of ideas.	NO	U	N	S	O	NO	U	N	S	O
2. Written presentation of ideas and information is logical and organized.	NO	U	N	S	O	NO	U	N	S	O
3. Writing style is comprehensible: uses correct grammar, spelling, and sentence structure.	NO	U	N	S	O	NO	U	N	S	O
4. Uses effective listening skills/strategies when interviewing and serving children, adults, and/or families.	NO	U	N	S	O	NO	U	N	S	O
5. Comprehends what children, adults, and/or families say and responds appropriately.	NO	U	N	S	O	NO	U	N	S	O
6. Interprets and responds appropriately to children's, adults', and/or families' nonverbal communication.	NO	U	N	S	O	NO	U	N	S	O

**Comments:** *(Please date each comment.)*

<b><u>Goal:</u></b> <i>To establish and maintain collaborative working relationships with other professionals.</i>										
1. Cooperates with others in planning and delivering services.	NO	U	N	S	O	NO	U	N	S	O
2. Accepts responsibilities designated by supervisors and/or team members.	NO	U	N	S	O	NO	U	N	S	O
3. As appropriate, delegates responsibility to other team members.	NO	U	N	S	O	NO	U	N	S	O
4. When differences arise, is able to negotiate successful solutions.	NO	U	N	S	O	NO	U	N	S	O
5. Gives feedback to others in a constructive and supportive manner.	NO	U	N	S	O	NO	U	N	S	O

**Comments:** *(Please date each comment.)*

<b><u>Goal:</u></b> <i>To be ethical in the practice of working with individuals, families, and other professionals.</i>										
1. Learns and follows program policies and professional ethical guidelines.	NO	U	N	S	O	NO	U	N	S	O
2. Respects privacy and confidentiality of children, adults, and/or families.	NO	U	N	S	O	NO	U	N	S	O
3. Maintains appropriate professional boundaries with children, adults, families, and/or co-workers.	NO	U	N	S	O	NO	U	N	S	O
4. Demonstrates a sense of responsibility for own actions and in role as a professional.	NO	U	N	S	O	NO	U	N	S	O

**Comments:** *(Please date each comment.)*



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***Goal:*** *To seek and utilize feedback about one's strengths and weaknesses in working with others and one's development as a professional.*

	<b>Midterm</b>					<b>Final</b>				
1. Identifies strengths and successful aspects of performance.	NO	U	N	S	O	NO	U	N	S	O
2. Identifies areas where improvements can be made and areas of potential growth.	NO	U	N	S	O	NO	U	N	S	O
3. Accepts consultation or suggestions from others in a non-defensive manner.	NO	U	N	S	O	NO	U	N	S	O
4. Asks questions regarding performance and seeks feedback from others.	NO	U	N	S	O	NO	U	N	S	O
5. Decides upon and takes appropriate action in regard to feedback or recommendations.	NO	U	N	S	O	NO	U	N	S	O
6. Shows effort to develop strength in identified areas of weakness.	NO	U	N	S	O	NO	U	N	S	O

***Comments:*** *(Please date each comment.)*





## HDFS 45500 or HDFS 45800 Intern Final Self-Evaluation

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Describe how well you were prepared in theoretical knowledge to be successful in your internship. Be specific about courses or experiences that were helpful.
2. Describe how well you were prepared for the expectations/responsibilities of an intern by HDFS 454, the handbook, University Supervision, or other past experiences.
3. Did you feel you were able to achieve most of the goals that you set for yourself as an intern? Explain.
4. In which areas of professional development do you feel that you have improved the most?
5. In which areas do you see the need for further improvement?

6. Are there experiences that you feel would have better prepared you for success? Elaborate.

7. Reflecting back over the internship, respond to the following statements:

a. I feel good about.....

b. I wish I could have.....

8. My recommendations for improving the internship experience for future students are.....

**I believe that I have earned the grade of \_\_\_\_\_ for HDFS 455/458 because of the following reasons:**

## HDFS 45500 or HDFS 45800 Field Experience Summary

**Site:**

**Internship Term:**

**Site Supervisor:**

**Supervisor Phone/Email:**

**Intern Name:**

**Intern Contact Information (Provide this only if you consent to having future interns contact you):**

**Describe your responsibilities as an intern:**

**What other information would future interns want to know?**

## Evaluation of Site Supervisor

Name \_\_\_\_\_

Site Supervisor \_\_\_\_\_

You are encouraged to respond with constructive feedback that can be shared with your supervisor. Comments from your evaluation will be shared with site supervisors after semester grades are posted unless there are extenuating circumstances approved by your University Supervisor. Return this form to your university supervisor.

**Please answer the following questions by rating your response on a scale 1-5.  
Circle the number that best describes your answer.**

**1= not at all, or inadequately**

**5= frequently, or very adequately**

**To what extent did your site supervisor...?**

1. Provide an orientation to your agency/site (Help you understand policies/philosophy, etc.)? 1 2 3 4 5

*Comments:*

2. Help you to become aware of and feel part of the program (Introduce you to the other staff, invite to workplace events, tour facilities)? 1 2 3 4 5

*Comments:*

3. Establish rapport that encouraged open communication? 1 2 3 4 5

*Comments*

4. Work with you to define your role and identify meaningful tasks and goals? 1 2 3 4 5

*Comments:*

5. Prioritized a time to meet weekly to discuss progress and goals? 1 2 3 4 5

*Comments:*

6. Provide you with opportunities to observe him/her in action (Or, provided you with other appropriate mentors)? 1 2 3 4 5

*Comments:*

7. Observe you on the job and provide feedback accordingly? 1 2 3 4 5

*Comments:*

8. Recognize your success and state areas of professional strength? 1 2 3 4 5

*Comments:*

9. Help you create goals and strategies to improve areas of challenge? 1 2 3 4 5

*Comments:*

10. Meet with you to provide a copy of and discuss your performance evaluations? 1 2 3 4 5

*Comments:*

11. Advise you of opportunities for professional growth (Share about resources such as readings, professional meetings, conferences, etc.)? 1 2 3 4 5

*Comments:*

12. Offer more opportunities for independence as your skills increased? 1 2 3 4 5

*Comments:*

**Finish the following statements to give feedback that is more specific to your supervisor.**

13) My site supervisor demonstrated the following strengths in supervising me during my internship...

14) My site supervisor could have been more helpful by...