



School of Humanities and Social Sciences

Department of Social Science

HUMAN SERVICES PROGRAM

Internship Manual

2020 Edition

This manual replaces all other editions.

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Introduction

The Human Service Degree program at USCB is accredited by the national [Council on Standards for Human Services Education](#) (CSHSE). The University of South Carolina Beaufort's [Human Services](#) degree helps majors to develop the skills needed to make a difference in the lives of others – it is the study of *the art and science of care*. The Human Services program is an interdisciplinary liberal arts degree that draws heavily from the disciplines of sociology and psychology. Our graduates obtain the attitudes, values, knowledge, and skills for employment or advanced study in the art and science of care. The Human Services program rises above traditional concepts of social services or social work. Our program uses an **asset or strengths-based approach** to working with individuals, families, and communities. We help future professionals obtain successful careers in the traditional social services as well as the expanding non-social services arenas. Our graduates will be able to more effectively manage non-profit organizations, deliver direct care as a human service professional, and have the skills to assist in building informal networks of care. The curriculum is designed to give graduates the knowledge, dispositions, and skills that encourage depth of understanding, value of others, and individual accountability.

One of the key characteristics of USCB's Human Services program is that it is **experiential in nature**. Majors not only receive instruction in classroom and/or online educational settings but are also required to gain experience in the field. The Human Services degree program requires three professional internships **at sites approved by the Internship Coordinator**. Each course requires at least 120 documented hours of supervised service; this means that at a minimum, students engage in at least 360 documented hours of service to complete the requirements of the major. Internships allow students to gain professional experience and increase their understanding of human services work. Students apply the theories, concepts, and research learned in the program's interdisciplinary curriculum. The foundation of USCB's baccalaureate program is a liberal arts education combined with extensive course work in human services, psychology and, sociology.

According to CSHSE, "Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom." The expectation is that students will use their course work to provide **professional and critical analysis and reflection about their experiences in the field** to increase the knowledge and skills they need to be effective human services professionals. Furthermore, internships help students build professional contacts and develop their portfolios thus increasing their employability and graduate school opportunities.

This manual provides important information regarding requirements for all students prior to internship participation, as well as forms that will be used during the internship courses. Please

read and comprehend this manual in its entirety, in order to ensure you have a successful internship experience.

Key Administrative Roles and Responsibilities (mentioned in the Manual):

Program Coordinator: Oversees the HMSV Program and evaluates individual student's overall progress and determines student's Fitness for the Profession

Course Instructor: The HMSV faculty member who leads the class throughout the semester, publishes the syllabus and course requirements, and to whom students turn in assignments.

Internship Coordinator: The HMSV staff/faculty member who evaluates and approves the site/agency for a student internship. This application step must be done in advance of the student starting to intern at the site. The Internship Coordinator is the initial point of contact for all internship applications and approvals.

Site Supervisor: The person responsible for hosting the student at the site/agency, organizing the internship work plan, approving time sheets, and evaluating the student's performance. The site supervisor must typically hold a Bachelor's degree in Human Services or a related field.

The program has four internship courses; **Internship I, II, and-III are required for graduation** and Internship IV is available for elective credit. According to the Fitness for the Profession policy adopted by the Human Services Program Advisory Council in September 2018, "**Prior to a student receiving approval to proceed with any of the three required internship courses**, the Program Coordinator, with the assistance of advisors and other faculty members, will evaluate the student's progress towards attaining the indicators as outlined in Table 1. Students not demonstrating satisfactory progress will be required to complete a written professional improvement plan and attain satisfactory progress before they can receive approval to proceed with the internship component of this program. Students who do not attain satisfactory progress will be required to withdraw from the USCB Human Services program." Please refer to the appendix for a copy of this policy. Progress towards attaining the indicators for fitness for the Human Services profession will be evaluated in HMSV B190; students will be informed by the Human Services Program Coordinator and their HMSV B190 instructor regarding approval to proceed with the required internship courses.

The HMSV internship courses at USCB are as follows:

- **HMSV B290 - HUMAN SERVICES INTERNSHIP I** (3 credits). (Prerequisite: HMSV B280 (Micro Level Human Service Interventions) or permission of Instructor) The application of theoretical foundations and human service principles in a supervised human service setting. Requires at least 120 hours of service; participation in three on-campus seminars or three interviews with instructor, or a combination of seminars/interviews; on-line reflections; and a

final paper that demonstrates the ability to apply interdisciplinary theories, concepts, and principles of practice.

