

Field Studies Manual



Human Services Program

Department of Health and Community Studies

Woodring College of Education



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Western Washington University is committed to the principle of equal opportunity and does not discriminate on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), disability, age, veteran status, sexual orientation, gender identity and expression, marital status, and genetic information.

Introduction

The Human Services Program at Western Washington University values education that integrates theory, knowledge, skill, and practice. Internships are critical components of this educational experience. This manual provides general background information, policy, practices, procedures, and forms that students need to understand before beginning an internship. These materials will be used extensively while working in internship placements. A [glossary of terms](#) can be found in Appendix A.

Program Philosophy

The [Human Services Program](#) at [Western Washington University](#) intentionally provides a dynamic and interactive learning environment for educating students who are interested in providing person-centered and community-based services, and who want to influence change toward an equitable and just society. Through critical reflection on practice in the field, education becomes a transformative personal and professional experience. Students learn ways to collaborate on innovative solutions with individuals and communities in a variety of professional settings to support well-being. Interns work in a wide variety of government, non-profit and for-profit organizations that provide such services as family support, mental health, probation, youth outreach and advocacy, rehabilitation, resource and referral, education, and domestic violence interventions. Students must meet various program requirements prior to enrollment, and throughout their time in the program, as outlined below.

General Course Descriptions

The field studies component of the Human Services Program is a 15-credit, three-quarter,

experiential learning sequence intended to develop students' readiness from that of a supervised student towards higher levels of independent, professional work. Each of the required field studies courses is 5-credits. HSP 435 is a letter-graded course. HSP 440 is graded in a Satisfactory/Unsatisfactory (S/U) format. This sequence is comprised of one section of [HSP 435: Human Service Organizations](#), the pre-requisite for subsequent internships, and 2 sections (10 credits) of **HSP 440: Internship and Seminar**. Third and fourth sections of HSP 440 (5 additional credits each) may be taken as elective courses. The Human Services major is intentionally designed to link internship learning to the curriculum. The WWU Catalog offers a more detailed look at the [Curriculum Overview](#).

The field studies experience, Human Service Organizations (HSP 435) and [Internship & Seminar \(HSP 440\)](#), begins early in the program (generally in the student's second quarter in the major).

Student Eligibility for an Internship Placement

As noted above, interns work in active human service organizations and agencies, often with vulnerable populations. As is standard in the profession, students complete a criminal history background check prior to being admitted to the major. At the time of application, students must also disclose in writing any pending felony charges and convictions. Students accepted into the program with criminal history (or pending charges) must be aware that such records on background checks can make securing field placements more challenging—as is the case when securing employment in the field. Students with a pending felony charge or a felony conviction are contacted by the Human Services Academic Program Director to discuss appropriate internship options. If a felony conviction or pending charge occurs after a student is admitted to and enrolled in the program, the student must promptly report this information to their university instructor and field supervisor. Students who fail to promptly disclose a felony conviction or pending charge will be removed from the program.

Expectations for Academic and Professional Performance

All students are required to read, understand, sign, and follow the Expectations for Academic and Professional Performance ([Form 1](#)) before entering a field placement. Additionally, students are required to read and follow the [Code of Ethics](#) established by the National Organization of Human Services. Students are to abide by these expectations throughout the entirety of the program. Students who do not meet these expectations may be restricted from entering or completing field experience. Restriction or removal can be temporary, long-term, or permanent.

Students must be accepted and matriculated into the Human Services Program and meet any necessary prerequisites in order to enroll in an internship. To qualify for internship, students must be in good academic standing. Students with either a cumulative GPA under 2.0 or a quarterly GPA under 2.0 the previous quarter may not begin (or continue in) a placement until probationary status is removed. Students who are on academic probation must receive approval from the Program Director and university instructor to enroll in the internship courses.

Essential Functions

Students will self-assess their ability to meet “essential functions” ([Form 3](#)) of performance. Interns may be asked to review, resubmit, and discuss that assessment with their instructor or internship supervisor at any time. Essential functions are the basic activities that a student must be able to perform. All individuals, who enroll in field studies courses must be able to perform essential functions in both classroom and field placement settings, either with or without reasonable accommodations. The program places demands on students during their academic preparation designed to be comparable to the intellectual and physical demands that a graduate will encounter during early years as a practicing professional. Students are prepared to enter the profession with the

knowledge, skills, and dispositions to successfully perform the required functions associated with the role of entry-level human services professionals.

Faculty, staff, and field supervisors have a shared responsibility for the welfare of clients who are served by students enrolled in the program. The program is responsible to its partner agencies (and to the community) to assure that interns work towards the well-being of clients and are capable of delivering quality services in an effective and timely manner. Thus, it is important that persons admitted, retained, and graduated possess the cognitive ability, integrity, compassion, and physical and emotional capacity necessary to practice as a human services professional. Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement, but also on non-academic factors that serve to ensure that the student can complete the essential functions of the program required for graduation.

Accommodations

Western Washington University is committed to the principle of equal opportunity and does not discriminate on the basis of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), disability, age, veteran status, sexual orientation, gender identity and expression, marital status, and genetic information. When requested, the University will provide reasonable accommodation to otherwise qualified students with properly verified disabilities. It is the responsibility of individual students to request accommodations that they believe to be reasonable and necessary to execute the essential functions. Areas of the essential functions where ability is limited may indicate a need for the student to consult with [Western's Disability Access Center](#) about the need for accommodation in the classroom and appropriate placement in the field. Students are encouraged to disclose any limitations to their level of ability to the university instructor in order to receive

guidance and support. Accommodations provided by Western apply in the seminar portions of field experience, but may not extend to community agencies. Each student is encouraged to disclose the need for accommodation during interviews with potential field placement sites and negotiate the site's ability to accommodate individual needs as outlined in the [Americans with Disabilities Act](#).

Ethics in the Field

Ethical and professional behavior is at the core of preparing individuals to enter the human services field. The program expects organizations, field supervisors, and university instructors to model the highest standards of ethical and professional behavior for students to observe, understand, and emulate. There may be times when ethical and professional breaches occur by professionals in the field, whose work directly impacts the student. The program recognizes these as learning opportunities for our students and promptly addresses situations directly and respectfully with agency representatives as matters relate to the student learning environment. Students are expected to discuss with their field supervisor and/or university instructor any observed or suspected incident where questions of ethical or professional behavior arise.

The Human Services Program abides by the [National Organization for Human Services Ethical Standards](#). Field supervisors are expected to inform the student when other professional codes of ethics are being followed by the agency staff. Discussion about application of ethical standards and ethical decision-making in the field is helpful for student professional development.

Case Conference Policy

When professional performance standards are in question or a student is unable to perform the essential functions established for field studies, a *case conference* will be held to review the situation

and determine the best plan of action. A case conference is an opportunity for a student's professional performance to be assessed against the program's requirements and expectations. A case conference allows university instructors to review facts of a specific situation and determine options and actions to ensure a student's rights are upheld and that placement is in the best interest of the human services field. The case conference is convened by a committee of at least three faculty members. At least one of the committee members will be associated with the student's specific site (Bellingham, Everett, or Distance). A final decision is provided by this committee according to a reasonably established timeline. Temporary, long-term, or permanent restriction from field study may occur. Permanent restriction from field study would result in a student being unable to continue in the Human Services major.

Grievances and Due Process

All students are entitled to due process following a decision that has been made. For information on the academic grievance appeal process, see the [Appendix in the Western Washington University's bulletin.](#)

Unanticipated Agency Situations

Dismissal from a field placement may result from the agency's inability to continue to support student learning. Examples include staff (field supervisor) resignations, budget reductions, client terminations, or an agency determination of a mismatch. In these instances, the field supervisor should inform both the student and the university instructor as soon as possible. If a mid-term change is necessary, arrangements will be made for the student to be placed in a different agency. In these situations, the student will be given full credit for hours that have been accrued during the term. Every effort will be made to assist the student in this type of transition.

Unanticipated Intern Situations

A student may experience life situations that make completing a placement difficult or improbable. Examples might include emerging health situations or personal or family issues. Students who elect to leave or withdraw from a placement during an academic term will need to notify their field supervisor and instructor as soon as possible, and then withdraw from the internship course and re-enroll in a subsequent academic term. Hours that were completed during the academic term in which the withdrawal took place may be applied towards coursework in later terms—this should be discussed with your instructors and is not guaranteed.

