INTERNSHIP AND CLINICAL MANUAL

2021-2022

Human Services Bachelor's Degree Program

Department of Human Services
Neff Hall, Room 130

Purdue University Fort Wayne
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I. General Information

A. Mission Statement of the Department of Human Services

The mission of the PFW Department of Human Services is to provide an excellent education that will develop future leaders in their communities and the human services profession. The department promotes diversity, professionalism, and service with a commitment to positive change for all individuals.

B. Program Learning Goals

Students who complete the bachelor's degree curriculum will be able to:
1. Apply concepts and principles from human services courses to work settings.
2. Implement practice theories and design treatment plans utilizing the appropriate theory.
3. Demonstrate competency by analyzing human services helping skills.
4. Understand the structure and function of human services organizations.
5. Use a variety of computer programs necessary in human services organizations.
6. Demonstrate competency in two concentration areas.
7. Engage in service-learning projects in the community and complete an Endorsed Certificate.
8. Understand people from a diverse range of backgrounds and varying demographic characteristics.
9. Understand methods, analyses, and interpretation for human services' research.
10. Think critically using a clinical lens when working with clients.
11. Analyze their own values, predicting how these values will affect their academic and professional experiences.
12. Apply professional ethics and standards in human service settings.
13. Involve themselves in professional organizations and activities and lifelong learning.

C. Mission Statement for the School of Education (We are one of the programs within the School of Education.)

"The School of Education's mission is to prepare a diverse community of active learners to be social change agents through civic engagement and public service."

D. Vision Statement for the School of Education

"The School of Education seeks to offer innovative, reputable, and diverse interdisciplinary programs with student-centeredness at the core. We serve a vibrant region as a catalyst for social innovation and impact through excellence in teaching, research, and engagement."

E. Values Statement for the School of Education

The Purdue University Fort Wayne School of Education is guided by the following values:

Civic mindedness: Students gain and apply knowledge to prepare themselves for a lifetime of effective citizenship in a modern democracy. Academic programs in the School of Education are designed to build the capacity and commitment of students to participate in diverse communities in order to address common challenges.

Social Change: Students are encouraged to seek positive social change through processes of discourse, consciousness-raising, advocacy, and socially just practices. The School of Education members are dedicated to the realization of a diverse, inclusive, equitable society that values the worth of all humans, and strives to empower students to become agents for positive change in their personal and professional lives.

Community Collaboration and Service: Students learn to value and respect the knowledge and expertise that exists within local, regional, and global communities, and are urged to engage diverse perspectives and experiences in forging practical and innovative solutions. The School of Education members support collaborative University-community partnerships built on responsiveness and reciprocity, and work to advance and disseminate new knowledge and best practices through research and creative endeavors.

F.   Internship/Clinical Philosophy

Supervised experience in a human services delivery setting is essential to the integration of the student's knowledge, skills, and attitudes, and an integral part of the total educational process. Therefore, internship and clinical courses are designed and **sequenced** to enhance the student's development as a human service professional. Internship and clinical courses are intended to be congruent with the content of their corresponding lecture courses and to provide opportunities for practice of learned skills. Regular evaluation of student's internship and clinical performance assists students in identifying their strengths as well as areas needing improvement and facilitates their personal and professional development. National standards approved by the Council for Standards in Human Service Education (CSHSE) will serve as a guide to the faculty in the design and revision of all internship courses. (See Appendix A for a glossary of terms and Appendix B for CSHSE standards).

G.   Mandatory Meeting for Students who will be taking Clinicals or Internships

All students are required to attend a meeting in February prior to signing up for a sophomore clinical or senior internship the following fall. A list-serve announcement will be sent out several weeks before the meeting times. If you are late or you miss this meeting you will not be eligible to begin your clinical/internship in the fall. Exceptions will be made by the Chair and Clinical Director only. Documentation stating the tardiness or absence was out of your control will be necessary for an exception to be considered.

H.   Student Success

The Department of Human Services is committed to creating an environment where students are encouraged to succeed and are challenged by classroom and experiential opportunities. Successful students are those who understand that learning is an individual activity which requires work both in and outside the classroom. Successful students also understand that being a member of the human service profession requires the ability to communicate and work as part of a team.

There are three elements necessary for success in a human services profession: 1) academic achievement, 2) professional competency, and 3) ethical and professional behavior. Students who are able to meet standards in all three areas will generally be successful in the chosen professional field.

I. Academic Achievement

Students should utilize all study tools available to them through the department or other student service offices on campus. Faculty members are available to assist students who are having difficulty with concepts or any course material. It is recommended student meet with the faculty member at the first sign of an academic problem to obtain guidance on how to study or prepare for class or examinations.

ACADEMIC STUDY TIPS

- Review the syllabus and/or Brightspace for course assignments and deadlines on a regular basis.
- Attend class and study sessions offered.
- Review the reading assignments prior to class.
- Outline the chapter or other reading assignment(s) and take notes, when appropriate, during classroom presentations.
- Utilize supplemental course materials to help review or understand the material.
- Identify specific study time each day.
- Consult with the faculty member if struggling with course material.

Academic success is contingent upon the discipline and motivation of each student.

J. Ethical and Professional Behavior

Ethical and professional behavior and civil discourse are all critical elements of success in professions that serve the public. The University has adopted a statement on Civility which is an important first step to appropriate professional communication in the Department of Human Services.

University Statement on Civility

"Purdue University Fort Wayne is committed to the goals and ethics of academic investigation and education. The foundation of academic pursuit is the process of free inquiry, in which individuals may openly explore and express ideas. Free inquiry requires an environment that encourages open investigation, as well as the educational growth and positive social development of individuals; therefore, it is important to state explicitly the ethics that define our academic community.

Prominent among the values that define the academic community is civility, which includes mutual respect, fairness, and politeness. Membership in any community requires a concern for the common good for all who belong to that community. Each individual may possess different ideas, as well as different ways of communicating those ideas, particularly in a community as varied and diverse as a university. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry. Respect and civility should therefore be afforded to all individuals regardless of race, ethnicity, gender, age, sexual orientation, disability, religion, family status, socioeconomic level, educational background, veteran status, or position at the university.

Because it is not possible to establish a set of rules or guidelines that will address every issue of civility, all members of the academic community are called upon to promote and value this ethic of common respect and

civility."

In addition to traditional academic situations where students are expected to behave in a civil and respectful manner, students in the Human Services program will be placed in challenging situations and will be required to analyze a situation, problem solve and apply knowledge to actual experiences with real clients. Therefore, students are expected to not only meet academic and professional competencies but also ethical and professional behavioral standards.

K.   Communication

Professional and civil communication is expected of all individuals involved in the educational process including faculty, staff and students. Professional communication, in both written and spoken form, should be practiced in the classroom, external agencies, clinical settings or professional environments. Failure to communicate in a professional manner may result in disciplinary action up to and including dismissal from a program.