- **HMSV B298 - HUMAN SERVICES INTERNSHIP II** (3 credits). (Prerequisite: HMSV B290 or consent of Instructor) The application of theoretical foundations and human service principles in a supervised human service setting. Requires at least 120 hours of service; participation in three on-campus seminars or three interviews with instructor, or a combination of seminars/interviews; on-line reflections; and a final paper that demonstrates the ability to apply interdisciplinary theories, concepts and principles of practice at a higher level than in the previous internship. **(N.B. no more than two internships can be at the same site.)**
- **HMSV B490 - HUMAN SERVICES INTERNSHIP III AND CAPSTONE SEMINAR** (3 credits). (Prerequisite: HMSV B298 or permission of Instructor) The application of theoretical foundations and human service principles in a supervised human service setting. Requires at least 120 hours of service; participation in three on-campus seminars or three interviews with instructor, or a combination of these; on-line reflections; a capstone essay that demonstrates the ability to apply interdisciplinary theories, concepts and principles of practice at a higher level than in the previous internship; and submission of a professional portfolio for review. **(N.B. no more than two internships can be at the same site.)**
- **HMSV B492 – INTERNSHIP IV** (3). (Prerequisite: HSV B490 or permission of instructor, and approved contract with internship agency.) The application of theoretical foundations and human service principles in a supervised human service setting. Requires at least 120 hours of service, participation in seminars, written reflections, and a final paper that demonstrates the ability to apply interdisciplinary theories, concepts and principles of practice at a higher level than in the previous internships. **(N.B. no more than two internships can be at the same site)**

Internship Host Organizations

The USCB Human Services program works with each student to identify appropriate internship host organizations. Ultimately, **the student has the primary responsibility for locating a potential internship location**. Typically host organizations have a mission of providing services to individuals, families, groups, or communities. Host agencies can be non-profit, for-profit, or faith-based organizations. Remember, all host agency's supervisors and the **Internship Coordinator must approve** intern job descriptions.

While some of the most significant human services providers in any community are faith-based in their mission it is a requirement that the internship be focused on providing services grounded in the academic disciplines of human services, sociology, and psychology. While engaged in an internship in a faith-based organization, students are **expected to refrain from inherently religious activities**, such as religious worship, instruction, or proselytization. (If a student would like to perform an internship at their personal place of worship they must note this on the Disclosure/Conflict of Interest Form. The Internship Coordinator will discuss such a proposed

internship with the student prior to the start of their internship and provide supervision during the internship.)

USCB expects host organizations to provide students with a **meaningful professional development experience**. Host organizations should provide an orientation to the agency that includes sharing its vision and mission statements, organizational chart, relevant policies and procedures and ongoing supervision of the student. The site supervisor should work with the student to develop a job description of internship responsibilities. The course instructor and Internship Coordinator should be notified if at any time during the internship the student or host organization has concerns about the quality of the internship. The host organization is expected to complete an evaluation of the student at the conclusion of the internship; *supervisors must hold a Bachelor's degree or higher in Human Services or related field*. Here are some examples of possible internship organizations available in most areas of South Carolina. It is also possible that the Internship Coordinator would be open to considering virtual internship options, along with other special accommodations. The same application process would need to be followed. Please contact the Internship Coordinator for guidance.

Local/Regional Organization	State and/or National Counterpart
Beaufort County Alcohol and Drug Abuse Department	SC Department of Alcohol and Other Drug Abuse Services
Beaufort County Disabilities & Special Needs Department	SC Department of Disabilities and Special Needs
Department of Social Services	SC Department of Social Services
Vocational Rehabilitation Department	SC Vocational Rehabilitation Department
Boys and Girls Club of the Lowcountry	Boys & Girls Clubs of America, clubs throughout South Carolina
Coastal Empire Community Mental Health	SC Department of Mental Health
Hope Haven of the Lowcountry	National Children's Alliance
Beaufort-Jasper Economic Opportunity Commission	SC Governor's Office of Economic Opportunity
Child Abuse Prevention Association of Beaufort County	Children's Trust of South Carolina
Citizens Opposed to Domestic Abuse	SC Coalition Against Domestic Violence and Sexual Assault and Affiliates Member Agencies
Beaufort County DHHS (Medicaid)	SC Department of Health and Human Services

Internship Application and Approval Process

****Under no circumstances are students allowed to begin working at a host agency prior to completing the application and having it approved by the Internship Coordinator.****

CHECKLIST

Students must consult their course syllabus and academic calendar for internship start and end dates to complete the required minimum of 120 hours for an internship. Therefore students are strongly advised to **begin the application and approval process before** the semester begins. Many sites require background checks, medical clearances, and other approvals before the student can begin work; waiting until after the semester starts will likely result in students not finishing the required hours which will adversely affect their grade. Students should **contact their instructor via email immediately** if they encounter problems during any portion of the internship. **This checklist is meant to provide a guide to finding and obtaining approval for an internship.**



1. Complete the Internship Application Form and submit it to the Internship Coordinator on Blackboard – *do not* fax or email this form.



2. Receive written approval from the Internship Coordinator for the site you selected before completing subsequent steps – this written approval may be provided to you via email or via Blackboard. (Please keep in mind that this is not a confirmation that you may begin at your internship site. Additional steps must be completed prior to receiving a final confirmation to begin at your internship site).



3. Contact a representative/potential site supervisor at the agency where you plan to complete your internship and set up an appointment to discuss internship opportunities.