Unprofessional or Unethical Intern Behavior

A placement site has the right to terminate a student's placement at any point in the term for unprofessional behavior or unsatisfactory performance according to department, university, and/or agency standards. Should this occur, the matter will be referred for a [case conference](#) to determine the fairest solution regarding the student's future in the field studies sequence. When the Department receives a complaint of serious misconduct by an internship student that is alleged to have taken place within the context of agency work, the student will usually be placed on immediate leave from the placement and the case conference process will begin. If there is reason to believe that misconduct is of a criminal nature, then the program will cooperate with law enforcement officials and make any necessary notifications as required by mandated reporting laws.

Course Overviews

HSP 435: Human Service Organizations

Human Service Organizations (HSP 435) provides a pre-internship experience where students

acquire basic information required for success in later placements. The primary purpose of Human Service Organizations (HSP 435) is to prepare students for professional work in the field during the subsequent quarters. Students examine foundational professional, ethical, and legal matters broadly applicable in the field as well as foundational information about human services organizations' structure and governance. Human Service Organizations (HSP 435) assists students in familiarizing themselves with local agencies and identifying, selecting, and committing to a placement for the following quarter. Students are responsible for securing their own field placements each quarter.

During HSP 435, students spend approximately 20 hours interacting with agencies and professionals in the field. Hours may be served conducting informational interviews, participating in internship selection interviews, engaging in service, orientation, or training at potential field placement sites, and/or shadowing or observing the work of practicing human service professionals.

Human Service Organizations (HSP 435) assesses basic knowledge of confidentiality laws, universal precautions, ethics/boundaries, mandated reporting laws, liability/negligence/malpractice, and the ability to write a learning contract that includes learning objectives with accompanying learning activities. All students must pass HSP 435 before proceeding to Internship & Seminar (HSP 440).

HSP 440: Internship & Seminar

Students are required to pass at least two sections (10-credits) of HSP 440: Internship & Seminar. Learning emphasizes student-designed learning objectives and learning activities. Student experiences in the field progress to primary responsibility for individual caseloads and/or administrative responsibilities. Students are expected to seek increasing levels of responsibility, engagement, and autonomy from each field experience that clearly indicate that the student will

expand their depth and breadth of applied skills and knowledge from previous field placements.

The primary goal of the two required quarters of internship is to provide field and seminar experiences that continue to increase students' applied skills and knowledge of services delivery. If a student chooses to take HSP 440: Internship and Seminar for a third or fourth time as an elective, the expectation is that the student will continue to improve upon and develop their professional skills.

HSP 440 Internship has four primary objectives. Students will:

- Engage in a minimum of 120 hours of guided field study each quarter, under the direct supervision of a qualified agency professional.
- Meet HSP 440 requirements that focuses on integrating knowledge from experiential and classroom learning at an advancing level.
- Design and work towards completion of at least two professional learning objectives with accompanying learning activities that demonstrate increasingly sophisticated levels of professional knowledge and skills.

Requirements

In order to ensure student preparedness for a professional field placement, the program has identified two requirements that students must satisfy in order to pass Human Service Organizations (HSP 435), and proceed to Internship & Seminar (HSP 440):

- Students must demonstrate the ability to abide by the professional performance expectations as outlined in the Expectations for Academic and Professional Performance and assess their ability to meet the *Essential Functions* on [Form 3](#).
- Students must demonstrate the ability to write appropriate learning objectives with corresponding learning activities.

At completion of the first quarter of Internship & Seminar (HSP 440), there are additional assessments that a student must pass to proceed to future internship field experience:

- Successful completion of 120 hours working in a supervised practicum placement.
- Satisfactory completion of 70% of all assignments in the seminar component of HSP 440, including the *Intern's Self-Assessment of Internship* ([Form 7](#)).
- Demonstration of professional and ethical behavior as documented by a satisfactory evaluation on the *Field Supervisor's Performance Evaluation of Intern* ([Form 8](#)) with concurrence by the university instructor.

- Demonstration of skills and knowledge as documented by successful completion of learning objectives identifying increasingly sophisticated levels of professional knowledge and skills.

Any student who does not meet each of the requirements will receive an unsatisfactory grade and need to re-take the course after consultation with their instructor and approval from the Human Services Program Director. Each additional quarter of field work will require satisfactory completion of all requirements. If a student receives an unsatisfactory grade in a subsequent quarter, they will be required to withdraw from the program. The student has the right to petition their dismissal from the program through consultation with their instructor, advisor, and Program Director, who will have final say in the matter.

Coordination of assessment between field and classroom learning occurs in a number of ways. Class and small group meetings, along with quarterly field visits between university instructor, students, and agency-based field supervisors, are meant to foster communication around student learning outcomes and objectives. Field supervisor evaluations and student reflections and self-assessments are important evaluation tools that assist the university instructor in determining an appropriate grade for the student.

The Field Visit

Students are required to facilitate a field visit during each quarter of internship. Because of the different needs of each of the sites, field visits may be accomplished in several different ways. At the Bellingham and Everett based sites, students typically are required to participate in an in-person field visit that takes place between the university instructor and the field supervisor. In the Distance Learning Program, a variety of communication modes may be used to plan for and conduct visits, including in-person meetings, telephone or video conferencing, and/or e-mail depending on the geographical distance between the agency and the location of the university instructor and the

individual needs and circumstances of the intern and the agency.

Additional members of an agency are invited to attend at the request of the student.

Determining who will attend the field visit is typically the responsibility of the student.

Field visits provide students with the opportunity to plan and facilitate a professional meeting, discuss learning objectives and activities, show evidence of learning, receive feedback on performance, and discuss future career directions with both the university instructor and the field supervisor. It is up to the student to coordinate arrangements for a field visit early in the quarter.

The university instructor typically asks the student to take the primary role in drafting an agenda for the field visit and facilitating the meeting. Field visits usually last 30-45 minutes. However, this time frame may vary depending on the field supervisor's previous experience with the program, and depending on whether or not this is the intern's first quarter at the site. Typical recommendations for coordinating the field visit are provided below, however students should follow the instructions provided by their instructor, as in some instances there are different approaches to the field visit.

Planning For an Intern-Led Field Visit

Before the Meeting:

- Plan the meeting carefully (who, what, when, where, why, how many, how long).
- Set the time and date, and notify university and agency participants. Typically, the meeting includes the field supervisor, student and university instructor. In some instances, additional staff is involved. Provide the university instructor with clear driving directions to the facility, parking instructions, and clear directions to the location within the building.
- Prepare and send out an agenda in advance (more than 24 hours prior to the visit). The agenda should always include discussion of learning objectives and activities and student performance, and include other pertinent points of discussion (i.e., next term's placement, transitioning to paid employment or graduate school, appropriate closure with clients at the end of the quarter). Make sure that the university instructor and field supervisor have an opportunity to add their own agenda items. (They should be contacted one week in advance and given the opportunity to add to the agenda.) You may use any professional format for your agenda

(standard agenda, PowerPoint, etc.).

- Make photocopies of any paperwork that will be discussed to distribute at the meeting.
- Arrive early and set up the meeting room. If the meeting is conducted by phone, make sure a speaker phone or other appropriate technology is available and participants have each other's contact information. Determine who will initiate the call. In the event that a speaker phone is not available, the student and field supervisor should be on two phones, and the university instructor will initiate a conference call. Skype or other forms of teleconferencing may also be an option.
- Dress professionally and appropriately for the meeting.

At the Beginning of the Meeting:

- Start on time. (Take the lead in transitioning from small-talk to the formal meeting.)
- Have participants introduce themselves (if this is their first meeting). Consider providing a brief tour of the facility after the meeting if this is the university instructor's first on-site visit.
- Clearly define roles and responsibilities.
- Review and revise the agenda (if necessary).
- Set clear time limits.
- Review any action items remaining from any previous field visit.

During the Meeting:

- Follow the agenda and stay on time.
- Listen carefully for positive feedback and constructive criticism.
- Take notes to remember important information/ideas. If information is extensive, type the notes and share with members following the meeting.
- If any serious issues are noted, identify who will write a written plan that outlines the process for remediating performance concerns.

At the end of the Meeting:

- If applicable, establish action items (who does what, when, etc.).
- If working at the same placement next term, consider setting the date and place of the next meeting, and develop a preliminary agenda.
- Review or summarize the meeting.
- Close the meeting crisply and positively.

- Clean up and rearrange the room.

After the Meeting:

- Prepare any materials that were discussed at the meeting (i.e., updating the Learning Contract, obtaining recommended readings).
- Follow up on any action items.
- Debrief if necessary with either the Field Supervisor or University Faculty.