Cell Phones and other electronic devices

Utilization of cell phones for communication including texting is a common practice but can be distracting so rules for the use of such devices are becoming common. For example, it is illegal to text and drive in Indiana as evidence shows that individuals who text while driving are equal to or more dangerous than those driving under the influence of alcohol or another controlled substance.

In the academic setting, texting during class is considered inappropriate unless the usage is authorized by the faculty member. Use of the device without the authorization of the faculty member is distracting to other students as well as the student texting and is a violation of professional behavior guidelines. Laptops should only be used in class if given permission by the instructor. At no time should you be 'surfing the internet' during class. If you do, you will be excused from class for that day.

Cellphones should be off or in a silent mode during class and lab and should never be on in a clinical setting and may in some cases be forbidden by the facility. Unauthorized usage of electronic devices in a clinical or internship setting may result in suspension or dismissal from a program.

Electronic Communication

To maintain the integrity of electronic communication--students, faculty and staff should communicate electronically using accepted University communication methods. Official information should go through university e-mail or Brightspace systems. Students must utilize the university e- mail system when communicating with faculty and staff. The PFW e-mail system is available to students anywhere the internet is available through goPFW. Therefore, all official communication will be completed through this method or through a secured Brightspace system. **Be sure that the content your emails include the person's name you are emailing and your name at the bottom. Do not ask a professor or field supervisor to respond ASAP.** They will respond as soon as they are able to.

Privacy and Confidentiality
Student records are confidential and secured under the Family Education Rights and Privacy Act (FERPA).

Students participating in clinical, internship or other external experiences will have access to privileged patient, client or customer information. While all this information is considered confidential under basic professional confidentiality rules, some violations may violate federal law such as HIPAA as it relates to Protected Health Information (PHI). ANY release or improper use of such information will result in disciplinary action resulting is suspension or dismissal from the program.

II.   Internship and Clinical Policies

A.   Seminar Hour and On-Site Hour Requirements for the Internship and Clinical
The field clinical and internship placements (hereafter referred to as "internship") component of the bachelor's degree program consists of the six courses below and includes classroom orientation/preparation, coordinating seminars, and a total of 360 clock hours in community agencies. The seminar and internship are completed during the fall and spring semesters only. Students must begin in the fall semester for both clinical and internship. Course hours and on-site hour requirements are as follows:

Internship Course:		Class Time Hours	On-Site Hours
HSRV 20100	Clinical-Case Study I	15	90
HSRV 25100	Clinical-Case Study II	15	90
HSRV 40000	Internship I		90
HSRV 40100	Internship Seminar I (Class time)	15	
HSRV 45000	Internship II		90
HSRV 45100	Internship Seminar II (Class time)	15	

Travel to and from internship sites and mealtime breaks on-site are NOT counted towards hour requirements. If you start the day at your site and leave from there to another location, you <u>may</u> count your travel time.

B.   Course Sequencing, Prerequisites, Co-requisites
Internship courses **must** be taken in sequence and with the corresponding core seminar course (see required co-requisites). Students must earn a **"C-"** or higher in an internship course to receive credit toward their bachelor's degree and progress through the program. **Students may not take more than one internship course at a time**. Students who have an "Incomplete" in the first internship course and/or seminar must complete their course requirements before beginning field hours for the second internship. All prerequisites must be met prior to signing up for an internship or clinical.

Part-time students must consult an advisor to develop a plan of study that ensures that internship courses are taken in sequence.

C.   Progression Policy
Professional, mature conduct is expected of all students. Any form of academic or personal misconduct is in direct conflict with professionalism and will result in dismissal from the program in which the student is enrolled. Please refer to the current PFW Bulletin regarding "Code of Student Rights, Responsibilities, and Conduct."

The Department of Human Services chooses the most stringent course of action regarding misconduct. A student dismissed from his or her site may also be dismissed from the Department of Human Services.

Following University guidelines, after a specified time, a student who has been expelled from PFW may petition for readmission to the University, program, and School. This does not assure the student will gain readmission.

D. **Purdue University Fort Wayne Department of Human Services Professional Misconduct**

Students may be failed in a HSRV course and/or dismissed from the PFW HSRV Department for unprofessional conduct that jeopardizes the health and/or safety of patients/clients and/or others or has a potentially detrimental effect on the HSRV Department.

Due to the serious consequences of certain unprofessional behaviors, procedures for dismissals from the program may be initiated. If the student is in a clinical setting at the time that professional misconduct occurs, the person will be immediately removed from the site. The student will be suspended from all clinical settings, pending the outcome of the disciplinary process.
Students are held to the standards of the NOHS and as such, they are liable for their own actions. Behaviors of professional misconduct occurring at any time while the person is a student in the HSRV program may result in disciplinary action including, but not limited to:

- Client abandonment and/or neglect.
- Commission of fraudulent acts/documentation.
- Breach of Confidentiality.
- Theft of property from a clinical agency, clients, others, or PFW.
- Disorderly conduct.
- Verbal abuse that involves an expressed or implied threat to a client, staff, or faculty's safety.
- Physical abuse of any person.
- Possession of a weapon.
- Failure to report conviction of criminal activity.
- Failed drug screen and/or possession of drugs or controlled substances.
- Failed drug screen and/or possession of alcohol while at a clinical agency.
- Admitting the current use of illegal drugs.
- Failure to report an arrest with felony charges or a felony conviction.
- Any behavior that constitutes misconduct as defined by the *PFW Student Handbook and Planner* and/or the *PFW Undergraduate Bulletin.*
- A personal relationship with a client.
- Unapproved absences from the agency.
- Repeated tardiness to the agency.
- A romantic or physical relationship with a client.
- A legal charge or arrest.
  *During a legal investigation based on violence or abuse, the student will be immediately suspended from their clinical/internship site. If the student is found guilty, he or she will be dismissed from the HSRV program.

The Human Services Department follows the processes outlined in the PFW Student Disciplinary Procedures. The PFW Student Disciplinary Procedures is found in the *PFW Undergraduate Bulletin.*

E. **Professional Behaviors**

The human services field insists that its workers be responsible, accountable, self-directed and professional in behavior.

The process of becoming a professional begins when a student enters the Human Services program. Students demonstrate professionalism by attending and being punctual for classes and clinical experiences,

by exhibiting courteous behavior, and by being prepared for class/clinical assignments.

HSRV students should always strive to establish a caring relationship with clients. This professional relationship is based on a trust that must not be violated. **Failing to be prepared for clinical/internship is a violation of this trust.**

Dress Code for the Department of Human Services
Students in the PFW Department of Human Services are required to wear professional clothing as part of their clinicals and internships. Helping professions have a wide range of acceptable professional clothing expectations. Each student will need to follow the specific agency culture and expectations for professional clothing and appearance where they are completing their field placements. (Clothing needs to address accessibility issues will be accommodated.)