When you go for your agency interview, bring a copy of your resume and references that you prepared in the HMSV B180 course. You might also want to revise the resume specifically for the agency and the applicable position. Remember, the agency interview works both ways – the purpose is for the agency to see if you are a good fit for them and for you to see if they are a good fit for you!

You should also bring with you copies of important internship forms and paperwork that you and your site supervisor will need to sign and use to document and evaluate your internship hours and experience. These include:

- _____The Job Description Form
- _____The Work Plan Form
- _____The Hold Harmless/Indemnification Form

- _____The Time Sheet that will be left with your supervisor and turned in at the end of the semester with his/her signature to document your hours.
- _____Agency Evaluation of the Intern Form that will be left with your supervisor and turned in at the end of the semester with his/her signature.

All required forms are listed in the Appendix of this manual and also in the “Documents” section of internship courses on Blackboard. You can share these forms electronically with your site supervisor if they prefer electronic format.

 **4. If the agency offers you a placement and you decide it is a good fit for you, submit the preliminary internship paper work to your course instructor.**

This includes:

- a) _____Job Description Form signed by site supervisor and student.
- b) _____Work Plan signed by site supervisor and student.
- c) _____Hold Harmless/Indemnification Form signed by agency representative.
- d) _____Disclosure/Conflict of Interest Form signed by student.

 **5. Schedule an interview appointment or attend the first on-campus seminar with your course instructor.**

Interview appointments are typically scheduled during the first week of the semester. This can be done via telephone, internet or in person at a seminar (**course instructors may have additional requirements/options available – check your specific internship course syllabus**). Your instructor will send an email that contains a Calendly link (or post alternate instructions on the Blackboard course site). Please use the Calendly link (or Blackboard instructions) to sign up for an interview appointment. Your instructor needs to have your approved Internship Application before the interview or seminar is scheduled so she/he can review it.

 **6. Receive written approval from your internship course instructor.**

Once all documents are submitted to your instructor and he or she sends you a written confirmation (this written approval may be provided to you via email or via Blackboard) that all documents have been received and are approved, then you can begin your internship.

Do not begin your internship until all six steps are completed and you have written approval from your instructor to start your internship.

Also, please go onto Blackboard and carefully review the syllabus for the internship class you are enrolled in to see the schedule for assignments and access to important documents.

Liability Insurance

All Human Services students enrolled in one of USCB's internship courses are insured against professional liability under a plan purchased by the University especially for interning students. Thus, by paying tuition and fees, enrolling in an internship course and following the procedures outline in this manual, students are automatically covered by this policy. Specific details of the parameters of the coverage may be obtained from the Human Services Program Coordinator.

THIS POLICY DOES NOT, HOWEVER, COVER STUDENTS TRANSPORTING AGENCY CLIENTS IN THEIR PERSONALLY OWNED VEHICLES. THEREFORE USCB'S POSITION ON THE TRANSPORTATION OF CLIENTS BY INTERNING STUDENTS IS AS FOLLOWS:

STUDENTS ENROLLED IN USCB'S HUMAN SERVICES PROGRAM'S INTERNSHIP COURSES ARE NOT, UNDER ANY CIRCUMSTANCES, ALLOWED TO TRANSPORT AGENCY CLIENTS AS PART OF THEIR INTERNSHIP EXPERIENCE.

Professional Ethics

USCB Human Services students engaged in internships are expected to conduct themselves in accordance with the Ethical Standards for Human Service Professionals.

Ethical Standards for Human Service Professionals

The following outlines key professional ethics for Human Service Professionals taken from the National Organization for Human Services (NOHS) website. In your internships you are expected to practice these standards which have also been covered in your prior course work. You can view the NOHS website at:

<http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

One of the key ethical principles in human services is confidentiality. While all the standards are important, please pay careful attention to Statements 3 and 4 about confidentiality. Some agencies may even ask a student intern to sign a confidentiality agreement.

National Organization for Human Services

Council for Standards in Human Service Education Adopted 1996

Preamble

Human Services is a profession developing in response to and in anticipation of the direction of human needs and human problems in the late twentieth century. Characterized particularly by an appreciation of human beings in all of their diversity, human services offers assistance to its clients within the context of their community and environment. Human service professionals and those who educate them, regardless of whether they are students, faculty or practitioners, promote and encourage the unique values and characteristics of human services. In so doing human service professionals and educators uphold the integrity and ethics of the profession, partake in constructive criticism of the profession, promote client and community well-being, and enhance their own professional growth.

The ethical guidelines presented are a set of standards of conduct which the human service professionals and educators consider in ethical and professional decision making. It is hoped that these guidelines will be of assistance when human service professionals and educators are challenged by difficult ethical dilemmas. Although ethical codes are not legal documents, they may be used to assist in the adjudication of issues related to ethical human service behavior.

Section I - Standards for Human Service Professionals

Human service professionals function in many ways and carry out many roles. They enter into professional-client relationships with individuals, families, groups and communities who are all referred to as "clients" in these standards. Among their roles are caregiver, case manager, broker,

teacher/educator, behavior changer, consultant, outreach professional, mobilizer, advocate, community planner, community change organizer, evaluator and administrator. The following standards are written with these multifaceted roles in mind.