Internship Considerations

Performance Domains

Students identify and secure each of their internships independently, based on their interests in the field. The field work in which students engage can be broadly framed by four performance domains: professional development, ethics, organizational systems, and indirect/direct-service skills. Students consider these domains in choosing learning objectives, and when reflecting on field experiences to make meaningful connections between the theoretical teachings provided across course curriculum and the community-based experiential learning. Specific behaviors expected within these performance domains are listed in the *Field Supervisor's Performance Evaluation of Intern* ([Form 8](#)) and provide a basis for assessment of students' skills and professional behaviors.

Professional Development

- Understanding self in a professional role, developing appropriate boundaries and self-care.
- Understanding of values, beliefs, and philosophies from a professional perspective.
- Assessment of personal knowledge, skills, and dispositions required in the field.

Ethics

- The application of NOHS ethics in the broad field of human services.
- Specific application of ethical standards in workplace situations.
- Understanding the interdisciplinary and interprofessional nature of the field and how ethics across fields can have commonalities and differences.
- Assessment of their knowledge and skill in ethical decision-making.

Organizational Systems

- Understanding systems theories and concepts within a community context.
- Making meaning of organizational structures and relationships as well as internal and external forces that influence systems.
- Identifying and addressing systems issues and their potential solutions.

Indirect/Direct Service

- Concepts and skills taught across the curriculum. These include, but are not limited to, the practice of strength-based perspectives, cultural competency, and boundary development with clients, and include skills such as interviewing, case management, program coordination/management, and program planning and evaluation.
- New or emerging strategies or interventions used in Human Services settings.

Preparing for Field Placement

Field placements are available in a wide variety of agency settings, both public and private. The Human Services Program maintains informal and formal partnerships with a diverse group of agencies that are able to meet the learning needs of most students. With the primary goal of helping to prepare the next generation of human services professionals, agency staff and field supervisors make their time, facilities, and resources available to student interns. Sites are deemed appropriate for Western's Human Services students when it is determined that the agency has the ability to provide high-quality field experiences and supervision. The following list of characteristics is intended as a guideline to help students and agency staff members evaluate the likelihood of a placement being approved.

1. The agency/facility should be well established and recognized as providing professional human services. This guideline may be measured by such characteristics as reputation in the community, longevity, nonprofit status, accreditations, state licenses and/or certifications, and resources (offices and staff). In some instances it is appropriate for students to be placed at newly emerging, or 'start-up' organizations. If there is a question about the viability and appropriateness of a placement site, students are expected to consult with their instructor the quarter prior to the placement.
2. The agency/facility should have both a full-time professional staff whose member/s can identify with the human services profession *and* the resources to support this work (adequate office space, computers, etc.). The agency should not be dependent on student interns to remain open for service delivery. Rather, interns should supplement existing staff.
3. Field supervisors are expected to possess at least two years of full-time experience in the Human Services field.

4. The agency/facility should be committed to the human services profession and be willing to cooperate with the intern and the university instructor in designing and evaluating fieldwork experiences that will benefit both the intern and the agency.

Securing an Internship

Securing a quality placement involves strong coordination between the student, the university instructor, and the agency/organization. The student must remain actively engaged throughout the entire process. Securing a field placement should begin during the initial weeks in HSP 435 (Human Service Organizations). After interviewing at several placements, students may arrange for an internship placement meeting with the university instructor to discuss the advantages of potential sites. It is up to the HSP 440 instructor (for the quarter in which the internship will take place) to make a final decision on the suitability of a placement, and in some instances this may be done in consultation with the Program Director or other faculty members.

If a HSP 435 student is securing an internship for the following quarter, the HSP 435 instructor will approve the internship and the HSP 440 instructor may review learning objectives and recommend changes. If the student decides to change their internship after the HSP 435 class has concluded, the student's current HSP 440 instructor would approve the new internship. Withdrawal from the previously arranged internship must be done professionally.

Students must not make assurances or a firm commitment to any placement until after discussing the arrangements and receiving approval from their instructor.

Once a decision is made and the agency has agreed to work with the student, the student will supply the initial field placement paperwork to the university instructor as outlined in the field study forms and in the course syllabus. Students should understand that scheduling a placement is a

professional endeavor and that students represent not only themselves but also the Human Services Program and Western Washington University. It is expected that students make a phone call or write a letter thanking each agency contact person for their time and consideration and providing them with the student's decision regarding future placement at the agency. The student must reach closure with every site contacted. After the student submits all the necessary paperwork and the placement is approved, the student begins the internship at the start of the quarter. It is strongly suggested that approximately one week before the scheduled internship start date, the student contact the field supervisor to confirm arrangements, such as start date, time of arrival, and location.

While HSP 435 emphasizes classroom-based learning, students are required to spend a minimum of 20 hours in embedded field studies activities. Embedded field studies serve two purposes: 1) Students learn prerequisite skills outside the formal classroom setting that are necessary for success in Internship, and 2) Students become familiar with several agencies and thus have more information to help determine where they may be interested in interning. While the embedded field study involves a variety of different activities and assignments depending on each instructor's requirements, all students will participate in informational interviewing, application processes, and CPR and first aid training (if applicable).

Organization Visits and Informational Interviews

Students are encouraged to visit and observe human services agencies and professionals at work in the community. This may entail informally visiting offices during the business day to get brochures or information. It may mean attending panel presentations, career or internship fairs, or attending community events sponsored by organizations in your areas of interest. Students are required to participate in informational interviews, to gather information about various career options

within the profession, and to learn about the work of specific agencies. Informational interviews also provide opportunities for students to meet with potential field supervisors with whom students may be interested in working the following quarter. Informational interviews can be conducted individually or with a small group of students.

Informational interviews are not job interviews, and students should not make inquiries about paid opportunities at the agency. Informational interviews are arranged in advance with the agency and should be face to face. When used for the purpose of investigating internship placements, students should request to talk with a staff member who oversees interns and indicate that they are students in Western Washington University's Human Services Program. Because of the busy nature of most human services agencies, if an interview is granted, a student should not expect the interview to last for more than 20 or 30 minutes. Students should bring a copy of their résumé to the interview.

In addition to the formal questions and answers that take place during an informational interview, it is also a good opportunity for students to take a look at the working environment at the agency. Students should arrive several minutes ahead of the appointed interview time. This provides an opportunity to assess employee dress, office arrangements, mood, and atmosphere in the agency. When attending an informational interview, students should dress and act professionally, and state (or restate) the purpose of the interview. If the purpose is to seek a field placement, the agency representative should be made aware of this fact right away. At the conclusion of the interview, a plan should be in place as to whether or not the student is interested in pursuing further discussions about an internship placement with the agency. If a student is interested, but plans to interview with other agencies, this should be indicated. If the student learned through the interview process that the agency would not be a good match, this information should also be shared in a courteous manner. Regardless of whether the student plans to pursue a placement with the agency, it is important to

provide closure to any placement decisions as soon as possible.

It is essential that students carefully prepare for the informational interview by reviewing materials about the agency's mission, client base, and ongoing activities. This can be done by talking with previous interns and carefully examining the agency's website, if available. The best questions to ask reflect motivation to learn and interest in finding a placement that is a good match for both the student and the agency. It is important to avoid asking questions that are too personal or that imply that a student could be demanding or complaining. The following list of questions emphasizes those that could reasonably be asked at an interview for the purpose of securing a field placement:

- What is a typical career path for someone in this field?
- What are some unique features of this agency?
- What skills or talents are most important for interns to possess when working here?
- What kinds of activities are interns typically involved in?
- Have past interns found jobs available in this area after internship?
- What are the strengths and limitations of being an intern at this agency?
- What are the expected hours?

A part of considering what questions to ask at an informational interview is keeping in mind questions *not* to ask, such as:

- Persistent questions about moving into a paid position at the agency.
- Questions about an interest area that is unrelated.
- Questions indicating that students would promote a personal agenda that is unrelated to the mission of the agency.

It is safe for students to assume that while they may be visiting the agency to conduct an informational interview, it is likely that they in turn will be asked some questions by the interviewee, such as:

- What are your interests in the field of human services?
- What experiences and skills could you bring to the placement?
- What are you looking for in an internship?
- Describe your experiences working with clients from diverse backgrounds.
- What are your future career plans and goals?

By the time students leave the informational interview, they should have a basic understanding of the purpose and goals of the organization, general duties and responsibilities of interns, and whether or

not this might be a suitable placement.

Shadowing

Job shadowing involves a short-term opportunity to observe human services professionals throughout the course of a typical workday. The purpose of job shadowing is to help students discover career interests and orient to particular agencies that might provide a field placement. Formal shadowing involves a visit to an agency for a tour of the facility and discussions with employees, in addition to the opportunity to observe human services professionals interacting with clients, attending meetings, listening to conference calls, participating in hands-on projects, and engaging in other work activities.