Professional Top: Button-down shirt, polo, business casual blouse/top. If acceptable at your agency, we recommend wearing PFW polo* or PFW button-down shirt*.

Professional Bottom: Business casual pants or skirt. Jeans may be appropriate for specific agencies. If it is acceptable for you to wear jeans, they should not have holes in them.

Professional Footwear: Clean and comfortable shoes that are professional looking. Be mindful that some agencies may not allow the most casual types of athletic footwear. Flip-flops are rarely permissible.

Professional Dresses: Dresses/skirts should be of appropriate length and cut. Dresses should be comfortable for a variety of seating positions and physical activities.

If you have questions regarding whether certain articles of clothing or piercings/hair color/tattoos would be acceptable, you will need to ask your course instructor or agency supervisor. Please follow the professional expectations of the specific agency you have been assigned. For example, leggings may or may not be acceptable. Also, agency cultures may or may not be supportive of nose rings or non-traditional hair colors for professionals.

*Each human services student will receive one free polo to wear to field placements. Human Service students will be able to order additional polos and/or button down shirts at their own expense.

F.   **Insurance**
      Malpractice Insurance
      Purchase of professional malpractice/liability insurance through the PFW bursar is required for all human services students before they may begin working at their internship site. Insurance is effective from date of purchase until the next May 31st. **Students who do not have valid liability insurance may not begin their internship and may be administratively dropped from the course if they do not have insurance by the second week of the semester.** Insurance is automatically calculated into student fees for the internship courses.

      * IMPORTANT NOTE:
      The Department of Human Service's group policy insurance does not cover accidental injury to a student that may occur before, during, or after classes or clinical/internship activities. Students are not covered by the University when they travel to and from clinical sites in private automobiles. The

students also need to be aware that the malpractice insurance only provides coverage for liability while practicing as a student in The Department of Human Service's activities with their designated clinical/internship agency.

Health Insurance
All students are required to carry their own health insurance. Costs associated with any incident on campus or at clinical sites shall remain the responsibility of the student.

G.   **Code of Conduct**
Students are required to follow the PFW Code of Student Rights, Responsibilities, and Conduct while at the internship site. This code is found in the PFW *Bulletin for Undergraduate Programs*.

H.   **Code of Ethics**
Students are required to follow the current "Ethical Standards of Human Service Professionals" adopted by the National Organization of Human Service Education (see Appendix C).

I.   **Confidentiality**
Confidentiality is an especially important ethical standard in the human services setting. For this reason, students are required to sign the Department of Human Services' "Agreement to Maintain Client Confidentiality" prior to internship placement (see Appendix D). Students may not reveal the identity of clients or information about clients except to agency personnel who have a professional need for the information. Information must be presented in objective language. Hearsay, gossip, labeling, etc. are not appropriate. Students are responsible for ensuring that information is not overheard by parties who have no professional need for the information. Hallways, elevators, stairwells, cafeterias, restrooms, etc. are not appropriate places for exchange of confidential information. Care must be taken to secure confidential documents and computer files at all times. Students must disguise the identity of clients in any reports both at the site and in course seminars. In addition, confidentiality will be upheld regarding information learned about the internship site through the interviews and examination of documents required as course assignments. Any time students are unsure about what is appropriate exchange of information, they should consult with their on-site internship supervisor.

J.   **Zachary's Law**
According to Zachary's Law (P.L. 11-1994): "A person employed, appointed, or under contract with a state agency, who works with or around children, shall be immediately dismissed if that person is, or has ever been, convicted of any of the following: rape, if the victim is less than 18 years of age; criminal deviate conduct, if the victim is less than 18 years of age; child molesting; child exploitation; vicarious sexual gratification; child solicitation; child seduction; or incest if the victim is less than 18 years of age".

K.   **Social Media & Technology**
Social media includes: (but is not limited to) Facebook, Snapchat, Instagram, LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Twitter, YouTube, and Myspace. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and university reputations.

When publishing information on social media sites remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communications with your audience, you have less control about how materials you post will be

used by others. As one person remarked, "If you would not put it on a flier, carve it into cement in the quad or want it published on the front of the Wall Street Journal, don't broadcast it via social media channels".

Do not post confidential information about the university, staff, students, clinical facilities, or clients. Do not use PFW marks, such as logos and graphics, on personal social media sites. Do not use PFW's name to promote a product, cause, or political party or candidate.

Cell phones must be on silent at agency sites. No personal phone conversations or texting are allowed at any time while in client areas or in the classroom. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary.

Use of computers (PDAs, Notebooks, etc.) during class shall be restricted to note taking and classroom activities.

No smart watches are to be accessed during class, unless directed to do so by a faculty member.

No student shall videotape professors or fellow students for personal or social media use without the express written permission of the faculty or fellow student. At NO time shall clients be videotaped or photographed without written permission of the client and of the facility.

Be aware of your association with PFW in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on PFW's behalf or your clinical/internship site's behalf, unless you are authorized to do so in writing.

There is no such thing as a "private" social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information, including deleted postings. If you feel angry or passionate about a subject, it's wise to delay posting until you are calm and clearheaded.

Think twice before posting. If you are unsure about posting something or responding to a comment, ask your advisor or a faculty member. If you are about to publish something that makes you even the slightest bit uncertain, review the suggestions in this policy and seek guidance.

Future employers hold you to a high standard of behavior. By identifying yourself as a PFW student through postings and personal web pages, you are connected to your colleagues, clinical/internship agencies, and even clients. Ensure that content associated with you is consistent with your professional goals.

You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts). Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.

Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.

L. **University Smoking Policy**

Smoking is prohibited on the PFW campus. Smoking is also not allowed during participation at clinical or internship sites. These policies include the use of electronic cigarettes.

M. **Tuberculous (TB) Tests and Background Checks**

TB/Mantoux (MUST BE THE TWO-STEP PROCESS)
Each student must submit proof of a completed 2-step TB by the last business day in June and the 2-step TB/Mantoux must be valid through the end of the Spring semester. Please follow the guidelines listed below:

Appointment Schedule for 2-Step TB Testing

Visit 1: Day 1

- The first test is given to the applicant/student and he/she is told to return in 48 to 72 hours for the test to be read.

Visit 2: Day 2-3

- The first test is evaluated, measured, and interpreted. The results are documented in millimeters (e.g. 0mm, 4mm, or 12mm).
- If the test is negative, the applicant/student is given an appointment to return for a second test in 7- 21 days.
- If the first test is positive, it indicates that the applicant/student is infected with TB. No further testing is indicated. The applicant/student will be referred for a chest x-ray and physical evaluation. An asymptomatic applicant/student, whose chest x-ray indicates no active disease, may attend class/clinical.

