

## **HSP 440 Internship and Seminar**

Winter 2011  
4 credits-- S/U Grading

<b>Instructor:</b>	<b>Dr. John Korsmo</b>
<b>E-mail:</b>	<a href="mailto:John.Korsmo@wwu.edu">John.Korsmo@wwu.edu</a>
<b>Phone:</b>	(360) 650-2364
<b>Office:</b>	Miller Hall, 317-D.
<b>Office Hours:</b>	Mondays, 10:00 to 1:00 Other times by appointment
<b>Class Meets:</b>	Wednesdays 2:00 to 3:50; In-Person class 5 times per quarter: Jan. 12; Jan. 26.; Feb. 9; Feb. 23; March 9
<b>Location:</b>	Bond Hall 401
<b>Supports:</b>	Extended Education Librarian: 650-7555. Technology/Blackboard Support: 650-3333. WWU Writing Center: Wilson Library 677, 650-3219, <a href="http://www.acadweb.wwu.edu/writingcenter/index.htm">http://www.acadweb.wwu.edu/writingcenter/index.htm</a> . Career Services Center: Susan Anderson, 650-3240, <a href="mailto:susan.anderson@wwu.edu">susan.anderson@wwu.edu</a> , <a href="http://www.careers.wwu.edu">www.careers.wwu.edu</a> .

### **Catalog Description**

*“Demonstration and documentation of knowledge and skills to meet Council for Standards in Human Service Education national standards. Includes seminar and 120 hours of supervised field experience. S/U grading. Repeatable to a maximum of 12 credits.”*

## Welcome to HSP 440

I am looking forward to moving ahead with you in your field experience. As you know, our program emphasizes the importance of experiential learning, and this course will be just that - another exciting (and hopefully *rewarding*) experience in the field. It is expected that you will actively engage in sustaining a ‘learning community’ in the seminar portion of this class, in addition to performing professional work in the field. With this in mind, I will work to provide a diverse range of learning opportunities, and will continuously encourage your engagement.

HSP 440 is more student-driven than most courses in the program. You therefore are required to take responsibility for fulfilling ALL expectations of the course, including maintaining an updated file of your experiences (file provided), inclusive of required forms (signed by appropriate individuals as requested on forms) and any additional pieces of information that may inform me of your learning and experiences (i.e. reflections, copies of materials made, etc.). The maintenance of your file is considered by me to be a representation of your professionalism in the field. Please maintain the file accordingly.

I encourage you to take advantage of this quarter to further develop your professional skills and knowledge. I will work with you to write learning objectives to maximize your opportunities for learning, and communicate your professional development needs and career aspirations.

The seminar portion of the course will emphasize four primary themes: Ethical Issues; Organizational Issues & ‘Politics’; Professional Development and; Direct Services Issues. We are only scheduled to meet face to face 5 times throughout the quarter – please make sure to be engaged in each of the class meetings. Please note the dates of in-person classes (**Jan. 12, 26; Feb. 9, 23; March 9**).

Your performance in internship should demonstrate an increased level of difficulty and experience (beyond your previous field experience), with either an assignment of an independent ‘case load’, or administrative responsibilities.

## Required Materials

### Required texts and other resources:

- WWU- Human Services Program: Student Practicum and Internship Manual.
  - <http://www.wce.wvu.edu/Depts/HS/Forms/index.shtml>
- **No textbook is required, however we may make reference to:**

Sweitzer, H. F., & King, M. (2004). *The successful internship: Transformation and empowerment* (2<sup>nd</sup> ed.). Belmont, CA: Thomson-Brooks/Cole.

## Course Objectives

During the quarter, we will relate our learning to the National Standards of the Council for Standards in Human Service Education (<http://www.cshse.org>). *Standards* may be met in more than one course, but *specifications* may be met in only one course. The specifications that have been designated for inclusion in HSP 440 are as follows:

CSHSE Standard & Specifications	Outcomes	Learning Activities	Assessments
<b># 17 Learning experiences shall be provided for the student to develop his or her interpersonal skills.</b>			
<ul style="list-style-type: none"> <li>• Clarifying expectations</li> <li>• Establishing rapport with clients</li> <li>• Maintaining behavior that is congruent with expressed values</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate ability to establish professional relationships and maintain boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar discussions of direct service issues (i.e., boundaries, self care, transitions and closure)</li> </ul>	Internship student evaluation  Field visit  Reflective writing
<b>#19: The program shall transmit the major human service values and attitudes to students in order to promote understanding of human service ethics and their application in practice.</b>			
<ul style="list-style-type: none"> <li>• Integration of ethical standards as outlined by NOHS and CSHSE</li> </ul>	<ul style="list-style-type: none"> <li>• Students will apply knowledge of ethical standards to professional practice</li> </ul>	<ul style="list-style-type: none"> <li>• CSHSE/NOHS ethical guidelines (re-read &amp; apply)</li> <li>• Seminar discussions on ethical issues</li> </ul>	In-class problem-based learning application with practicum experience
<b>#20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.</b>			
<ul style="list-style-type: none"> <li>• Conscious use of self</li> <li>• Reflection on professional self</li> <li>• Clarification of values</li> <li>• Awareness of diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Students will reflect on the development of professional knowledge, skills, and dispositions with applications to cultural competence</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar and field experience</li> <li>• Professional development (graduate school, job prep., ongoing career planning, facilitation, closure)</li> </ul>	Content of field visit  Reflective writing  Summative observation and reflection paper
<b>#21: The program shall provide field experience that is integrated with the curriculum.</b>			
<ul style="list-style-type: none"> <li>• Demonstrate increasing level of difficulty in internship objectives and activities</li> <li>• Demonstrate how field experience provides either an assignment of an independent case load or assignment of administrative responsibilities within the agency</li> </ul>	<ul style="list-style-type: none"> <li>• Students will work in a supervised internship setting for a total of 120 hours</li> <li>• Students will coordinate a field visit between the student, field supervisor and university instructor</li> </ul>	<ul style="list-style-type: none"> <li>• WWU Human Services Practicum and Internship Manual</li> <li>• Seminar on professional development, direct services, &amp; organizational issues</li> <li>• Development of learning objectives and activities related to increasing responsibilities</li> </ul>	Internship student evaluation  Field visit  Learning contract  Field supervisor's evaluation

## Assignment Descriptions

Satisfactory completion on all assignments is required, including submitting ALL forms ON-TIME. Timeliness of the submission of your paperwork is very important due to risk management obligations and expectations from the WWU Administration. Paperwork must be submitted on-time in order to pass this course. Again, this is a very student-centered course, and you are expected to ‘stay on top of’ all of the requirements. **Note: We will maintain professional confidentiality during this quarter, as some students may need to discuss and process difficult or complex situations from their placement site.**

### Participation

#### Seminar Attendance and Participation

Participation is required and is demonstrated by attendance and timeliness, and by supporting the learning community when we are together. Confidentiality is expected to be maintained at all times. Do not discuss the specific contents of privileged information outside the class.

#### Reflective Writing (Due 3<sup>rd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> weeks of the quarter)

- ◆ Write a brief reflection (anywhere **from 2 to several pages**) that identifies one or more success(es)/accomplishment(s) or challenge(s)/barrier(s) you have experienced at your internship placement.
  - ◆ Identify your role in the success or challenge.
  - ◆ Identify issues in the areas of ethics, organizational systems, personal development or direct service that were in play in these instances.
  - ◆ Discuss your understanding of the identified issues, including your ideas for how to address, solve, or cope with the situations.

#### Field Visit Meeting Facilitation (To be scheduled)

You are responsible for facilitating a meeting between yourself, your field supervisor, and me. **[You are expected to determine and communicate with me (ahead of time) what your goals are for this meeting – what would you like to see come of this time together?]** Generally, field visits include:

- ◆ Review the Practicum/Internship Manual with your field supervisor *before* the field visit.
- ◆ Plan and communicate a written agenda for the meeting PRIOR to meeting—make sure to cover: understanding of learning objectives and learning activities; comments and feedback about performance to date; a description of your role for the quarter; any other appropriate questions you may have for me or your supervisor while the three of us are together and if need be; an overview of the agency, and an agency tour (if necessary).
- ◆ Facilitate the meeting in a professional way, concluding with a summary of the discussion and review of any action that anyone has agreed to take.