Shadowing can take place for as little as one or two hours, or as long as multiple days, depending on the student's interests and staff availability. While shadowing enables students to gain first-hand insights into what it might be like to work as an intern at the agency, it is important to note that due to the confidential nature of client-professional relationships, many agencies must limit the types of activities that students can observe.

Application & Screening

Students can expect that each field placement site has an individualized application and screening process—some more and some less formal. These matters are the policy and procedure of each site. Students are expected to comply and bear any associated costs, if choosing placement at a site with such requirements. The Human Services Program encourages sites to provide a selection process that will introduce students to field-based hiring practices such as applications and selection interviews. Some placements involve a competitive process, while others can accept any number of

students. Sites often require additional applicant screening processes including additional background checks, fingerprinting, drug testing, references, vaccinations, or tuberculosis (TB) testing. Some organizations may reimburse for costs, if the applicant is selected. However this issue should be addressed by the student during informational interviews or follow-up conversations prior to placement.

The Learning Contract

Upon securing a placement site, students will work with their university instructor and their field supervisor to develop a Learning Contract that includes “Learning Objectives” and “Learning Activities.” A learning objective is a clear and concise statement describing what the student will know and be able to do as a result of the internship. Corresponding learning activities describe what students will engage in to help reach each identified learning objective. Typically, students participate in more than one activity to meet each learning objective. Learning activities should be developed by the student in consultation with the field supervisor. Additional instruction for writing learning objectives and learning activities may be found in [Appendix B](#).

Number and Types of Placements

Students are generally recommended to serve at two different field placement sites over the duration of two terms of field study. This develops a breadth of experience for the student by increasing exposure to direct and indirect field work, new concepts, strategies, skills, client populations, and workplace cultures. It is, however, possible for a student to serve at the same field placement for multiple quarters with approval from the university instructor based on the student being able to:

- a) Continue to be on an upward learning curve and to demonstrate this by developing distinctly different learning objectives/activities each quarter.

- b) Access a combination of direct and indirect service experiences over the different quarters.
- c) Change focus to a new aspect of the agency by participating in a different department, unit, program or function.
- d) Work under the direction of more than one qualified field supervisor during the two quarters.

Multiple Sites in One Academic Term

Typically, students complete the required hours at one placement each quarter. Multiple internship placements, at the same time, do not usually provide for optimal learning experience. However, there may be occasions that require a student to hold two different placements simultaneously during a particular quarter. The reasons vary, including the possibility that one placement may not provide opportunity to complete the required hours. In other instances, a student may be transitioning from one placement to another during the course of an academic term and two placements might overlap for a period of time. Students should check with their university instructor regarding guidelines and paperwork requirements.

Hours per Week

It is intentional that a student's duration in a placement spans across the entirety of an academic quarter. Generally, students serve a minimum of 12 to 20 hours a week in a field placement site depending on the number of weeks offered in an academic period (6 to 10 weeks). Internship responsibilities should not be scheduled during in-class hours. If an internship site is located a distance that requires more than 30 minutes of travel time each way, your travel time may be counted toward your total weekly hours (up to 20 hours, and only with the knowledge and permission of both your internship's supervisor and instructor).

Number of Weeks

The internship is an academic course and students are expected to observe the academic

schedule. Students may commence their field study on the first week of the quarter, even if it is prior to the seminar portion of their course. In situations where holidays may interfere with continuity of service, exceptions can be made by agreement between students and supervisors. During the time between academic quarters, students typically are not expected to work at their internship placement. However, in special cases and as agreed with the 440 instructor and site supervisor before the quarter begins, hours served prior to or after the academic quarter may count toward part of the student field experience. Exceptions include situations where a K grade (incomplete) has been requested and approved and some situations where continuity of client services must be considered (and the work has been approved by the university instructor). Individuals may choose to voluntarily remain in service at the organization where they held a placement, with the clear understanding that the department, university, or university instructor has no obligation for the student outside of the official academic period.

It is expected that students will complete their hours over the duration of the academic term (inclusive of Finals Preparation Week, the week before Finals Week). Condensing a placement into a residential or immersion setting (through which the hours could be completed in a 2-or 3-week period, for instance) is not generally approved due to the limited opportunity for knowledge application, skill practice, critical reflection, and quality supervision. When there may be a deviation from spreading the hours over an entire term, it is necessary to first consult with and receive authorization from the university instructor and Program Director.

International Placements

With pre-approval by the program and appropriate permissions from Western Washington University, students may enroll in one or more quarters of internship study in an international setting.

Students who are interested in this option should contact their academic advisor for additional details early in the program. Students are required to meet with Western Washington University's [Office of Education Abroad](#) when contemplating an international internship. Planning should begin many months prior to departure. Students will not be allowed to complete an international internship in a country where there is a travel advisory in effect, or where Western Washington University's liability insurance is unavailable.

Employment Sites as Placement

Students may propose to use their human services-related place of employment as an internship in some circumstances. The use of a workplace as a field placement must be approved by both the university instructor and the student's employer the quarter prior to the beginning of the placement. Approval of the request is based on clear assurances, from all parties that:

- The student's learning experiences will be clearly different from day-to-day work experiences and responsibilities.
- Whenever feasible, the student's supervisor for their paid position will not serve in the dual role of field supervisor.
- Internship instruction and evaluation will be separate and distinct from employee supervision and evaluation.

University instructors maintain responsibility for evaluating and approving each proposed placement, and may consult with the Program Director or other faculty when making the final decision.

Roles and Responsibilities

The educational partnership involved in field studies includes multiple participants: The student intern, the field placement site, the field supervisor and the university instructor. Communication between all parties is critical in developing a strong field experience. Each participant is expected to

assume responsibility for their part of the educational process. An effective partnership is based on every person being aware of each other's roles and responsibilities.

Student/Intern

The student intern is the center of the learning team. As adult learners, students are expected to build on their personal and professional strengths by working in collaboration with the field supervisor and the university instructor to create and carry out a Learning Contract ([Form 5](#)). Specific responsibilities of the student include:

1. Follow procedures for establishing a placement and providing the field supervisor and the university instructor with all materials according to university deadlines.
2. Become familiar with the information contained in the Field Studies Manual, and in the University Bulletin, including student's rights and responsibilities. (If an intern is asked to engage in an activity that they find ethically questionable or unsafe, then the intern should consult with both the university instructor and the field supervisor immediately.)
3. Prepare for and participate in supervision and field visit meetings.
4. While working in a field placement, student interns are representing the agency, the Human Services Program, and WWU. Interns are expected to be professional in their interactions with clients and colleagues by conducting themselves within the guidelines provided by the agency and the Human Services Program. Interns should dress professionally, in a way that is consistent with other professionals who are working in the same setting.
5. Take primary responsibility for developing a written Learning Contract that includes individualized learning objectives and activities.
6. Report to the agency according to schedule, and complete work that has been assigned by the agency and by the Human Services Program in a timely manner.
7. If a student intern does not believe their learning needs are being met, it is their responsibility to discuss these concerns with the field supervisor and the university instructor.

Field Placement Site

The approved organization is willing to offer undergraduate learning opportunities and provide a qualified field supervisor to guide the learning process. Participation is voluntary. The partnership with WWU's Human Services Program is successful because of the shared commitment to quality education of human services professionals. As partners in educating human services professionals, an agency's primary responsibilities are to:

1. Demonstrate a commitment to human services education.

2. Accept the university's policies on educating students regardless of race, color, creed, religion, national origin, sex (including pregnancy and parenting status), disability, age, veteran status, sexual orientation, gender identity and expression, marital status, and genetic information. Any organization that wishes to be an internship site must abide by WWU's equal opportunity policy (available at <http://www.wvu.edu/eoo/policies.shtml>).
3. Abide by relevant state and federal laws and administrative code regulating student engagement in internships. This may include making reasonable accommodations for students covered under the ADA.
4. Provide a qualified field supervisor who has time, resources, and qualifications to carry out field supervisor responsibilities.
5. Provide interns with appropriate training related to agency policies and practices.
6. Acknowledge and manage risk considerations of working with student interns.
7. Maintain expectations of the intern as a learner and developing professional, not as a volunteer or staff member.
8. Provide the intern with resources necessary such as workspace, technological equipment, support, and access to agency records and documents necessary to complete learning objectives and agency assignments.