Visit 3: Day 7-21

- The second test will be given to all applicants/students whose first test was negative, using the alternate arm.

Visit 4: 48- 72 hours after the second test

- The second test is evaluated, measured, and interpreted. The results are documented in millimeters (e.g. 0mm, 4mm, or 12mm).
- If the second test is negative, the applicant/student is not infected.
- If the second test is positive, it indicates that the applicant is infected with TB. No further testing is indicated. The applicant/student will be referred for a chest x-ray and physical evaluation. An asymptomatic applicant/student, whose chest x-ray indicates no active disease, may attend class/clinical.

A student not submitting the required proof by the dates will be dropped from the clinical/internship course and any co-requisite course(s).

A student with a positive reaction to the TB skin test must have a chest x-ray to meet the deadlines of the last business day of June.

Allow three weeks for the completion of the 2-step TB testing process.

A student may opt to have a chest x-ray instead of the 2-step TB test, **if the x-ray was given as a screening tool for TB.**

Students may also opt to have a blood test to determine if they are free of TB. (Interferon Gamma Release Assay or IGRA). Insurance may not cover blood tests and they are expensive. Please check with your insurance before you choose this route.

The tests can be completed at the PFW clinic, by your local physician, or at one of the locations listed on student orientation material.

BACKGROUND CHECK

You are required to use the verifystudents.com site for your background check. The sites associated with our clinical/internship program require background checks on incoming students to ensure the safety of the clients treated by students in the program.

You will be required to order your background check in sufficient time for it to be reviewed by the site prior to starting your clinical/internship placement. This can take from three to four weeks.

Before Starting the Background Check:

- A valid email is REQUIRED.
- Have your credit card (Visa/MasterCard/American Express/Discover) information ready in order to process payment.

    NOTE: You may incur additional fees dependent on your locations of residence. These fees will be disclosed to you if applicable.

Getting Started:

1. Log onto our website at **www.VerifyStudents.com** and click Start Here
2. Use this special promotional code: ***IPFWBG***
3. Complete profile & e-sign forms as they appear
4. After completing the online application, you will be asked to provide payment for services
5. Following payment, you will receive payment confirmation on-screen as well as a separate payment receipt via email
6. Contact number for Verify Students is 1-800-229-8606

NOTE: A unique login will be emailed to you. This will allow you to log back into **www.VerifyStudents.com** to manage your student background screening account and retrieve a copy of your report.

10 PANEL DRUG SCREEN

A 10-panel lab-based drug screen must be completed and the results provided with your application.

Allow up to three weeks for these tests to be completed.

DRUG SCREENING SITES:

PFW Health & Wellness Clinic 2101 E. Coliseum Blvd. Fort Wayne, IN 46805, (260) 481-5748
Fort Wayne Central 3415 Hobson Rd., Fort Wayne, IN 46805 (260) 373-9300
Fort Wayne North 3978 New Vision Dr., Fort Wayne, IN 46845 (260) 672-4680
Fort Wayne South 9318 Airport Dr., Fort Wayne, IN 46809 (260) 373-9330
Parkview Occupational Health 1655 N. Cass St., Wabash, IN 46982 (260) 274-0387
Parkview Occupational Health 2708 Guilford St., Huntington, IN 46750 (260) 355-3900
Parkview Occupational Health 0045 N. 250 W., LaGrange, IN 46761 (260) 499-4233
Parkview Occupational Health 1844 Ida Red Rd., Kendallville, IN 46755 (260) 347-8810
Parkview Occupational Health 1270 E. St. Rd. 205, Columbia City, IN 46725 (260) 248-9490

Completed application and forms **MUST** be turned into the Human Services office (Neff 130) by **5:00 p.m., the last business day of June. NO LATE ADMISSION PACKETS WILL BE ACCEPTED!**

There will be a mandatory orientation all day on the second Friday of July for newly accepted students. (Those entering sophomore clinical.) Attendance IS required! Failure to attend will result in the student being withdrawn from their clinical course for the upcoming academic year.

N.   Assignment of Students to Internship Sites

The Department of Human Services faculty will secure a list of approved clinical and internship sites that provide training and supervision commensurate to the focus, goals, and requirements of the course.

A questionnaire will be distributed to students upon acceptance to the clinical/internship program to gather input from the student regarding his/her experience and past internship assignments, and to assist in assigning the student to a clinical/internship site. Students will not be placed at a site where they have previously completed a practicum, where they work, or where they have routinely volunteered. Once the student begins working at the internship site, he/she is expected to continue at the same site until course requirements are completed. Students will not be reassigned to a different internship site unless departmental guidelines (as described below) are followed.

O.   Students who are Clients of an Agency

Because of a possible conflict of interest, students who are currently clients, who have been clients, or whose close family members are clients of an agency are discouraged from seeking or accepting an internship with that agency.

P.   Acceptance by the Internship Site

Internship sites are independent agencies/facilities, and sites supervisors are volunteers who are not paid by the university. It is the prerogative of the internship site staff to determine if they will accept or retain any student for an internship placement. At the beginning of the semester, site supervisors will interview students from PFW and inform the PFW faculty of their willingness to accept a student. Internship placements are not guaranteed. Students who are unable to find internship placements (after three refusals) will be unable to meet all course and/or graduation requirements, and, thus, will not be able to complete the requirements for the Human Services degree.

The student should be aware that some internship sites have an application, training, or screening process and requirements for acceptance. For example, some sites will require the student to have an additional criminal check. Other sites may require a physical exam.

Q. **Contracts between the Internship Site and PFW**

Contracts between the internship site, PFW, and the student are established prior to the commencement of the student's hours at the internship site. The Department of Human Services faculty is responsible for generating contracts. The student will sign the contract once they have been accepted at the site. A signed copy will be sent to the agency and a copy will be kept in the office.

R. **Resume and Cover Letter**

Students will provide an updated resume and cover letter to their internship site supervisor at the initial interview. Assistance with resume and cover letter writing is available for students in Career Services, www.pfw.edu/career, (260) 481-0689.

S. **Attendance/Scheduling**

Once a student is accepted by the internship site, it is the student's responsibility to determine a schedule that matches the agency's needs, is acceptable to the internship site supervisor, and allows for completion of course requirements by the end of the semester. **Students are expected to report to the site at their scheduled times, except in the event of illness or an emergency, and, in such case, must notify the site supervisor in advance of the absence (or as soon as reasonably possible). Failure to do so may result in termination from the site, a <u>failing</u> grade in the course, and possible dismissal from the Human Services degree program**.

COVID Guidelines

Each site will have their own protocol regarding vaccination requirements, social distancing, masks, temperature checks, and more. We do not have any control over the sites' guidelines. It is important that you check with your site on their policies prior to your site interview.