The Human Service Professional's Responsibility to Clients

STATEMENT 1 - Human service professionals negotiate with clients the purpose, goals, and nature of the helping relationship prior to its onset as well as inform clients of the limitations of the proposed relationship.

STATEMENT - 2 Human service professionals respect the integrity and welfare of the client at all times. Each client is treated with respect, acceptance and dignity.

STATEMENT - 3 Human service professionals protect the client's right to privacy and confidentiality except when such confidentiality would cause harm to the client or others, when agency guidelines state otherwise, or under other stated conditions (e.g., local, state, or federal laws). Professionals inform clients of the limits of confidentiality prior to the onset of the helping relationship.

STATEMENT - 4 If it is suspected that danger or harm may occur to the client or to others as a result of a client's behavior, the human service professional acts in an appropriate and professional manner to protect the safety of those individuals. This may involve seeking consultation, supervision, and/or breaking the confidentiality of the relationship.

STATEMENT - 5 Human service professionals protect the integrity, safety, and security of client records. All written client information that is shared with other professionals, except in the course of professional supervision, must have the client's prior written consent.

STATEMENT -6 Human service professionals are aware that in their relationships with clients power and status are unequal. Therefore they recognize that dual or multiple relationships may increase the risk of harm to, or exploitation of, clients, and may impair their professional judgment. However, in some communities and situations it may not be feasible to avoid social or other nonprofessional contact with clients. Human service professionals support the trust implicit in the helping relationship by avoiding dual relationships that may impair professional judgment, increase the risk of harm to clients or lead to exploitation.

STATEMENT - 7 Sexual relationships with current clients are not considered to be in the best interest of the client and are prohibited. Sexual relationships with previous clients are considered dual relationships and are addressed in STATEMENT 6 (above).

STATEMENT - 8 The client's right to self-determination is protected by human service professionals. They recognize the client's right to receive or refuse services.

STATEMENT - 9 Human service professionals recognize and build on client strengths.

The Human Service Professional's Responsibility to the Community and Society

STATEMENT - 10 Human service professionals are aware of local, state, and federal laws. They advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or client rights. Where laws are harmful to individuals, groups or communities, human service professionals consider the conflict between the values of obeying the law and the values of serving people and may decide to initiate social action.

STATEMENT - 11 Human service professionals keep informed about current social issues as they affect the client and the community. They share that information with clients, groups and community as part of their work.

STATEMENT - 12 Human service professionals understand the complex interaction between individuals, their families, the communities in which they live, and society.

STATEMENT - 13 Human service professionals act as advocates in addressing unmet client and community needs. Human service professionals provide a mechanism for identifying unmet client needs, calling attention to these needs, and assisting in planning and mobilizing to advocate for those needs at the local community level.

STATEMENT - 14 Human service professionals represent their qualifications to the public accurately.

STATEMENT - 15 Human service professionals describe the effectiveness of programs, treatments, and/or techniques accurately.

STATEMENT - 16 Human service professionals advocate for the rights of all members of society, particularly those who are members of minorities and groups at which discriminatory practices have historically been directed.

STATEMENT - 17 Human service professionals provide services without discrimination or preference based on age, ethnicity, culture, race, disability, gender, religion, sexual orientation or socioeconomic status.

STATEMENT - 18 Human service professionals are knowledgeable about the cultures and communities within which they practice. They are aware of multiculturalism in society and its impact on the community as well as individuals within the community. They respect individuals and groups, their cultures and beliefs.

STATEMENT - 19 Human service professionals are aware of their own cultural backgrounds, beliefs, and values, recognizing the potential for impact on their relationships with others.

STATEMENT - 20 Human service professionals are aware of sociopolitical issues that differentially affect clients from diverse backgrounds.

STATEMENT - 21 Human service professionals seek the training, experience, education and supervision necessary to ensure their effectiveness in working with culturally diverse client

The Human Service Professional's Responsibility to Colleagues

STATEMENT - 22 Human service professionals avoid duplicating another professional's helping relationship with a client They consult with other professionals who are assisting the client in a different type of relationship when it is in the best interest of the client to do so.

STATEMENT - 23 When a human service professional has a conflict with a colleague, he or she first seeks out the colleague in an attempt to manage the problem. If necessary, the professional then seeks the assistance of supervisors, consultants or other professionals in efforts to manage the problem.

STATEMENT - 24 Human service professionals respond appropriately to unethical behavior of colleagues. Usually this means initially talking directly with the colleague and, if no resolution is forthcoming, reporting the colleague's behavior to supervisory or administrative staff and/or to the Professional organization(s) to which the colleague belongs.

STATEMENT - 25 All consultations between human service professionals are kept confidential unless to do so would result in harm to clients or communities.

The Human Service Professional's Responsibility to the Profession

STATEMENT - 26 Human service professionals know the limit and scope of their professional knowledge and offer services only within their knowledge and skill base.

STATEMENT - 27 Human service professionals seek appropriate consultation and supervision to assist in decision-making when there are legal, ethical or other dilemmas.

