HUMAN DEVELOPMENT & FAMILY SCIENCES

Information for Site Supervisors

Oregon State University
Cascades
Internship Faculty and Support Staff

Shannon Lipscomb, Associate Professor & Program Lead
Graduate Research Center 113
541.322.3137
shannon.lipscomb@osucascades.edu

Dennis Lynn, Internship Instructor (262/310 410 HS)
Tykeson 210
541.322.3144
dennis.lynn@osucascades.edu

Teresa Ashford, Internship Instructor (330/331)
teresa.ashford@osucascades.edu

Kendra Coates, Internship Instructor (433)
kendra.coates@osucascades.edu

Rachel Cardwell, Internship and Employment Coordinator
Tykeson Hall 106S
541.322.2067
rachel.cardwell@osucascades.edu

Erin Feeney, Educational Placement Coordinator
Graduate Research Center 114
541.322.3189
erin.feeney@osucascades.edu

Chantelle Combe, Academic Advisor
Tykeson 106M
541.706.2264
chantelle.combe@osucascades.edu
Overview for Sites

Thank you for your interest in providing Human Development and Family Science (HDFS) students with the opportunity to serve an internship under your supervision and mentorship. The experiences students gain through internships are invaluable, and your expertise and guidance provides them with a strong foundation in their development as human services or child development professionals.

Types of Interns:

OSU-Cascades has several types of internships available to HDFS students.

**HDFS 310** – Requires 90 hours of work on-site over 10 weeks (prerequisite is HDFS 262)

**HDFS 410 HS** – Requires 300 hours of work on site over 10 weeks (prerequisite is HDFS 310)

**HDFS 433** – Requires 270 hours of work on site over 10 weeks (prerequisite is HDFS 330)

*HDFS 433 students are only placed in fall term*

Requirements of site supervisors and sponsoring agencies/schools:

**Human Services** option: Be an agency that performs human services activities. For more information on what human services is, please visit: [http://www.nationalhumanservices.org/what-is-human-services](http://www.nationalhumanservices.org/what-is-human-services).

- Provide a direct supervisor (with a bachelor’s degree or higher or equivalent field experience) who is able to dedicate time to supervise one or more interns. Preferably, this person will hold a degree in one of the many fields of human services. In addition, this person must be employed by the agency and should not be a volunteer.
- Provide interns the opportunity to deliver direct services, under supervision, to individuals, families, or groups.
- Provide interns the opportunity to analyze the needs of clients, develop goals, and design and implement a plan of action.
- Have no legal or ethical investigations or violations in process.

**Early Childhood** option: In a public school, typically working at the kindergarten or first grade level.

- Site Supervisor will be the classroom teacher.
- Provide the interns the opportunity to work directly with the children under the supervision of the teacher.
Student Learning Objectives for Internships

HDFS 310 Human Services Practicum
As a result of participation in field work, students will be able to:
- Describe the everyday operations of an agency or organization.
- Identify the ethical standards of behavior for professionals and interns within their agency.
- Identify the needs of the population served by the agency or organization.
- Engage in introductory practical experience under close supervision of a professional in the field

As a result of participation in seminar, student will be able to:
- Understand the characteristics of effective helping professionals.
- Develop awareness of self as a potential helping professional.
- Develop awareness of helping theories.
- Demonstrate effective helping skills such as empathy, rapport building, and active listening.
- Describe the stages of the helping process, both in individual and group settings.

HDFS 410 Advanced Internship-Human Services
As a result of participation in field work, students will be able to:
- Describe the everyday operations of an agency or organization.
- Identify the ethical standards of behavior for professionals and interns within their agency.
- Identify the needs of the population served by the agency or organization.
- Engage in applied professional-level work under supervision of a professional in the field.

As a result of participation in seminar, students will be able to:
- Assess and improve upon their own cultural competency skills.
- Demonstrate understanding of therapeutic models of helping.
- Understand the stages of helping, including exploration, insight, and action.
- Develop applied helping skills to facilitate change in individuals, families, and groups.

HDFS 433 Early Childhood Internship
As a result of participation in field work, students will be able to:
- Identify the ethical standards of behavior for professionals and interns in a school setting.
- Describe the everyday operations of a school classroom.
- Identify the needs of the population served by the school.
- Engage in applied professional-level work under supervision of a professional in the field.