Students are required to continue to report to their internship sites during the assigned period. More than one absence may result in termination from the site and a failing grade in the course. Students must follow the agency's policy on attendance. Failure to do so will result in failure of the course. Students must document their attendance using the department's attendance form on Brightspace. This form must be returned to the course faculty instructor (found in Appendix E and in Brightspace) with a signature of their site supervisor by a specified date to validate that all internship hours are completed. Failure to provide signed documentation of internship hours by the due date and time may result in failure of the internship course.

T. **Termination by the Internship Site**

If a student is terminated by the internship site before completion of the course requirements, the student must immediately report the situation to the course faculty and provide an explanation for the termination. If the student has been terminated due to unprofessional behavior or failure to perform to a minimal standard, the student may receive a failing grade in the internship course and may be dismissed from the program.

U. **Site Visits by PFW Faculty**

Sites will be visited by the Department of Human Services faculty. The student, instructor, or a site supervisor may request an additional meeting at any time. The purpose of the visit is to determine if the student is meeting minimal course requirements for the internship. **Site visits may be conducted by any internship or clinical faculty employed by PFW's Human Services Department.**

V.   **Evaluation**

Students will be evaluated by their internship supervisors throughout the semester with formal evaluations. This process is crucial to the student's professional growth. The supervisor's feedback is intended to facilitate self-awareness by identifying the student's strengths and suggesting areas for improvement. Students are encouraged to discuss their evaluations with their supervisors and to use the information to improve their performance for the final evaluation and future employment. Evaluations will become a permanent part of the student's file.

If a student received a rating of a "2" or below on any one of the site evaluation items, the student will be required to meet with the instructor and develop a written action plan to improve the rating by the end of the next evaluation period. If there is no improvement, there will be a reduction of one letter grade for that course.

W.   **Grading**

Students in internship courses will receive a grade based on course assignments, attendance/participation, and evaluations from internship site supervisors (a copy of the evaluation can be found in Appendix F). Final grading is the responsibility of the Department of Human Services faculty.

X.   **Procedures for Dismissal from Internship and the Human Services Program**

Reasons for Immediate Dismissal from the Internship:
1. Violating the NOHS Code of Ethical Conduct in relation to the placement site.
2. Violating the site's workplace policies (includes anything for which an employee would be dismissed).
3. Failing to make changes in behavior at the internship site when procedures below are followed.
4. Unexcused absence from the internship site. (Not calling before the scheduled time OR repeated absences even if reported.

Procedure for Resolving Concerns with Students by Internship Site

Concerns
There are concerns that would be cause for immediate dismissal at any workplace, and those concerns also apply to the intern. Concerns, **if not deemed as cause for immediate dismissal**, will be addressed in the following way. The first time a concern is noted by the agency supervisor, he/she will meet with the student, address the concern, and ask for a change in behavior. Written documentation will be provided to both the student and the faculty supervisor. The faculty supervisor will also meet with the student and document the meeting. A written warning will be given by the faculty supervisor stating if the behavior is repeated, dismissal from the internship site will occur, and may result in a failing grade. Documentation will be placed in the student's file.

If a concern arises a second time, the agency supervisor will address the concern with the student again and, if the agency supervisor deems necessary dismissal from the site may occur at this step. If the agency supervisor chooses not to dismiss the student at this point then they may give a warning that dismissal could occur if behavior continues. The concern will be outlined in writing with the warning included. A copy will be provided to both the student and the faculty supervisor. The faculty supervisor will meet conjointly with the student and agency supervisor and discuss the concern.

Y. **Dismissal of Student Intern**
After all previous procedures have been met, the agency may dismiss the student from the site. The faculty supervisor will follow procedures for program dismissal (see section below).

Consequences of Dismissal from Internship
Students who are dismissed from their internship site when the procedures below are implemented are subject to dismissal from the Human Services bachelor's degree. Steps to be taken toward program dismissal also appear below.

Z. **Dismissal from the Human Services Program**
Reasons for Immediate Dismissal from the Internship:

1. Violating the NOHS Code of Ethical Conduct in relation to the placement site.
2. Violating the site's workplace policies (includes anything for which an agency would dismiss an employee).
3. Failing to make changes in behavior at the internship site when procedures below are followed.
4. Unexcused absence from the internship site. (Not calling before the scheduled time OR repeated absences even if reported)

Resolving Concerns of Student

AA. **Concerns with Site Supervisor**
If a student reveals a concern about a site supervisor such as the site supervisor being unavailable; not being given enough work to do, or problems accomplishing assignments directed by the faculty supervisor, etc., the faculty supervisor will discuss the concern with the student. The faculty supervisor will discuss with the student whether or not the concern is one that should be addressed by the student or by the faculty supervisor. If the concern falls into the former category, the faculty supervisor will provide strategies for resolving the concern and ask the student to speak with the site supervisor.

If the concern falls into the latter category, the faculty supervisor will address the concern with the site supervisor. If the concern about the site supervisor is deemed serious and cannot be resolved, the faculty will mediate with the site to find another supervisor or assist the student in securing a new site without penalty to the student.

Students may not automatically drop out of their internship experience unless they are dropping the internship course.

If a student approaches a faculty supervisor about dropping out, the following steps will be taken: 1) the student and faculty supervisor will thoroughly discuss the situation with the faculty supervisor providing support and ideas to create change; 2) the student will develop a plan of action for making change and present it in writing to the faculty supervisor; 3) the student will implement the plan for two weeks; 4) the student and faculty supervisor will meet at the end of the two weeks and evaluate the situation again; 5) if the experience is still unsatisfactory to the student, the faculty supervisor uses discretion regarding a new placement or suggest further action.

AB. **Grade Appeal Process**
The process for appealing a grade in any course is in the "PFW Code of Students Rights, Responsibilities, and Conduct." Please refer to:
https://catalog.pfw.edu/content.php?catoid=51&navoid=1582&hl=%22grade+appeals%22&returnto=se

arch&_ga=2.240816198.435779022.1624827799-669297344.1624827799#gradeappeals

III.   Appendices

A. Glossary of Terms

B. Council for Standards in Human Service Education

C. NOHS Ethics

D. Agreement to Maintain Client Confidentiality

E. Internship Attendance Record

F. Internship Evaluation Form

G. Be An ACE

GLOSSARY OF TERMS

Client: consumer of human services.

Clinical, Internship: A university approved, supervised field experience involving direct service to clients in a human services agency/setting for academic credit.

Department of Human Services faculty: faculty member responsible for the internship course.

Clinical, Internship Course: The course for which students register to complete the internship requirement of the degree.

Clinical, Internship Site: A university approved human services agency, treatment center, facility, program, etc. to which student is assigned to gain field experience.

Clinical, Internship Agency Supervisor: An individual designated by the human services agency/setting to supervise the student's day to day functioning at the internship site.