**Beginning of Quarter Paperwork (Due by January 19<sup>th</sup> 4:00 PM)**

- Student Placement Agreement (Form 2)
- Learning Objectives and Learning Activities (Form 4)

**End of Quarter Work (Due by final class session)**

- Internship Time Sheet (Form 5)
- Field Supervisor's Performance Evaluation (Form 8)
- Updated Resume (including internship information)
- Cover Letter (for a job, another internship placement, or for graduate school)
- Statement of Closure and Appreciation (a description of what you provided as closure is sufficient – I do not need copies of cards, letters, etc.)
- Student Self-Assessment of Internship Learning (Summative Reflection paper, attached to Form 9): paper focuses on self-assessment of personal and professional development, and should include reflection on knowledge, skills, and dispositions as they relate to the learning objectives and learning activities stated in your learning contract. The paper needs to clearly articulate how your experiences in the field this quarter relate to the CSHSE Standards. Papers generally range from 4-6 pages in length, although this varies greatly. **(This will give you a head start for your Capstone Portfolio class).**

**Grading**

Satisfactory completion on all assignments is required (including on-time submission of work) in order to successfully pass the class (this is a “Pass/Fail” course). Grading is not based on effort or improvement; it is based on the quality of academic and professional performance. Grading policies are described in the WWU catalog.

**Policies**

**Academic Dishonesty Policy:** You are responsible for reading, understanding, and upholding the standards of academic honesty as set forth in the *WWU Academic Dishonesty Policy and Procedure* (see the University Bulletin) and WWU's Academic Honesty Policy at <http://www.acadweb.wvu.edu/senate/acc/accPlagiarism.htm>. Falsification of any information associated with field-based paperwork is grounds for an Unsatisfactory grade and potential dismissal from the Human Services Program. Please also see the Expectations for Academic and Professional Performance.

**Attendance Policy:** Success in this course depends on thoughtful participation. Therefore, you are expected to participate in every class session.

**Late Assignment Policy:** All assignments are due on the dates listed in the syllabus. Submission of assignments on time reflects professionalism and is expected throughout the quarter.

**Written Work Policy:** All written work other than email discussions must be typed, double-spaced, and grammatically correct. Please carefully proofread your work before submitting. Poor writing and submission of work that does not address assignment criteria may be returned for a rewrite. For assistance with writing assignments contact WWU's Writing Center at <http://www.acadweb.wvu.edu/writepro>.

**“K” Grade Policy:** Students who request a “K” (Incomplete) grade must be doing acceptable work up until the 7th week in order to be eligible to receive an incomplete. “The grade of K (Incomplete) is given only to a student...when extenuating circumstances make it impossible to complete course requirements on schedule.” (Extenuating circumstances do not include mere lateness in completing work.) Students must ask for the “K” grade and a contract must be completed stating what needs to be accomplished to satisfy the incomplete. A date of completion must be specified on the contract. Please review the statement regarding the assignment of incomplete grades in the Western Washington University Bulletin.

**Reasonable Accommodation Policy:** It is the policy of Western Washington University to provide reasonable accommodations to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU dis/Ability Resources for Students at (360) 650-3844 or [www.wvu.edu/depts/drs/](http://www.wvu.edu/depts/drs/).

**Corresponding by email:** All students should use Mywestern accounts for class email.

**Student Evaluation:** You will be given the opportunity to evaluate me, and the content of the course at the end of the quarter. Please plan on spending 15 minutes during the last class of the quarter completing the WWU Student Evaluation of Instruction form. Feedback is welcome at any point in the quarter.

<b>Internship Checklist (Forms &amp; Papers)</b> Please retain copies of all materials for personal files		
<b>Assignment</b>	<b>Due Date</b>	<b>Completed?</b>
Student Placement Agreement Form (Form 2)	January 19	
Learning Contract (Form 4)	January 19	
Reflections (Weeks 3, 5, and 8)	1/19; 2/2; 2/23	
Coordinate and Facilitate Field Visit	TBD	
Resume	March 9	
Cover Letter	March 9	
Time Sheet (Form 5)	March 9	
Field Supervisor Performance Evaluation (Form 9)	March 9	
Final Reflection Paper/Form 10	March 9	
Statement of Closure (card, letter, etc.) submitted to Field Supervisor	March 9	
Identify artifacts that demonstrate learning during Internship to include in the Capstone Portfolio	March 9	

**\*\* Note: Assignments may be submitted prior to the Final Due Dates listed**