As a result of participation in seminar, students will be able to:
- Assess and improve upon their own cultural competency skills.
- Demonstrate understanding of theory and research guiding positive youth development.
- Develop familiarity with positive youth development programs and approaches in building relationships with families and communities.
- Understand how observation, documentation, and assessment are used to support children and families.
- Develop applied professional skills to foster positive developmental outcomes for children and families.
Benefits of having an Intern:

- Interns bring new ideas and perspectives.
- Expand your pool of qualified potential hires.
- Potentially increase retention: Interns hired after internships are more likely to stay with the agency (NACE, 2012, Experiential Education Survey).
- Provide practical skills and knowledge to incoming professionals; shape and promote the field of human services and/or school settings.
- Potential cost savings in training, recruiting, and evaluating potential employees.
- Support OSU-Cascades HDFS students and the community

Inappropriate Activities for Interns:

- Clerical activities as the primary function of their internship.
- Childcare as the primary function of their internship (unless interns are in the early childhood program.)
- Providing services to clients with no supervisor available.
- Academic research.
- Fundraising as the primary function of their internship.
- Activities that conflict with required seminar/course attendance. Students cannot miss seminars due to internship responsibilities.

Application Process and Timelines

1. Students research sites and work with OSU-Cascades Internship Coordinator, Rachel Cardwell, to determine their top choices for their internship.
2. Students contact the chosen site 2-4 months before expected placement to determine if the site is interested in hosting them.
3. If the site is interested in hosting, student sends their resume to site supervisor and schedules an interview.
4. After the completion of the interview, student submits a request for an Experience in Handshake and provides relevant information confirming both parties are interested in proceeding with the placement.
5. Internship Coordinator begins process of approvals in Handshake, requiring faculty and site supervisors sign off.
6. One all approvals are received, Internship Coordinator contacts Academic Advisor to remove registration hold. Student contacts the site to complete any paperwork, training, and figure out a start date and work schedule.

Criminal Background Check Policy

It is not OSU policy to perform background checks on OSU students, and OSU does not certify or vouch for the background of the students who participate in this internship. Accordingly, sites must conduct their own background check or require the student to obtain a background check if the site would like to use that information to determine fitness for duty.
Site Supervisor Responsibilities
By having an OSU HDFS intern, the Site Supervisor agrees to:

- Orient the intern to the agency/firm/school, including any training normally given to new employees at the professional level.
- Provide opportunities for the fulfillment of the Intern’s goals.
- When necessary, work in cooperation with the Intern and the Program Coordinator to revise Intern goals.
- Provide individual guidance and supervise the Intern’s work during the field placement.
- Facilitate, whenever feasible, the Intern’s participation in staff/employee activities of a professional nature.
- Confer with the Internship Instructor on any problems or ways in which the Internship Program Coordinator may assist with the achievement of the Intern’s goals.
- Complete a written evaluation of the Intern at the end of the term.
- Meet 1:1 with the student on a bi-weekly basis throughout the internship.

Intern Responsibilities
As part of the internship work, the interns agree to:

- Work a total of 90 (HDFS 310), 270 (HDFS 433), or 300 (HDFS 410) hours on site.
- In the event of illness, notify the Site Supervisor immediately.
- Follow all pertinent policies and regulations of the agency/firm/school.
- Provide all personal expenses connected with the internship, including transportation to and from the place of work, housing and other personal/professional needs.
- Keep the Internship Instructor informed of progress on assigned responsibilities, including problems that she encounters, changes in her internship responsibilities, and any other relevant matters.
- Conduct oneself in a professional manner.
- Abide by the ethical standards specified by the internship site and as outlined in the human services code of ethics.
- Accept responsibility for providing liability, health, and accident insurance.
- Participate in all seminar components of the internship experience.
- Complete all assignments given by the Internship Instructor, including bi-weekly meetings with site supervisors.