Corresponding Seminar Course: a seminar course which must be taken the same semester as an internship course; internship courses and their corresponding lecture courses are as follows:

Internship Course	Corresponding Seminar Course
HSRV 40000	HSRV 40100
HSRV 45000	HSRV 45100

Co-requisites: a course which must be taken no later than the same semester as the course described.

Course Sequencing: order in which courses must be taken.

Liability Insurance: Insurance which the students will pay for through the PFW Bursars office. Proof of insurance must be provided before on-site hours may be documented.

Prerequisite: a course which must be completed satisfactorily prior to enrollment in the course described.

Site Visit: visit by the Department of Human Services faculty to the internship site for the purpose of observing the student and consulting with site supervisor.

APPENDIX B

Council for Standards in Human Service Education
July 2020

https://cshse.org/wp-content/uploads/2020/07/CSHSE-National-Standards-
Baccalaureate-Degree-Revised-July-2020.pdf

II. CURRICULUM: BACCALAUREATE DEGREE

A. Knowledge, Theory, Skills, and Values

1. History

Context: The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development.

Standard 11: The curriculum shall include the historical development of human services.
   a. The historical roots of human services as a discipline and profession.
   b. Historical and current legislation affecting human service delivery.
   c. How public and private attitudes influence legislation and the interpretation of policies related to human services.
   d. The broader sociopolitical issues that affect human service systems.

2. Human Systems

Context: The human services professional must demonstrate an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.

Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.
   a. Theories of human development.
   b. Small groups:
        1. Overview of how small groups are used in human services settings
        2. Theories of group dynamics
        3. Group facilitation skills.
   c. Changing family structures and roles.
   d. An introduction to the organizational structures of communities.
   e. An understanding of the capacities, limitations, and resiliency of human systems.
   f. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.
   g. Processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.
   h. Processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems.

3. Human Service Delivery Systems

Context: The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.

Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.
> a. The range and characteristics of human service delivery systems and organizations.
> b. The range of populations served and needs addressed by human services professionals.
> c. The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.
> d. An understanding of systemic causes of poverty and its implications.
> e. An understanding of national and global social policies and their influence on human service delivery.
> f. Constituency building and other advocacy skills such as lobbying, grassroots movements, and community development and organizing.

4. Information Literacy

Context: The delivery of human services depends on the appropriate integration of various forms of information.

Standard 14: The curriculum shall provide knowledge and skills in information management.
> a. Obtain, synthesize, and clearly report information from various sources.
> b. Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application.
> c. Upholding confidentiality and using appropriate means to share information.
> d. Using technology to locate, evaluate, and disseminate information.

5. Program Planning and Evaluation

Context: A major component of the human services profession involves the assessment of the needs of clients and client groups and the planning of programs and interventions that will assist clients and client groups in promoting optimal functioning, growth, and goal attainment. At regular intervals, the outcomes must be evaluated, and necessary adjustments made to the plan both at an individual client and program level.

Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.
> a. Knowledge and skills to analyze and assess the needs of clients or client groups.
> b. Skills to develop goals, and design and implement a plan of action.
> c. Skills to evaluate the outcomes of the plan and the impact on the client or client group.

6. Client Interventions and Strategies

Context: Human service professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients

and client groups.

Standard 16: The curriculum shall provide knowledge and skills regarding appropriate interventions in service delivery.
     a. Theory and knowledge bases of prevention, intervention, and maintenance strategies.
     b. Assess and analyze the needs of clients or client groups through observation, interviewing, active listening, consultation, and research.
     c. Knowledge and skill development in:
          1. Case management
               a. Intake interviewing
               b. Helping skills:
               c. Identification and use of appropriate resources and referrals.
          2. Group facilitation
          3. Use of consultation

7. Interpersonal Communication

Context: The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.

Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.
     a. Clarifying expectations.
     b. Dealing effectively with conflict.
     c. Establishing rapport with clients.
     d. Developing and sustaining behaviors that are congruent with the values and ethics of the profession.

8. Administrative

Context: A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups.

Standard 18: The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the human service delivery system.
     a. Principles of leadership and management.
     b. Human resources and volunteer management.
     c. Grant writing, fundraising, and other funding sources.
     d. Legal, ethical, and regulatory issues, and risk management.
     e. Budget and financial management.

9. Client-Related Values and Attitudes

Context: There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.

Standard 19: The curriculum shall incorporate human service values and attitudes and promote understanding of human service ethics and their application in practice.

a. The least intrusive intervention in the least restrictive environment.
b. Client self-determination.
c. Confidentiality of information.
d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.
e. Belief that individuals, services systems, and society can change.
f. Interdisciplinary team approaches to problem solving.
g. Appropriate professional boundaries.
h. Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available at https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals).

10. Self-Development

Context: Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one's own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.

Standard 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.
a. Conscious use of self.
b. Clarification of personal and professional values.
c. Awareness of diversity.
d. Strategies for self-care.
e. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).

B. Field Experience

Context: Field experience such as a practicum or internship occurs in a human service setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process.

Standard 21: The program shall provide field experience that is integrated with the curriculum.
a. Provide a brief description of the overall process and structure of the fieldwork learning experience.
b. Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.
c. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.
d. Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies.
e. Provide documentation of written learning agreements with field agencies that specify the student's role, activities, anticipated learning outcomes, supervision, and field instruction. The agreement must be signed by the appropriate agency director, fieldwork supervisor, program instructor, and student.
f. Provide syllabi for required seminars. Seminars must meet no less than every two weeks.

Seminar hours must not be included in field experience hours.

g. Provide evidence that required field experience is no less than 350 (may include 250 from associate level) clock hours of field experience with at least 100 of these clock hours occurring in the junior and senior years.

h. Demonstrate how the field experience provides the student an opportunity to progress from:

      1. Observation to

      2. Directly supervised client contact to

      3. Indirectly supervised client contact to

      4. An independent caseload OR assignment of administrative responsibility.

i. Demonstrate that field supervisors have no less than the same degree the program awards. It is strongly recommended that field supervisors have no less than one level of degree above the level of degree awarded by the program.

j. Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester. The visit can be held as a direct site visit or with appropriate technology. The technology that is used should ensure that the field placement supervisor and student can be identified.

Ethical Standards

Ethical Standards for Human Service Professionals

National Organization for Human Services Adopted 2015

Preamble
Human services is a profession developed in response to the direction of human needs and human problems in the 1960's. Characterized by an appreciation of human beings in all of their diversity, human services offers assistance to its clients within the context of their communities and environments. Human service professionals and those who educate them promote and encourage the unique values and characteristics of human services. In so doing, human service professionals uphold the integrity and ethics of the profession, promote client and community well-being, and enhance their own professional growth.

The fundamental values of the human services profession include respecting the dignity and welfare of all people; promoting self-determination; honoring cultural diversity; advocating for social justice; and acting with integrity, honesty, genuineness and objectivity.