STATEMENT - 28 Human service professionals act with integrity, honesty, genuineness, and objectivity.

STATEMENT - 29 Human service professionals promote cooperation among related disciplines (e.g., psychology, counseling, social work, nursing, family and consumer sciences, medicine, education) to foster professional growth and interests within the various fields.

STATEMENT - 30 Human service professionals promote the continuing development of their profession. They encourage membership in professional associations, support research endeavors, foster educational advancement, advocate for appropriate legislative actions, and participate in other related professional activities.

STATEMENT - 31 Human service professionals continually seek out new and effective approaches to enhance their professional abilities.

The Human Service Professional's Responsibility to Employers

STATEMENT - 32 Human service professionals adhere to commitments made to their employers.

STATEMENT - 33 Human service professionals participate in efforts to establish and maintain employment conditions which are conducive to high quality client services. They assist in evaluating the effectiveness of the agency through reliable and valid assessment measures.

STATEMENT - 34 When a conflict arises between fulfilling the responsibility to the employer and the responsibility to the client, human service professionals advise both of the conflict and work conjointly with all involved to manage the conflict.

The Human Service Professional's Responsibility to Self

STATEMENT - 35 Human service professionals strive to personify those characteristics typically associated with the profession (e.g., accountability, respect for others, genuineness, empathy, pragmatism).

STATEMENT - 36 Human service professionals foster self-awareness and personal growth in themselves. They recognize that when professionals are aware of their own values, attitudes, cultural background, and personal needs, the process of helping others is less likely to be negatively impacted by those factors .

STATEMENT - 37 Human service professionals recognize a commitment to lifelong learning and continually upgrade knowledge and skills to serve the populations better.

Frequently Asked Questions

1. What are the prerequisite courses I need before I can take an internship class?

The University's Bulletin outlines the prerequisites needed for each internship course.

For **Internship I** (HMSV B290) you need to have taken SOCY B101, PSYC B101, HMSV B180, B190, and B280 or permission of instructor.

For **Internship II** (HMSV B298) you need to have taken all the above and HMSV B290 or permission of instructor.

For **Internship III** (HMSV B490) you need to have taken all the above and HMSV B298, 300, and 302 or permission of instructor.

For **Internship IV** (HMSV B492) you need to have taken all the above and HMSV B490 or permission of the instructor.

2. I have taken an internship or practicum courses in Human Services or a related discipline (such as education or nursing) in the past at an accredited college, can I count them as an Internship at USCB?

USCB does accept Human Services Internships or Field Experiences from other colleges as long as they meet the 120 hour minimum requirement, counted for at least 3 academic credits and the student received a grade of C or better in the course. Please consult with the Internship Coordinator.

If the internship was taken in an academic program besides Human Services then the Human Services Internship Coordinator needs to review your transcript to assess its transferability and equivalency. We typically allow students to use one internship or practicum from another related discipline if the student can document the hours and has a grade of C or better. Contact the Internship Coordinator for more information.

3. While I have not taken a practicum or internship course in a college I have worked in the field of Human Services for quite some time. Can I use this past experience and receive credit for one or more internships?

No. Remember, the purpose of the internship is to allow the student to apply the theories, concepts, and research they are learning in their course work to the experience they are having in the field.

4. I am currently working at a human services agency. Can I use my job as my internship?

Yes, if the Internship Coordinator agrees that it is an appropriate placement, the required paper work is submitted, and the site supervisor has at least a bachelor's degree in Human Services or a related field. However, remember *you can only have two internships at any one site.*

5. Can I take more than one internship course in the same semester?

No.

6. How many internships can I do at the same site?

Students may do two internships at the same site if the duties and responsibilities are **significantly different** for each internship. The Internship Coordinator determines if this scenario is approved.

7. Can I do more than the three required internships?

Yes. Students can choose to enroll in a fourth internship by registering for HMSV B492. A fourth internship is not required but can be taken for elective credit.

8. How can I find an internship site in my community that works with the population or issue I am interested in?

One of the best sources to find agency information is by contacting the United Way that works in the community in which you wish to do your internship. . They typically have directories of local agencies.

Your course instructor and Internship Coordinator may also help you find potential agencies which work in your area of interest. During the required interview with your instructor you can discuss this.

9. What if I am having problems at my internship site? What should I do?

First and foremost, discuss the issues with your site supervisor and see if an agreeable solution can be worked out. You can also seek advice from your course instructor. The instructor can provide guidance and support and mediate disputes if necessary. (Please review the Ethical Standards from the National Organization for Human Services above, particularly Statements 22-25 about Responsibility to Colleagues and Statement 35 about Responsibility to Employers.)

10. How can I and my site supervisor sign required forms and get them to my instructor?

Forms can be completed, printed, then signed in writing and scanned electronically. These can be uploaded to your course instructor and Internship Coordinator on blackboard. All forms must be submitted through the Blackboard site for your specific internship course. The instructor will not accept forms that are submitted by email.