Field Supervisor

The field supervisor is a qualified human services professional who is the student's primary resource within the agency, and who facilitates the student's professional connection with other agency staff, clients, and community contacts. The field supervisor works with the student in developing the Learning Contract aimed at furthering the student's development as a human services professional. Field supervisor qualifications include a minimum of two years of full-time experience in the Human Services field, competence in areas related to the [National Standards in Human Services Education](#), an expressed interest in being a field supervisor, and approval from the agency. The field supervisor has the following responsibilities:

1. Collaborate with the intern and university instructor in the development and completion of the Learning Contract.
2. Orient the intern to the agency (including policies and procedures), the staff, and to field-based learning at the agency.
3. Inform the intern of any safety/risk concerns and develop a safety plan with the intern that is consistent with agency policies and procedures.
4. Conduct regular meetings with the intern.
5. Provide the intern with ongoing feedback on performance (verbal and written) in addition to task delegation during weekly meetings.
6. Abide by WWU policies ensuring equal opportunity and prohibiting discrimination, retaliation, sexual harassment, and hostile learning environment, all forms of illegal discrimination (policies available at <http://www.wvu.edu/eoo/policies.shtml>).
7. Support the student intern's right to receive accommodation, under the ADA, by working with WWU's Disability Access Center.

8. Abide by all WWU policy that applies to students such as campus alcohol policy.
9. Participate in a minimum of one field visit (20-40 minutes) with the intern and university instructor each quarter.
10. Support the intern in obtaining access to additional learning opportunities and resources within the agency and throughout the professional community.
11. Complete a written evaluation of the intern at the end of each quarter.
12. Inform the university instructor immediately of any problems in the field placement, and, when necessary, develop a course of action with the university instructor and the intern if problems/issues arise.

Instructor

The university instructor is the liaison between the agency and the Human Services Program, with the primary responsibility of monitoring and evaluating the intern's academic progress. The university instructor is expected to be available to the intern and the field supervisor, to facilitate the learning process, and to help troubleshoot any unexpected problems that arise.

HSP 435: Human Service Organizations Checklist

This checklist helps students to organize paperwork and the Internship learning process. (Additionally, students are responsible for completing all assignments given by their instructor and as outlined in their syllabus).

HSP 435- Human Service Organizations

- Read and Understand [Essential Functions](#) for *Western Washington University Human Services Students*.
- Read, sign, and submit *Expectations for Academic and Professional Performance* ([Form 1](#)) to the university instructor.
- Read, sign, and submit *Acknowledgement of Risk and Consent for Treatment* ([Form 2](#)). Provide a copy to the field supervisor and one copy to the university instructor. Students should keep a copy for themselves.
- Complete and submit *Essential Functions* ([Form 3](#)). Provide a copy to the university instructor and keep a copy for personal records.
- Complete professional resume.
- Complete CPR and First Aid Training. Students submit two copies of the certification card and retain a copy.
- Conduct informational interviews, agency observations, and/or job shadowing at agencies that match professional interests.
- Consult with the university instructor to finalize an Internship placement decision.
- Verify Internship placement with the Agency's assigned field supervisor. (Notify any other potential placements you interviewed with that you will not be completing an internship with their agency.)
- Draft *Internship Agreement* ([Form 4](#)). Provide a copy to the future field supervisor and next quarter's HSP 440 university instructor. Students retain a copy.
- Complete *Weekly Internship Schedule* ([Form 6](#)). Provide a copy to the field supervisor and one copy to the university instructor. Students retain a copy.
- Confirm start date, time, and location with field supervisor.
- Purchase *Student Malpractice Insurance*.
- Successfully complete Human Service Organizations (HSP 435) prior to proceeding to Internship & Seminar (HSP 440).

HSP 440: Internship Checklist

This checklist helps students organize paperwork and the Internship learning process. (Additionally, students are responsible for completing all assignments given by their instructor as outlined in their syllabus).

- Complete three copies of *Internship Agreement* ([Form 4](#)). Give one to your field supervisor, one to your instructor and retain one copy for yourself.
- Complete three copies of the *Learning Contract: Learning Objectives and Corresponding Learning Activities* ([Form 5](#)). Submit all three copies to your university instructor, who will add their signature and return two copies to you. Give one completed copy to your field supervisor and retain one copy for yourself.
- Complete *Weekly Internship Schedule* ([Form 6](#)) with your field supervisor and submit one copy to your field supervisor and instructor. Student to retain a copy.
- Complete *Intern's Self-Assessment of Internship* ([Form 7](#)). Submit one copy to your university instructor and retain one copy for yourself.
- Submit a completed *Field Supervisor's Performance Evaluation of Intern* ([Form 8](#)) to your university instructor or forward online survey to your supervisor for completion. Also, one copy for yourself.
- Complete *Internship Time Sheet* ([Form 9](#)) with your field supervisor. Give one completed copy to your university instructor and retain one copy for yourself.
- Participate in Seminar and complete at least 70% of assignments outlined in the syllabus.
- Coordinate Internship field visit.
- Bring professional closure to your Internship. Write a thank you letter to your field supervisor, and relevant others.
- Identify Internship placement for next quarter if applicable.



Form 1: Expectations for Academic and Professional Performance

The Human Services Program at Western Washington University is a professional education program that has standards and expectations for student performance that are differentiated from traditional academic programs. All Human Services Program students are required to meet academic and professional standards and meet essential functions of performance. Applicants to the program are required to sign and submit the following statement indicating that they have read and understand the academic and professional requirements that they must follow if they enroll in the Human Services Program.

I have applied for admission to the Human Services Program at Western Washington University. I understand that I may be denied admission or removed from the program if I am unable to meet the essential functions of performance; or if I fail to abide by ethical and behavioral expectations as outlined by the [Ethical Standards](#) for Human Services Professionals and by the [Student Rights and Responsibilities Code](#) at Western Washington University. Departmental decisions may be appealed by students as outlined in the University Bulletin.

I understand that I must complete a Criminal History Background Check and must disclose any pending criminal charges or previous felony convictions. I acknowledge I may be denied admission or removed from the Human Services Program if I have plead guilty or received a felony conviction against children or other persons as outlined by [RCW 43.43.830- 43.43.845](#). I also understand that I may be limited in terms of my field placements if I have been charged or convicted of other felonies; if admitted to the program, I agree to discuss any charges or convictions with the Academic Program Director and/or Department Chair, and the university instructor who will be overseeing the placement. I understand that nondisclosure of a pending felony investigation, charge or conviction during the admissions process or after entering the program is grounds for automatic dismissal.

I understand that there are mid-program professional assessments that I must pass successfully prior to proceeding through the program. If I do not successfully pass these mid-program assessments, I acknowledge I will be discharged from the program. Failure to maintain a certain GPA may also result in dismissal. (Please see the Western Washington University Bulletin, "Scholarship Standards," for complete information.)

I have read and agree to the [Essential Functions](#) that are required for continuation and graduation from the Human Services Program. I understand that I may be requested to take a leave from the program or be dismissed if I am unable to meet essential functions and/or academic or professional requirements or standards. If I require and am eligible for reasonable accommodations from the University, I agree to request accommodations promptly and understand that the Disability Access Center will serve as my point of contact for these requests.

Name (please print)

Signature

Date



Human Services Program
Form 2

Form 2: Acknowledgment of Risk and Consent for Treatment

Name of Student (please print) _____

Acknowledgement of Risk. I acknowledge that there are certain risks inherent in my participation in an internship, including, but not limited to risks arising from:

- Driving to and from an internship site, or while in the course of internship activities;
- Unpredictable or violent behavior of certain client populations served by an internship site;
- Exposure to infectious diseases, including tuberculosis or other airborne pathogens, and hepatitis, HIV or other pathogens; and
- Liability claims arising out of my negligent acts or omissions.

I acknowledge that all risks cannot be prevented and could result in my bodily injury and/or illness, up to and including death, or my liability to others, and I agree to assume those risks beyond those arising from the negligence of WWU faculty and staff. I agree that it is my responsibility to understand and follow WWU Policies; Human Services Field Studies Manual; Internship Site's policies and procedures designed to identify and control risks (including but not limited to safety, health and security procedures and blood borne pathogen policies); and other guiding documents that have been provided to me. I agree to obtain any immunizations that WWU or an Internship Site may recommend or require. I represent that I am otherwise capable, with or without accommodation, to participate in this internship.

I acknowledge that WWU does not provide me with health, accident, dental or life insurance to cover injury, illness or death or liability insurance for claims arising out of my negligent acts or omissions. The only exception is that for which I have purchased and maintained under WWU's student health insurance plan and student medical malpractice insurance program, which are options that have been offered to me.

Consent for Treatment. Should I require emergency medical or dental treatment as a result of accident or illness arising during an internship, I consent to such treatment. I will notify my Agency Field Supervisor if I have medical conditions about which emergency personnel should be informed.