Human service professionals consider these standards in ethical and professional decision making. Conflicts may exist between this code and laws, workplace policies, cultural practices, credentialing boards, and personal beliefs. Ethical-decision making processes should be employed to assure careful choices. Although ethical codes are not legal documents, they may be used to address issues related to the behavior of human service professionals.

Persons who use this code include members of the National Organization for Human Services, students in relevant academic degree programs, faculty in those same programs, researchers, administrators, and professionals in community agencies who identify with the profession of human services. The ethical standards are organized in sections around those persons to whom ethical practice should be applied.

Responsibility to Clients
STANDARD 1 Human service professionals recognize and build on client and community strengths.

STANDARD 2 Human service professionals obtain informed consent to provide services to clients at the beginning of the helping relationship. Clients should be informed that they may withdraw consent at any time except where denied by court order and should be able to ask questions before agreeing to the services. Clients who are unable to give consent should have those who are legally able to give consent for them review an informed consent statement and provide appropriate consent.

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

STANDARD 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, but is not limited to, seeking consultation, supervision, and/or breaking the confidentiality of the relationship.

STANDARD 5 Human service professionals recognize that multiple relationships may increase the risk of harm to or exploitation of clients and may impair their professional judgment. When it is not feasible to avoid dual or multiple relationships, human service professionals should consider whether the professional relationship should avoided or curtailed.

STANDARD 6 Sexual or romantic relationships with current clients are prohibited. Before engaging in sexual or romantic relationships with former clients, friends, or family members of former clients, human service professionals carefully evaluate potential exploitation or harm and refrain from entering into such a relationship.

STANDARD 7 Human service professionals ensure that their values or biases are not imposed upon their clients.

STANDARD 8 Human service professionals protect the integrity, safety, and security of client records. Client information in written or electronic form that is shared with other professionals must have the client's prior written consent except in the course of professional supervision or when legally obliged or permitted to share such information.

STANDARD 9 When providing services through the use of technology, human service professionals take precautions to ensure and maintain confidentiality and comply with all relevant laws and requirements regarding storing, transmitting, and retrieving data. In addition, human service professionals ensure that clients are aware of any issues and concerns related to confidentiality, service issues, and how technology might negatively or positively impact the helping relationship.

Responsibility to the Public and Society
STANDARD 10 Human service professionals provide services without discrimination or preference in regards to age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressed groups.

STANDARD 11 Human service professionals are knowledgeable about their 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 the cultures and beliefs of individuals and groups.

STANDARD 12 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.

STANDARD 13 Human service professionals stay informed about current social issues as they affect clients and communities. If appropriate to the helping relationship, they share this information with clients, groups and communities as part of their work.

STANDARD 14 Human service professionals are aware of social and political issues that differentially affect clients from diverse backgrounds.

STANDARD 15 Human service professionals provide a mechanism for identifying client needs and assets, calling attention to these needs and assets, and assisting in planning and mobilizing to advocate for those needs at the individual, community, and societal level when appropriate to the goals of the relationship.

STANDARD 16 Human service professionals advocate for social justice and seek to eliminate oppression. They raise awareness of underserved population in their communities and with the legislative system.

STANDARD 17 Human service professionals accurately represent their qualifications to the public. This includes, but is not limited to, their abilities, training, education, credentials, academic endeavors, and areas of expertise. They avoid the appearance of misrepresentation or impropriety and take immediate steps to correct it if it occurs.

STANDARD 18 Human service professionals describe the effectiveness of treatment programs, interventions and treatments, and/or techniques accurately, supported by data whenever possible.

Responsibility to Colleagues
STANDARD 19 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. In addition, human services professionals seek ways to actively collaborate and coordinate with other professionals when appropriate.

STANDARD 20 When human service professionals have a conflict with a colleague, they first seeks out the colleague in an attempt to manage the problem. If this effort fails, the professional then seeks the assistance of supervisors, consultants, or other professionals in efforts to address the conflict.

STANDARD 21 Human service professionals respond appropriately to unethical and problematic behavior of colleagues. Usually this means initially talking directly with the colleague and if no satisfactory resolution is achieved, reporting the colleague's behavior to supervisory or administrative staff.

STANDARD 22 All consultations between human service professionals are kept private, unless to do so would result in harm to clients or communities.

Responsibility to Employers
STANDARD 23 To the extent possible, human service professionals adhere to commitments made to their employers.

STANDARD 24 Human service professionals participate in efforts to establish and maintain employment conditions which are conducive to high quality client services. Whenever possible, they assist in evaluating the effectiveness of the agency through reliable and valid assessment measures.

STANDARD 25 When a conflict arises between fulfilling the responsibility to the employer and the responsibility to the client, human service professionals work with all involved to manage the conflict.

Responsibility to the Profession
STANDARD 26 Human service professionals seek the training, experience, education and supervision necessary to ensure their effectiveness in working with culturally diverse individuals based on age, ethnicity, culture, race, ability, gender, language preference, religion, sexual orientation, socioeconomic status, nationality, or other historically oppressive groups. In addition, they will strive to increase their competence in methods which are known to be the best fit for the population(s) with whom they work.

STANDARD 27 Human service professionals know the limit and scope of their professional knowledge and offer services only within their knowledge, skill base, and scope of practice.

STANDARD 28 Human service professionals seek appropriate consultation and supervision to assist in decision-making when there are legal, ethical or other dilemmas.

STANDARD 29 Human service professionals promote cooperation among related disciplines to foster professional growth and to optimize the impact of inter-professional collaboration on clients at all levels.

STANDARD 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.

STANDARD 31 Human service professionals continually seek out new and effective approaches to enhance their professional abilities and use techniques that are conceptually or evidence based. When practicing techniques that are experimental or new, they inform clients of the status of such techniques as well as the possible risks.

STANDARD 32 Human service professionals conduct research that adheres to all ethical principles, institutional standards, and scientific rigor. Such research takes into consideration cross-cultural bias and is reported in a manner that addressed any limitations.

STANDARD 33 Human service professionals make careful decisions about disclosing personal information while using social media, knowing that they reflect the profession of human services. In addition, they consider how their public conduct may reflect on themselves and their profession.

Responsibility to Self
STANDARD 34 Human service professionals are aware of their own cultural backgrounds, beliefs, values, and biases. They recognize the potential impact of their backgrounds on their relationships with others and work diligently to provide culturally competent service to all of their clients.

STANDARD 35 Human service professionals strive to develop and maintain healthy personal growth to ensure that they are capable of giving optimal services to clients. When they find that they are physically, emotionally, psychologically, or otherwise not able to offer such services, they identify alternative services for clients.

STANDARD 36 Human service professionals hold a commitment to lifelong learning and continually advance their knowledge and skills to serve clients more effectively.

Responsibility to Students

STANDARD 37 Human service educators develop and implement culturally sensitive knowledge, awareness, and teaching methodologies.