APPENDIX:

Required Forms:

- Application
- Job Description
- Work Plan
- Indemnification/Hold Harmless
- Disclosure/Conflict of Interest Form
- Time Sheet
- Agency Evaluation of Intern
- Intern Evaluation of Agency

Fitness for the Profession Policy



Human Services Internship Application



Applicant Information

Name:

Current address:

City:

State:

ZIP Code:

Phone:

USCB Email:

Semester:

Year:

Internship (I, II, III, or IV)

Previous agency experience

List your previous human services experience as an intern, volunteer, or employee.

AGENCY	DATES	ROLE	KEY RESPONSIBILITIES
1.			
2.			
3.			
4.			

Internship Preferences

Prioritize the population or issues you would like to work with. If you have a specific agency or organization, provide the name, address, and primary mission or focus services.

Location

What city, town, county, and/or state do you want to do your internship in?

Availability

Check the day and select times when you are available.

- | | | | | |
|--------------------------|-----------|---------------|----|-------|
| <input type="checkbox"/> | Sunday | From
12 am | to | 12 am |
| <input type="checkbox"/> | Monday | From
12 am | to | 12 am |
| <input type="checkbox"/> | Tuesday | From
12 am | to | 12 am |
| <input type="checkbox"/> | Wednesday | From
12 am | to | 12 am |
| <input type="checkbox"/> | Thursday | From
12 am | to | 12 am |
| <input type="checkbox"/> | Friday | From
12 am | to | 12 am |



Human Services Internship Application



<input type="checkbox"/>	Saturday	From 12 am	to 12 am
Reliable Transportation			
<i>Do you have reliable transportation?</i>		NO <input type="checkbox"/>	
YES <input type="checkbox"/>			
Criminal History			
Your internship host organization may ask whether you have ever been convicted of a crime other than minor traffic violations. A 'yes' answer to this question when asked by your host agency will not necessarily bar you from obtaining an internship. The nature, severity, and date of the offense in relation to the position for which you are applying are considered. Many agencies require background checks.			
Signatures			
I authorize the verification of the information provided on this form as to my credit and employment. I have received a copy of this application.			
Student Signature:			Date:
Printed Name:			

Approved by Internship Coordinator



Human Services Internship Job Description



Applicant Information

Student Name:

Position Title:

Agency:

Status:

Reports to:

Job Summary

Qualifications

1.

2.

3.

4.

Benefits to intern

Working conditions

Describe appropriate dress, days, hours, etc...

Signatures

I authorize the verification of the information provided on this form as to my credit and employment. I have received a copy of this application.

Intern:

Date:

Supervisor:

Date:

Supervisor Phone:

Email:

Supervisor's Highest Degree completed (e.g. Masters of Social Work, Bachelors of Psychology, etc.);
supervisor must hold a Bachelor's degree or higher in Human Services or a related field.



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Human Services Internship Work Plan

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PALMETTO COLLEGE



Work Plan

1. This internship will begin on: _____ and conclude on: _____ .

2. The days of the week and times the intern will work will be:

3. Appropriate dress for work at the agency is:

4. The student intern will receive an orientation to the agency, it's vision and mission, it's major services and relevant policies and procedures.

Yes: No:

Signatures

Student Signature:

Date:

Printed Name:

Site Supervisor Signature:

Date:

Printed Name:

INDEMNIFICATION AND HOLD HARMLESS

The undersigned does hereby agree to indemnify and save harmless Beaufort County and/or the University of South Carolina – Beaufort, their officers, agents, and employees from and against any and all liability, claims, demands, damages, fines, fees, expenses, penalties, suits, proceedings, actions and cost of actions, including attorney fees for trial and on appeal of any kind and nature to the extent arising or growing out of or in any way connected with the negligent performance of services, by the undersigned, its agents, servants, or employees.

Agency:

Address:

Agency Representative Signature:

Date:

Printed Name:



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**Human Services
INTERNSHIP
DISCLOSURE: CONFLICT
OF INTEREST**

UNIVERSITY OF
SOUTH CAROLINA
PALMETTO COLLEGE



Applicant Information		
Student Name:		Date:
Semester:	Year:	Internship (I, II, III, or IV)
Approved Internship Agency:		
Address:		
Site Supervisor Name:		
1. Have you had in the past, or do you currently have personal and/or professional relationships with the agency you have chosen to do your internship in?		
Yes:		No:
If YES, please explain:		
2. Have you in the past, or do you currently have personal and/or professional relationships with the site supervisor who will oversee you in your internship?		
Yes:		No:
If YES, please explain:		
Signature		
Student:		Date:



UNIVERSITY OF
SOUTH CAROLINA
BEAUFORT

Human Services Internship Time Sheet

UNIVERSITY OF
SOUTH CAROLINA
PALMETTO COLLEGE



Name:

Host Agency:

Time Sheet

Total your hours for each week and then total your hours for the entire internship

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total Hours for Week
Week 1								
Week 2								
Week 3								
Week 4								
Week 5								
Week 6								
Week 7								
Week 8								
Week 9								
Week 10								
Week 11								
Week 12								
Week 13								
Week 14								
Week 15								
Week 16								