Hold Harmless. In consideration of my participation in an internship, and to the extent permitted by law, I (including my family, estate, heirs or assigns) agree to hold harmless Western Washington University, its officers, directors, employees, agents, volunteers and assigns from all injuries or damages I may experience during an internship, except for injuries or damages that arise from the negligence or willful misconduct of Western Washington University.

I have read and understand this Acknowledgment of Risk and Consent for Treatment.

Signature of Student
(Must be age 18 or older)

Date

- Accommodations for this internship must be arranged with the Field Supervisor.
- To purchase student health insurance coverage, please call the Student Health Center at (360) 650-7352.
- To purchase student medical malpractice insurance, please call Risk Management at (360) 650-3065.
- For WWU immunization requirements, please call the Student Health Center at (360) 650-3400.



Form 3: Essential Functions

Essential Functions for Students in the Human Services Program

*Department of Health & Community Studies
Western Washington University*

Essential Functions

Essential functions are the basic activities that a student must be able to perform to complete the curriculum. Faculty, staff, and field supervisors have a shared responsibility for the welfare of individuals who are served by students enrolled in the program. The program is responsible to its partner agencies and to the people they serve to assure that graduates are fully competent generalist professionals who work toward the well-being of individuals and are capable of delivering quality services in an effective and timely manner. Thus, it is important that persons admitted, retained, and graduated possess the skills, emotional capacity, integrity, and compassion necessary to practice as a professional. *Essential functions, as distinguished from academic standards, refer to those abilities that are necessary for satisfactory completion of all aspects of the curriculum by all students, and the development of professional attributes that meet professional standards, in both electronic and in-person environments.* The Essential Functions required by the curriculum are in four areas: 1) communication, 2) behavioral/emotional, 3) professional, and 4) ethical.

Accommodations

The Department of Health and Community Studies, as part of Woodring College of Education at Western Washington University, is committed to the principle of equal opportunity. When requested, the University will provide accommodation to students with disabilities. Prior to entering the program, it is the responsibility of individual students to contact the disAbility Resources for Students office and request accommodations that the student feels are reasonable and necessary to execute the essential functions described below.

<p>Communication</p>	<p>The student must be able to accurately, effectively, and sensitively communicate information in a variety of settings and with a variety of communicative partners including but not limited to students, faculty, field supervisors, clients, families, and others in a comprehensive manner and under conditions where time may be limited.</p> <p>Behaviors that reflect these skills include, but are not limited to:</p> <ul style="list-style-type: none"> • Makes relevant comments and appropriately participates in class • Uses professional conventions in written and verbal communications • Addresses concerns regarding classes, assignments, instructors, practicum/internship placements, etc., in a professional manner with the appropriate individual • Uses active and reflective listening to ensure effective collaboration, problem-solving, and decision-making • Respects others' privacy and personal boundaries • Listens in a confidential, responsive, and empathic manner to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences • Displays social skills necessary for establishing professional rapport in settings on campus and in the professional settings.
<p>Behavioral/ Emotional</p>	<p>The student must possess the emotional health required for full use of intellectual abilities, the exercise of good judgment, and appropriate professional behavior.</p> <p>Behaviors that reflect these skills include, but are not limited to:</p> <ul style="list-style-type: none"> • Acknowledges differing perspectives of individuals including people from diverse cultures and experiential backgrounds with empathy and understanding of differences and opinions • Assumes personal responsibility for actions and decisions • Maintains mature, sensitive, and effective relationships with clients, coworkers, supervisors, classmates, faculty, staff, and other professionals under all conditions including highly stressful circumstances • Functions effectively under stress and adapts to environments and systems that may change unpredictably without warning • Takes appropriate initiative to solve problems in a timely manner, such as talking with an instructor • Demonstrates self-control in all classes, meetings, and interactions with peers and instructors • Plans and prepares in advance of class, appointments with instructors, and practicum, internship, and practice activities • Attends class and is punctual in attending class and in the practicum, internship, and practice setting • Contacts site supervisor in the event of absence or tardiness and makes up any missed time according to practicum, internship, and practice expectations • Adjusts behavior(s) based on feedback given by instructor(s) or practicum, internship, and practice supervisor(s) • Follows up with instructor or site supervisor after feedback has been given in order to check one's own progress or status

Professional	<p>The student must possess the ability to reason judiciously and act professionally as a student-professional.</p> <p>Behaviors that reflect these skills include, but are not limited to:</p> <ul style="list-style-type: none"> • Learns and follows professional standards of practice appropriate to the organization • Uses respectful language and manner regarding peers, instructors, site supervisors, clients, and community members • Behaves honestly in all interactions with peers, instructors, site supervisors, clients, and community members • Collaborates and draws upon professional colleagues to generate ideas for growth as a professional • Meets expectations of scheduled commitments • Demonstrates professional responsibility, conduct, productivity, and effort • Adheres to established professional and/or agency standards for dress and grooming in both class and in the field
Ethical	<p>The student must conduct themselves in an ethical manner with peers, instructors, practicum, internship, and practice site supervisors, clients, and community members.</p> <p>Behaviors that reflect these skills include, but are not limited to:</p> <ul style="list-style-type: none"> • Understands the professional, legal, and ethical responsibilities and policies at field studies placement sites • Refrains from any form of behavior that is meant to threaten or intimidate an individual based on their group identity or membership • Complies with the WWU Student Rights and Responsibilities Code, which includes the policy on illegal possession and/or use of alcohol and drugs • Keeps all client information confidential in all settings including the university, community, and online environments

I have read the essential functions and understand I must meet them to participate in the Human Services internship program. If at any time I am not meeting these expectations, I will contact my university instructor and/or academic advisor to discuss my challenges. I understand if I do not meet one or more of these essential functions, I may not be permitted to participate in this internship program, either temporarily or permanently.

Student Name: _____ Date: _____

Student Signature: _____

W#: _____

EMAIL: _____

Form 4: Internship Agreement

Academic Quarter/Year: Fall Winter Spring Summer Year: _____

Circle one: Direct Service Indirect Service Direct and Indirect Service

Student Name: _____ Internship Quarter (circle): 1st 2nd 3rd 4th

Phone: _____ Email: _____

Supervisor Name/Title: _____

Phone: _____ Email: _____

Level of Education: Bachelor Masters Ph.D. Other: _____

Agency Name: _____

Agency Address: _____

Phone: _____ Email: _____

Instructions for Field Supervisor: Check each of the following boxes, to indicate compliance with each statement, and submit to student (retain copy for your records).

I agree to:

1. Review the roles and responsibilities of Field Supervisor (found in [Field Studies manual](#)).
2. Oversee the student, in 120 hours of field studies, applying theory, knowledge, and skills required of generalist human services practitioners during the academic period.
3. Share knowledge and experience to enhance positive student learning.
4. Work with the student to complete the Learning Contract.
5. Provide appropriate work experience that includes training and supervision.
6. Clarify the philosophy, vision, mission, and goals of the organization.
7. Brief the student on organization policy and procedure (including safety and confidentiality).
8. Meet weekly with student to discuss progress and reinforce learning (typically 20 to 60 min/week).
9. Attend one quarterly field visit with the University Instructor and student.
10. Evaluate student performance at the end of the quarter.

I have, with the student, reviewed and approved the **Placement Agreement**, the **General Weekly Schedule** and the **Learning Contract** that outlines what the student will learn and the activities in which I will guide the student toward the learning objectives.

I assure that the agency and I demonstrate the characteristics of a quality placement outlined in the Field Studies Manual (see pages 17-18).

I reviewed the [NOHS ethical statements](#) and will hold myself and the student to these standards.

I understand that I am held to the same standards and policies as WWU staff while this placement agreement is in force. Policies can be found at: <http://www.wvu.edu/policies/index.shtml>

Field Supervisor Signature Date: _____

Student Signature Date: _____



**Human Services Program
Form 5**

**Form 5: Learning Contract
Learning Objectives and Corresponding Learning Activities**

Intern's Name:

Student ID#:

Email:

Phone:

Agency Name & Address:

Field Supervisor Name:

Email:

Field Supervisor Phone:

University Instructor Name:

Quarter/ Year:

Please use as much space as needed on the following page(s) to articulate your Learning Objectives and Learning Activities. Retain a copy of this Learning Contract for your records, and supply your Instructor and field supervisor with a completed and signed copy.

Learning Objective 1: (Learning objectives describe what the student plans to know or do after completing the quarter at the internship site.)

Corresponding Learning Activities: (Learning activities describe specific tasks that outline how the student will accomplish the learning in the objectives.)

Learning Objective 2:

Corresponding Learning Activities:

Additional Learning Objectives and Learning Activities (Optional):

The following signatures indicate that these individuals have approved these learning objectives and their corresponding learning activities as an appropriate academic learning experience.