Internship Program Instructor Responsibilities
The Internship Instructor agrees to:

- Serve as a liaison and resource person for the Intern and Site Supervisor to facilitate the Intern’s goals.
- Supervise the Intern via contact with both the Intern and the Site Supervisor.
- When necessary, help to resolve problems between the Intern and his/her Site Supervisor and terminate relationships that are not working.
- Provide leadership for the seminar component of the internship experience.
- Evaluate the Intern’s written assignments.
- Assess the Intern’s midterm and final evaluation, completed by Site Supervisors.
- Assign a grade upon completion of the internship and seminar experiences.
Site Supervisor Onboarding Checklist

Before the internship

☐ Ensure that all paperwork has been turned in before the official start date
☐ Confirm start date and weekly schedule with intern, advise her/him on dress code and outline what student should bring the first day.
☐ Set up a workstation (if applicable) for intern (key /FOB, email, computer, etc.)
☐ Prepare orientation schedule/training for the intern for the first week of her internship

First week

☐ Take the intern on a tour of the facility and introduce him/her to the staff
☐ Provide training on any systems/procedures they will need to use
☐ Schedule weekly or bi-weekly check ins with the intern
☐ Review general day to day responsibilities
☐ Explain how interns assigned duties/projects will add value to the agency
☐ Review the learning agreement document that the student will provide

During the internship

☐ Provide feedback on intern’s performance and address any areas of improvement
☐ Communicate any feedback from the team members and other employees
☐ Ask for feedback from the intern about their experience with your agency
☐ Allow time to answer any questions the interns may have about their work or the work of the agency.

End of Internship

☐ Fill out the internship evaluation form provided to you by the student
☐ Attend the 30-minute evaluation meeting scheduled with the intern and OSU-Cascades Internship instructor
☐ Provide any additional feedback to the instructor or site placement coordinator
HUMAN DEVELOPMENT
& FAMILY SCIENCES

Internship Forms
# Oregon State University – Cascades
## Human Services Internship Description

<table>
<thead>
<tr>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of organization</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>Email address</td>
<td></td>
</tr>
<tr>
<td>Fax number</td>
<td></td>
</tr>
<tr>
<td>Name of Director:</td>
<td></td>
</tr>
<tr>
<td>Person responsible for field experience program at the setting</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Credentials (degree)</td>
<td></td>
</tr>
<tr>
<td>Person responsible for day-to-day supervision of the student (if different)</td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>Credentials (degree):</td>
<td></td>
</tr>
<tr>
<td>Professional specialty areas:</td>
<td></td>
</tr>
<tr>
<td>Type of Setting (school, community agency, corrections, retirement community, etc)</td>
<td></td>
</tr>
<tr>
<td>Ages served (highlight all that apply)</td>
<td></td>
</tr>
<tr>
<td>0-3</td>
<td>13-21</td>
</tr>
<tr>
<td>3-5</td>
<td>Adult</td>
</tr>
<tr>
<td>Assessments utilized, if applicable:</td>
<td></td>
</tr>
<tr>
<td>Specific models guiding practice (Person-centered care, etc):</td>
<td></td>
</tr>
<tr>
<td>Specific Dress Code for students:</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites for students (highlight all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Background Check</td>
</tr>
<tr>
<td>Fingerprinting</td>
</tr>
<tr>
<td>Formal, agency-specific training</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which of the following opportunities can your setting provide to students? (highlight all that apply and add others if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working directly with clients</td>
</tr>
<tr>
<td>Data collection</td>
</tr>
<tr>
<td>Program planning</td>
</tr>
<tr>
<td>Planning conferences or events</td>
</tr>
<tr>
<td>Provision of opportunities to do trainings or presentations</td>
</tr>
<tr>
<td>Marketing</td>
</tr>
<tr>
<td>Advocacy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is there any stipend available?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Are meals available on-site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free?</td>
</tr>
<tr>
<td>For Purchase?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the possible hours a student might be able to work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekdays</td>
</tr>
<tr>
<td>Weekends</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What type of supervision will you provide to students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:1</td>
</tr>
<tr>
<td>Multiple supervisors</td>
</tr>
<tr>
<td>What is your vision of how a student would be involved in your setting?</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments (general environment, type of student that would be the “best fit”, unique characteristics of your setting?)</th>
</tr>
</thead>
</table>

| We would appreciate any materials, such as a job description, mission statement of the setting, brochures, organizational chart, etc., that will help our students understand more about your setting. |

Please scan and send to Rachel Cardwell at rachel.cardwell@osucascades.edu
Oregon State University – Cascades
Human Development and Family Science Internship Program
Pre-Placement Interview Questions