Calculate Total Hours for Internship Credit

Supervisor and Student Signatures

Supervisor:

Date:

Student:

Date:



UNIVERSITY OF
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BEAUFORT

Human Services
INTERNSHIP
AGENCY EVALUATION OF
HUMAN SERVICES INTERN

UNIVERSITY OF
SOUTH CAROLINA
PALMETTO COLLEGE



STUDENT INFORMATION

Student Name: _____

Host Agency: _____

Intern's Job Title: _____

Briefly describe the main activities the intern performed this semester: _____

RATINGS

Please use the following scale to rate the intern's performance for the items listed below. Select the appropriate rating in the drop down each item and enter required comments in the space provided after each item.

Excellent (5)----- Very Good (4)----- Average (3)----- Poor (2)----- Very poor (1)-----

ATTRIBUTE	RATING	COMMENTS
Attendance	Choose one:	
Punctuality	Choose one:	
Attire and grooming for work	Choose one:	
Treated those they worked with (program participants) with respect and dignity	Choose one:	
Treated staff colleagues and superiors with respect and dignity	Choose one:	
Ability to identify and maximize program participants/client assets, strengths, and resources while working with them.	Choose one:	
Comprehends and follows instructions, policies, and procedures	Choose one:	
Enthusiasm for the overall mission and activities of the organization	Choose one:	
Understand the principle of confidentiality	Choose one:	
Practices the principle of confidentiality	Choose one:	
Adjusts to changes in assignment and schedules	Choose one:	
Accepts helpful or constructive criticism concerning duties and responsibilities	Choose one:	
Carries out assignments per instructions	Choose one:	
Functions independently	Choose one:	
Computer literate and ability to use technology	Choose one:	
Overall professionalism	Choose one:	
A potential candidate in your organization for a job opening with similar duties and responsibilities as the internship.	Choose one:	

ADDITIONAL COMMENTS	
List a few of the intern's assets or strengths that will serve him or her well in a career in human services.	
List a few areas where the intern could improve.	
Feel free to add additional comments.	
SUPERVISOR SIGNATURE	
Supervisor:	Date:
Supervisor Title:	
Supervisor's highest level of education. <i>Supervisor must hold a Bachelor's degree or higher in Human Services or related field.</i>	
Supervisor signature	

<input type="checkbox"/>	Human Services Micro Level Interventions
<input type="checkbox"/>	Human Services Mezzo Level Interventions
<input type="checkbox"/>	Human Service Evaluation Human Services Macro Level Interventions
<input type="checkbox"/>	Leadership and Professional Ethics in Human Services
<input type="checkbox"/>	Nonprofit Management & Funding (need to add a checkbox)
<input type="checkbox"/>	Introductory Sociology
<input type="checkbox"/>	Introduction to Psychology
<input type="checkbox"/>	Other Sociology course(s). Please specify:
<input type="checkbox"/>	Other Psychology course(s). Please specify:
Additional Comments	
List a few of your assets or strengths that will serve you well in a career in human services.	
List a few areas where the you could improve.	
Feel free to add additional comments.	

UNIVERSITY OF SOUTH CAROLINA BEAUFORT
HUMAN SERVICES PROGRAM
Fitness for the Profession Policy

POLICY BACKGROUND

The Human Services (HMSV) program at the University of South Carolina Beaufort (USCB) is an interdisciplinary liberal arts degree that draws heavily from the disciplines of psychology and sociology. The HMSV program at USCB is guided by the principles of the national Council on Standards for Human Services Education (CSHSE).

As our society has transitioned from the industrial to the post-industrial we have witnessed a decline of offered informal networks of care. With this diminishing of previous support networks, new professional care givers are required who need broader education and specific skill training. The emerging profession of human services and the Human Services degree program at USCB is part of this new art and science of care. At the core of our program is a major commitment to the asset approach. This approach can be simply and succinctly summarized in these two maxims that permeate our curriculum: *everyone is a gift, and everyone is gifted*. “Everyone is a gift” refers to the intrinsic value that every human being has is the essence of human dignity and equality. “Everyone is gifted” refers to the idea that each person has a set of personal qualities, skills, and abilities that they can utilize and enhance to improve their own life, the lives of those they love and of the communities they hold dear.

Undergraduate students in the Human Services program at USCB are expected to gain and demonstrate the attitudes, values, knowledge, and skills for employment or advanced study in the art and science of care. We believe that every student who selects this program should be able to meet or exceed these skills and abilities, upon successful completion of the program. This policy outlines broad expectations related to preparation and entering the Human Services profession for all program majors.

POLICY STATEMENTS

Understanding why students select the Human Services program

It is the position of this program, and to articulate through this policy, the ‘field’s values of diversity, access, rehabilitation and belief in the capacity to change’ (Kerewsky, 2016). The USCB Human Services program faculty, staff and advisory council are aware of and sensitive to the myriad reasons why students may choose to major in human service. For example, individual and or family experiences related to crisis or traumatic events often motivate a person to seek a profession in the helping field. In many cases, first-hand experience overcoming challenges and barriers provides a valuable point of reference and foundation of empathy for working with participants facing similar circumstances.