Intern Signature

Date

Field Supervisor Signature

Date

University Instructor Signature

Date



Form 6: Weekly Internship Schedule

DAY	TIMES
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Alternate Scheduling Arrangements	<input type="checkbox"/> This schedule will change weekly given the nature of the work. <input type="checkbox"/> Schedule may occasionally include evening and weekend hours. <input type="checkbox"/> There are dates when the field supervisor will not be available (vacation/conference/family leave) during the term. Dates: _____ Will the intern continue their placement during this time? Yes <input type="checkbox"/> No <input type="checkbox"/> <input type="checkbox"/> There are dates when the intern will not be available (vacation/planned absence/family leave) during this term. Dates: _____

TOTAL Weekly Hours: _____

The above schedule has been agreed upon by the field supervisor and the intern.

_____ Student Name (Please print) _____ Date

Agency Name and Address: _____

Field Supervisor Name: _____



Form 7: Intern's Self-Assessment of Internship

The student self-assessment should include:

1. A review of stated learning objectives for the quarter.
2. A reflection on success or progress towards achieving learning objectives.
3. A description of serendipitous learning that may have emerged during field study.
4. A reflection on development as a human services professional, including knowledge, skills, dispositions, and cultural competencies.
5. A self-assessment of overall performance as an intern.
6. An assessment of the supervision and support received from the field supervisor and Agency/Organization.
7. A description of plans for next quarter of Internship if applicable.

Student Self-Assessment of Learning

(Please use as much space as necessary)

Intern's Name:

Date:

Agency:



**Human Services Program
Form 8**

Form 8: Field Supervisor's Performance Evaluation of Intern

Field Supervisor: Please complete the following evaluation and discuss it with the intern prior to submission. The intern will submit this evaluation to the university instructor as part of their assessment for course credit.

Intern's Name:

Field Supervisor:

Agency:

Quarter/Year:

Rating Scale:

- N/A Not Applicable or unable to assess
- 1 Does not consistently meet the organization's standards
- 2 Meets and sometimes exceeds the organization's standards
- 3 Consistently exceeds the organization's standards

Performance Domains	N/A	1	2	3		
I. Professional Development						
a. Open to feedback						
b. Demonstrates interest in learning						
c. Communicates effectively with supervisor (orally and in writing)						
d. Appropriately seeks out resources and/or asks for help when unsure how to proceed						
e. Self-advocates in a professional manner						
f. Punctual						
II. Ethics and Professional Values						
a. Demonstrates knowledge of ethical practice						
b. Maintains appropriate professional boundaries						
c. Maintains confidentiality						
d. Practices self-reflection and self-correction						
e. Connects professional practice to social and economic justice						
III. Direct Services						
a. Demonstrates professionalism in relationships with clients						
b. Promotes client's right to self-determination						

c. Advocates for clients					
d. Demonstrates awareness of and respect for diversity and difference when working with clients and co-workers.					
IV. Indirect and Organizational Services					
a. Demonstrates knowledge of agency structure, function, policies and procedures					
b. Demonstrates accuracy and clarity in written work and verbal communication					
c. Effectively uses appropriate technologies to complete work					
d. Practices sound judgment based on analysis of available information					
e. Demonstrates awareness of and respect for diversity and difference when working with co-workers and constituents.					
V. Overall performance					

VI. Do you recommend the student pass the course? Yes No
 If not, please provide your reasoning:

Please comment on progress made on the Learning Contract (learning objectives and learning activities.) Note any significant barriers faced in working to accomplish these goals.

What are the intern's greatest strengths and assets to your organization? When possible, give a specific example/story to illustrate the intern's strengths.

Please comment on areas for future growth.

Additional comments?

Field Supervisor Signature

Date



Form 9: Internship Time Sheet

Intern's Name:

Agency:

Field Supervisor:

Quarter and Year:

**This intern has completed _____ supervised hours in internship
as of _____.**
(date of below signature)

**I anticipate that this intern will complete the required 120 hours for this
quarter by _____.**
(date projected for completion of hours)

**If for any reason the intern does not complete 120 hours as agreed, I will notify the
university instructor member overseeing this student placement.**

Field Supervisor Signature

Date

I have reviewed the above information and agree with its validity.

Intern Signature

Date

University Instructor Signature

Date

Appendix A: Glossary of Terms

(Adapted from <https://cshse.org/membership-resources/standards/>)

Client Individuals, groups, or communities that receive services from human service professionals.

Clinical A professional experience that involves direct service to clients individually or in groups.

Externship A term used by some programs as synonymous with field work, implying that the student works off campus.

Field Observation Those activities that involve the observation of clients under the direction of faculty or agency personnel.

Field Supervisor The agency-approved employee who supervises the student's day-to-day functioning in the agency as part of the field work experience.

Field Studies Manual A college/university program-produced document outlining the requirements for fieldwork as well as the responsibilities of students, agencies, and the college/university in the fieldwork experience.

Intern: A student or trainee who works, sometimes without pay, at an occupation to gain work experience.

Internship The advanced or culminating direct experience that occurs within a college/university experience. The experience of fieldwork provides a bridge between the academic experience and later professional employment.

Intervention Direct services that involve strategies and techniques for prevention, treatment, remediation, or maintenance of client behaviors, situations, or issues.

Interdisciplinary Faculty, knowledge base, and theory that is drawn from more than one discipline.

Learning Objective A clear and concise statement that defines specifically what a student **wants to learn** from their field experience after completing the defined learning activities. A learning objective describes what the student plans to achieve as a result of the learning experience.

Learning Outcome A clear and concise statement that defines what a student **will know and be able to do** after completing a learning experience. A learning outcome describes what the student is to achieve as a result of the learning experience.

Memos of Agreement Written legal agreements between the University and the agency regarding each entity's roles and responsibilities with educating field placement students.

Multi-disciplinary The comparison and contrast of theories, knowledge, and skills from a variety of disciplines.

NOHS/CSHSE The National Organization for Human Services and the Council for Standards in Human Service Education. These are two national organizations that provide guidelines for the training and practice of human services professionals.

Practitioner A human service provider involved in direct or indirect service delivery. Practitioner is used interchangeably with human service professional in the context of this document.

Professional A human service provider involved in direct or indirect service delivery. This term is used interchangeably with human service practitioner in the context of this document.

Volunteer Work Unpaid activities in agencies or the field that do not involve academic credit or monetary compensation. These may or may not involve supervision (usually by an agency rather than college/university instructor).

Appendix B: Suggestions for Writing Learning Objectives and Learning Activities

Writing a Learning Objective (LO)

A learning objective is a clear and concise statement that defines precisely what a student *wants to learn* from their field experience after completing the defined learning activities. A learning objective describes what the student *plans to know and be able to do* as a result of the learning experience. The intern works with the field supervisor and consults with the university instructor to develop learning objectives; assuming this responsibility allows students to identify the specific learning objectives that support their academic and professional aspirations. In preparation for writing the learning contract, students may want to address some of the following questions:

- What knowledge, skills, and/or dispositions outlined in the National Standards do I want to practice?
- What identified needs or gaps in service would I like to address?
- What classroom theory do I want a chance to apply or test in a field setting?
- What specific accomplishments would I like to make as a result of this internship?
- What do I feel I need to learn to meet my professional educational goals?
- What types of professional experiences or trainings would I like to obtain in this field placement?
- In what professional directions do I want to grow as a result of this placement?

These ideas can then be translated into learning objectives. Writing clear and specific learning objectives helps students focus on the learning gained from the internship placement rather than getting caught up in just “doing.” Listed below are examples of active verbs that are useful when writing learning objectives.

Verbs that Express Learning

analyze	critique	list
apply	define	locate
arrange	demonstrate	practice
assemble	develop	prepare
assess	describe	rate
categorize	design	research
chart	diagram	review
choose	differentiate	search
classify	distinguish	select
collect	evaluate	simplify
compare	explain	synthesize
compile	formulate	test
construct	generate	utilize
contrast	identify	write

Strong learning contracts include measurable expected outcomes that help a student learn to set and evaluate achievement of tangible goals. An example of a vague statement and more precise learning objective may be:

Learning Objective

Vague: I want to learn about DSHS eligibility.

Precise: Describe and demonstrate how to interview clients to determine eligibility for DSHS medical services.

Measurability might be expressed in terms of number of experiences; a change in ability, knowledge or skill (increase/decrease); or the ability to measure completion of a task. For example:

Learning Objective

Demonstrate increased knowledge and skill to apply at least three prevention or intervention strategies to de-escalate distressed or angry clients.