1. What makes this opportunity interesting to you?

2. Tell me why you would like to do your field experience with our agency/program.

3. Describe your understanding of this position. What has been your experience in these areas, if any?

4. What attributes do you have that you think would be the biggest assets in this field experience?

5. What would you like to learn from your field experience with our agency/program?
Seeking an internship can be a valuable learning experience and a great complement to your undergraduate degree. When pursuing an internship for academic credit, it is important to remember that you are not receiving credit for the experience, but for the learning as a result of the experience. Your learning agreement plan is essentially your “syllabus” for your internship. Please fill it out using the internship job description and have both your site supervisor and your faculty internship advisor provide feedback on the document at the start of your internship.

**Internship Goals: Identify at least one learning goal in each key area**

1. **Academic goal**: How will you test the knowledge learned in the classroom and apply it to the workplace?
2. **Career or Professional Development goal**: How will you learn about the qualifications and duties of a position and explore your interest in a particular field?
3. **Skill development goal**: How will you gain the skills and knowledge required for success in the workplace?
4. **Personal development goal**: How will you develop decision-making, critical thinking, increased self-confidence, or awareness of your strengths and weaknesses?

**Goal #1:**
**Defined tasks to help you achieve this goal:**

1a.
1b.
1c.

**Goal #2:**
**Defined tasks to help you achieve this goal:**

2a.
2b.
2c.

**Goal #3:**
**Defined tasks to help you achieve this goal:**

3a.
3b.
3c.

**Goal #4:**
**Defined tasks to help you achieve this goal:**

4a.
4b.
4c.
Oregon State University – Cascades
Human Development and Family Science Internship Program
Evaluation of Intern’s Performance

(NOTE: THIS FORM IS PRIMARILY USED AS AN EVALUATIVE TOOL BY THE SITE SUPERVISOR AT THE END OF
THE INTERNSHIP. IT IS ALSO USED BY THE STUDENT AS A SELF-EVALUATION TOOL AT MID-TERM.)

**Part One (to be completed by the intern)**

Name of Intern: ______________________________________

Internship site and Supervisor: _______________________________________________________

**Part Two (to be completed by the Site Supervisor)**

Please provide your assessment of the Intern’s performance on the items listed below, using the designated rating scale. Your assessment of the Intern’s performance is an integral part of his/her learning experience and final grade. This evaluation form will be reviewed with the Intern and Internship Instructor toward the end of the internship. Thank you for your help!

**Rating Scale:**
0=Unsatisfactory; 1=Fair; 2=Average; 3=Very good; 4=Excellent; N/A=Not Applicable

Interns must receive an average score of 2 in order to pass the course.

**A. Work Performance**

___1. Quantity of work (amount and rate of work performed)
___2. Quality of work (completeness, accuracy, organization)
___3. Ability to communicate clearly
___4. Promptness/punctuality
___5. Dependability
___6. Interest and enthusiasm
___7. Ability to handle personal and work-related frustrations
___8. Maintains a professional appearance (attire, grooming, demeanor)

**B. Professional Relationships**

___1. Ability to develop and maintain professional relationships with peers
___2. Ability to develop and maintain professional relationships with supervisors
___3. Receptivity to suggestions
___4. Ability to accept constructive criticism
___5. Ability to critically evaluate own performance
C. **Professional Role**
   
   __1.____ Demonstrates ethical behavior
   
   __2.____ Ability to be empathetic and advocate for clients
   
   __3.____ Ability to develop and maintain helpful/appropriate relationships with clients
   
   __4.____ Can use effective communication skills to help clients
   
   __5.____ Has analytical ability to determine appropriate client services
   
   __6.____ Has an interest in operations of the agency/business/school
   
   __7.____ Can apply academic preparation to internship responsibilities

D. **General Evaluation**
   
   __1.____ Overall performance in this field
   
   __2.____ Potential in professional field

E. **What did you value most about this Intern?**

F. **In what ways might the Intern grow/improve as a professional in this field?**

G. **Other comments?**

H. **Has the Intern made satisfactory progress toward completing his/her required internship hours**
   
   (circle one)    YES  NO

   **Name of Site Supervisor (please print)**

   **Name of Agency**

   **Supervisor’s signature**

   **Date**