Program approaches to identifying student needs

Every student in the Human Services program brings a unique set of characteristics, talents, and opportunities for improvement to the learning environment. Human Services program faculty and staff will employ a variety of approaches and strategies to identify barriers that may prevent attainment of optimal learning outcomes for all students.

Student ability to identify and deploy resources

Self-awareness, self-direction, and self-advocacy are essential skills for success as a Human Services professional. The USCB Human Services program faculty, staff and advisory council members expect majors in this program to develop and continuously improve the skills needed to identify resources to meet a variety of personal and professional needs, as well as to demonstrate the propensity to actively seek out and take advantage of those resources. A brief list of examples of resources include:

- Faculty and Staff Advisors – seek out advising appointments early and routinely each semester
- Office of Career Services – make appointments with career service representatives, attend career and professional development workshops, and participate in Career and Graduate School Fairs on campus
- Human Services Student Organization (HSSO) – connect with peers and other program majors/minors through the student-led club
- Disability Services – as needed, seek accommodations from USCB Disability Services, and schedule appointments to discuss needs with faculty members at the beginning of each semester
- Counseling Services – as needed, utilize USCB’s cost-free counseling (licensed therapists)

Student ability to effectively complete internship requirements

A critical factor in students gaining and demonstrating the attitudes, values, knowledge, and skills for employment or advanced study in the art and science of care is the completion of three internships at progressively higher levels of responsibility. The USCB Human Services program faculty, staff and advisory council members are aware that initial internship placements may or may not proceed as expected in many instances. In circumstances where a student is unable to effectively complete an internship placement, it is incumbent upon the student to meet with the Internship Coordinator and discuss strategies for proceeding successfully.

Approval required to proceed with internship placement

This policy is based CSHSE standards-based indicators of fitness for the profession. Students enrolled in the Human Services Program at USCB will be evaluated on an ongoing basis (in-class performance, internship outcomes, etc.) according to the indicators of fitness for the Human Services profession outlined in Table 1. Prior to a student receiving approval to proceed with any of the 3 required internship courses, the Program Coordinator, with the assistance of advisors and other faculty members, will evaluate the student’s progress towards attaining the indicators as outlined in Table 1. Students not demonstrating satisfactory progress will be required to complete a written professional improvement plan and attain satisfactory progress before they can receive approval to proceed with the internship component of this program. Students who do not attain satisfactory progress will be required to withdraw from the USCB Human Services program. Students have the right to file a grievance if the student disagrees with the Department’s decision regarding satisfactory progress and program withdrawal.

Table 1

Curriculum Standard	Indicators of Fitness for the Human Services Profession
Self-Development	<input type="checkbox"/> Uses individual experience and knowledge for understanding and helping clients. <input type="checkbox"/> Acts in ways that reflect awareness of one’s own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. <input type="checkbox"/> Understands how these personal characteristics affect clients.
History	<input type="checkbox"/> Understands the context in which the profession evolved. <input type="checkbox"/> Uses a framework of historical data to assess conditions in the field. <input type="checkbox"/> Projects and shapes trends and outcomes. <input type="checkbox"/> Has knowledge of how different human services emerged and the various forces that influenced their development.
Interpersonal Communication	<input type="checkbox"/> Creates genuine and empathic relationships with others.
Human Systems	<input type="checkbox"/> Determines appropriate responses to human needs based on an understanding of the structure and dynamics of individuals, groups, organizations, communities, and society.
Human Services Delivery Systems	<input type="checkbox"/> Identifies human conditions that provide the focus for the human services profession.
Information Management	<input type="checkbox"/> Appropriately integrates and uses information such as client data, statistical information, and record keeping. <input type="checkbox"/> Manages information including obtaining, organizing, analyzing, evaluating and disseminating information.
Program Planning and Evaluation	<input type="checkbox"/> Assesses the needs of clients and client groups. <input type="checkbox"/> Plans programs and interventions to assist clients and client groups in promoting optimal functioning, growth, and goal attainment. <input type="checkbox"/> At regular intervals, evaluates outcomes and adjusts the plan both at an individual client and program level.
Interventions and Direct Services	<input type="checkbox"/> Serves as a change agent by applying core knowledge, theory, skills, and values to provide direct services and interventions to clients and client groups.
Administrative	<input type="checkbox"/> Provides administrative supports (indirect service) for the effective delivery of direct services to clients or client groups through a holistic approach to human services.
Client-Related Values and Attitudes	<input type="checkbox"/> Interacts with clients to reflect the values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.
Field Experience	<input type="checkbox"/> Draws from a knowledge base integrating classroom learning with supervised field experience in a human services setting.

Table adapted from Kincaid and Andresen, 2016

References

Kerewsky, S. (2016). Fitness for the Human Services Profession: Preliminary Explorations. Council for Standards in Human Service Education Monograph.

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