Learning Activities (LAs)

Corresponding learning activities describe what student interns will do to help reach an identified learning objective. Students must describe the activities, strategies, and resources they will use to acquire the desired learning. Typically, interns participate in more than one activity to meet each learning objective. Learning activities should be developed by the intern in consultation with the field supervisor. Listed below are examples of activities that, depending on the particular learning objective, might be incorporated into the learning contract:

- Attend meetings, training sessions, and workshops.
- Consult or collaborate with professionals and experts.
- Observe a professional engaged in an activity that is associated with the learning objective.
- Engage in reflective writing or a learning journal.
- If the learning objective is skill-oriented, practice the skill and obtain feedback.
- Read material recommended by the field supervisor.
- Create a concept map that links to learning objectives.
- Gather information/data and report on findings.

When possible add measurability to learning activities. For example:

- Attend at least two staff meetings and one board of directors meeting during the quarter.
- Observe two different case managers interview at least four clients.
- Research and read at least three scholarly journal articles.
- Write a minimum of eight journal entries.
- Meet weekly with field supervisor and ensure feedback about ethical and professional behaviors are discussed at least three times during the term.

The following page provides an example of the Learning Contract. As with all other forms associated with field studies, the Learning Contract ([Form 5](#)) can be found in the Forms section of this manual, or downloaded from the [Human Services Program website](#).



SAMPLE

Form 5: Learning Objectives and Corresponding Learning Activities

Student Name:
Email:

Student ID#:
Phone:

Agency Name & Address:
Field Supervisor Name:
Field Supervisor Phone:

Email:

Instructor:

Quarter/ Year:

Learning Objective 1: (Learning objectives describe what the student intern plans to know or do after completing the quarter at the internship site.)

Describe & demonstrate interviewing clients to determine eligibility for DSHS medical care.

Corresponding Learning Activities: (Learning activities describe specific tasks that outline how the student intern will accomplish the learning in the objectives.)

1. *Attend required training sessions on the rules and regulations for DSHS eligibility.*
2. *Shadow field supervisor interviewing clients a minimum of two times.*
3. *Role-play interviewing sessions with colleagues at least once.*
4. *Interview at least two clients with supervision from field supervisor.*

Learning Objective 2:

Identify at least 3 strengths and 3 areas of growth specifically related to developing rapport and professionally communicating with colleagues and clients.

Corresponding Learning Activities:

1. Keep samples of written communication and any feedback I receive.
2. Journal weekly about relational observations, thoughts and feelings pertaining to building rapport and communicating with others.
3. Ask at least 2 colleagues, who are not my supervisor, for feedback about what they see as my strengths and areas for professional growth.
4. Reflect critically on my journal entries and feedback from colleagues and supervisor to look for patterns in response to help me articulate my strengths and areas for growth.

NOTE: This form expands as students type their learning objectives and activities. Students should include all quarterly learning objectives, with their corresponding learning activities. Signatures should be authentic and not electronic.

Appendix C: Additional Considerations and Risks

Not all considerations and risks can be outlined in this document. Each placement site will have areas of consideration and risk specific to its mission, client population, and service delivery. Students are encouraged to use critical thinking and professional communication to assess issues of concern.

Leaves and Absences

Before or at the beginning of each term, students meet with the field supervisor to discuss a work schedule to ensure completion of the required hours. Vacations and finals week schedules should be discussed with the field supervisor at that time and noted on Form 6. For sick leave and during inclement weather, students must notify their field supervisor if they are unable to attend a scheduled day of internship experience. Students are expected to follow both the Western Washington University Inclement Weather Policy and the specific inclement weather policy of the field placement site. Any missed time must be made up on a schedule agreed to by the student and the field supervisor by the last week of the term.

Safety in the Internship Placement

It is critical that students understand that there are risks associated with internships. Each student should consider their tolerance for risk and safety issues. Students should discuss the types of risks and safety concerns relevant to each field placement site with their field supervisors and university instructors. Every student will sign the Acknowledgement of Risk and Consent for Treatment Form ([Form 2](#)) indicating understanding of the inherent risks associated with an internship.

Each internship site is required to orient students to the safety policies and procedures during an agency orientation, as well as during supervision meetings. It is important to discuss guidelines for

prevention and crisis/safety plans. Discussion should also include safety issues in the community, within the building(s), with particular clients prone to violent behavior, and safeguarding of personal belongings. Students should not see clients alone unless it is determined the student has appropriate knowledge and skills. Students have a right to refuse an internship assignment where they feel there is personal risk or a safety danger. Students should immediately inform their university instructor about safety concerns. The student should not be in a position to make critical decisions about clients if there are physical or legal implications such as a threat of bodily harm. If the field supervisor is not available in emergency situations, there must be a written protocol for notifying another staff member and making sure the client's needs are met.

Injury During Internship

Any student who is injured or involved in an accident while serving at an internship placement must immediately notify the field placement site and the university instructor. Reports of injury must be made as soon as possible (within 24 hours) by the student and/or the field supervisor to the university instructor. The Program Director and the Department Chair must be informed immediately by the university instructor. [WWU's Environmental Health and Safety Office](#) requires submission of an [incident report](#).

Use of Personal Vehicles During Internship

At times, interns are requested to use their personal vehicles for agency work (e.g., conferences, home visits, meetings, transporting clients). Western Washington University does not provide any insurance that covers the use of personal vehicles for internship activities. Students should check with their own insurance company before using a personal vehicle for professional internships to make sure that they are covered. Students must not drive clients in their personal vehicles unless the

site secures all necessary insurance, or the student notifies their carrier and obtains written documentation of coverage from the insurance company for this purpose. Students should never transport a client who is injured or who is at risk for injuring self or others.

Malpractice Insurance

The department encourages students to ensure they are adequately protected for malpractice. Students can purchase malpractice insurance coverage online through the [University's Risk Management Office](#) or ensure that the field placement site provides adequate coverage for student interns. While the purchase of malpractice insurance is not mandatory, it is recommended. Because this insurance provides coverage for 12 months, students are wise to purchase the premium during Human Service Organizations, but the Department strongly encourages all students to purchase the policy before beginning Internship & Seminar (HSP 440).

Washington State Mandated Reporting Laws

The Revised Code of Washington ([RCW, Chapter 26.44](#)) protects children who have been abused, neglected, and/or sexually exploited by a parent or guardian. When there is a clear and present danger to the child, the Department of Social and Health Services (DSHS), Division of Child Protective Services (CPS) has the legal right and responsibility to intervene on behalf of the child. Any person who has reason to believe that a particular child has suffered abuse or neglect may report incidents to Child Protective Services of DSHS. Certain groups of professionals are required to report abuse or neglect. These groups of practitioners include medical professionals, professional school personnel, human services professionals, coroners, pharmacists, child care providers, DSHS employees, probation officers, and law enforcement officers. Responsibilities as a mandated reporter continue whether the individual is in the workplace or off work, and extends to all individuals, not just clients. According to Washington

State law, mandated reporters who fail to make a report shall be guilty of gross misdemeanor (RCW 26.44.030).

Reports can be made to DSHS by calling 1-866-363-4276. This is a toll free number that is answered 24 hours a day. Reports can also be made by contacting a local law enforcement office or directly to the local DSHS office. Information to be reported includes the name, address, and age of the child (or children) and the names of parents or guardians; information about the injury or abuse, and any evidence of previous observed incidences of abuse or neglect. Child Protective Services or law enforcement officers follow up on reports of abuse and neglect. In some rare cases, the mandated reporter is asked to testify in court or to share records. In instances where the mandated reporter is working with the child and family, the reporter may request information about the investigation and any decisions that follow from the investigation. All students are responsible for knowing and understanding mandated reporting laws.

Mandated reporting laws extend to vulnerable adults under circumstances where professionals have reason to believe that the abuse, abandonment, neglect, or financial exploitation of a vulnerable adult has occurred. A vulnerable adult is defined as an individual who is over 60 years of age who has a physical or mental inability to care for self, or an individual over 18 who has a developmental disability, has a guardian, or lives in a facility licensed by the Department of Social and Health Services (DSHS). All students should carefully read and review information on mandated reporting related to vulnerable adults. All students who are working in placements that require mandated reporting should discuss this topic with their field supervisors. Many agencies, educational institutions, and other organizations follow specific protocol when reporting involves a client or intern.

Sexual Harassment

Any student who experiences or witnesses sexual harassment while working in an internship placement should report it immediately to the agency and to the university instructor. A student may also report this to the University's Title IX Coordinator. Any form of sexual harassment or exploitation by a student intern will not be tolerated and may result in immediate dismissal from internship placement, followed by a case conference. Western Washington University's sexual harassment policies can be located at: <http://www.wvu.edu/eoo/policies.shtml>.