STANDARD 38 Human service educators are committed to the principles of access and inclusion and take all available and applicable steps to make education available to differently-abled students.

STANDARD 39 Human service educators demonstrate high standards of scholarship in their scholarship, pedagogy, and professional service and stay current in the field by being members of their professional associations, attending workshops and conferences, and reviewing and/or conducting research.

STANDARD 40 Human service educators recognize and acknowledge the contributions of students to the work of the educator in such activities as case material, grants, workshops, research, publications, and other related activities.

STANDARD 41 Human service educators monitor students' field experiences to ensure the quality of the placement site, supervisory experience, and learning experience towards the goals of personal, professional, academic, career, and civic development. When students experience potentially harmful events during field placements, educators provide reasonable investigation and response as necessary to safeguard the student.

STANDARD 42 Human service educators establish and uphold appropriate guidelines concerning student disclosure of sensitive/personal information which includes letting students have fair warning of any self-disclosure activities, allowing students to opt-out of in-depth self-disclosure activities when feasible, and ensuring that a mechanism is available to discuss and process such activities as needed.

STANDARD 43 Human service educators are aware that in their relationships with students, power and status are unequal. Human service educators are responsible to clearly define and maintain ethical and professional relationships with student; avoid conduct that is demeaning, embarrassing or exploitative of students; and always strive to treat students fairly, equally and without discrimination.

STANDARD 44 Human service educators ensure students are familiar with, informed by, and accountable to the ethical standards and policies put forth by their program/department, the course syllabus/instructor, their advisor(s), and the Ethical Standards of Human Service Professionals.

Purdue University Fort Wayne
College of Professional Studies

Department of Human Services

AGREEMENT TO MAINTAIN CLIENT CONFIDENTIALITY

I understand that any client information which is disclosed to me while I am a student fulfilling internship requirements in any of the various internship sites is confidential and is protected by HIPAA. I will respect clients' confidentiality and not discuss specific clients and/or conditions with others who have no professional need for the information.

Any breach of confidentiality in violation of the HIPAA covered entity's policies, professional standards, or state and federal laws and regulations governing protected health information, may result in applicable sanctions and/or university disciplinary action against the responsible student.

By signing below, I certify that I have received and reviewed information concerning the HIPAA Privacy Regulations and that I will abide by HIPAA covered entity's policies and procedures to ensure appropriate confidentiality and security of the health information that I encounter to perform student functions.

Signature:

_____
(Student Signed)   (Date)

_____
(Student Printed)   (Date)

_____
Department

Purdue University Fort Wayne
Department of Human Services
CLINICAL/INTERNSHIP ATTENDANCE RECORD

Student Name: _____ Instructor: _____ Date: _____

Week of:	**M**	**T**	**W**	**R**	**F**	**Sa**	**Su**	**SUBTOTAL**	Update with **weekly** signatures by site supervisor OR person designated by site supervisor
GRAND TOTAL									*Hours should be rounded to the nearest quarter hour 15 minutes = .25 hr. 30 minutes = .50 hr. 45 minutes = .75 hr.

THIS SIGNATURE MUST BE THE PURDUE FORT WAYNE HSRV DESIGNATED SITE SUPERVISOR
WITH A BACHELOR DEGREE OR HIGHER.

_____   _____   _____
Signature of Site Supervisor   **Name of Organization**   **Phone number**

PLEASE RETURN TO: Department of Human Services – PFW - 2101 E. Coliseum Blvd., Neff 130 - Fort Wayne, IN 46805.
Phone: (260) 481-0519   Fax: (260) 481-0325   EMAIL: hillj@pfw.edu

Updated 07/05/2018

Student:_____ Date Completed: _____

Clinical: _____ Internship: _____ Date Reviewed with Student: _____

Agency Supervisor:_____Course Instructor _____

Agency Supervisor's Email:_____Agency Supervisor's Phone #: _____

SITE EVALUATION	Rating	0 Unknown at this time	1 Deficient	2 Developing	3 Proficient	4 Above Average	5 Outstanding
Attendance and Punctuality			Absent often: rarely on time	Occasionally late or absent	Usually present and on time	Rarely absent or late	Never absent or late: always on time or early
Cooperativeness			Seldom works well with others	Occasionally does less and cooperates less than desirable	Generally works well with others: does own work well	Frequently exceeds expected standards of cooperativeness	Always cooperates fully: view self and others as a resource
General Attitude -Enthusiasm and Excitement			Shows no enthusiasm or interest in site work	Shows little enthusiasm or interest in site work	Displays minimal enthusiasm or interest in site work	Displays expected levels or enthusiasm and interest in site work	Displays a high interest in the site work, and is exceptionally enthusiastic
Dependability and Responsibility			Can seldom be counted on	Frequently unreliable	Responsible although needs some direction	Very dependable and responsible: requires little supervision	Totally dependable and responsible: needs little to no direct supervision
Personal Appearance -Professional Demeanor			Appearance is totally unacceptable	Appearance needs improvement	Usually neat and reasonably well groomed		Neat and appropriately groomed: a good role model, sets a good example
Accepts and uses suggestions for improvement			Unwilling or unable to accept and act on feedback and suggestions	Minimally able to accept and act on feedback and suggestions	Adequately able to accept and act on feedback and suggestions	Willing to accept and act on feedback and suggestions	Very positive about accepting and acting on feedback and suggestions
Understands and demonstrates the importance of confidentiality			Violates confidentiality at the site				Never violates confidentiality at the site and can explain it to others: demonstrates a true understanding
Demonstrates cultural competency and gender equality			Fails to demonstrate an understanding of cultural or gender equity	Shows little understanding of cultural or gender equity	Adequate ability to demonstrate an understanding of cultural or gender equity	Good ability to demonstrate understanding of cultural or gender equity and act on that knowledge	Excellent ability to demonstrate understanding of cultural or gender equity and act on that knowledge in a meaningful manner

SITE EVALUATION	Rating	0 Unknown at this time	1 Deficient	2 Developing	3 Proficient	4 Above Average	5 Outstanding
Language			Uses stigmatizing or demeaning language regarding site population	Occasionally uses stigmatizing or demeaning language regarding site population	Does not use stigmatizing or demeaning language regarding site population	Shows an understanding of the reasons for non-stigmatizing language and always uses it	Shows an understanding of the reasons for non-stigmatizing language and always uses it. Appropriately confronts each practice in others
Values			Is judgmental regarding clients' lifestyles or actions	Is occasionally judgmental regarding clients' lifestyles or actions	Does not vocalize a judgmental attitude regarding clients' lifestyles or actions	Demonstrates acceptance if not approval of the choices clients make regarding lifestyle or behavior	Demonstrates acceptance if not approval of the choices clients make regarding lifestyle or behavior, and confronts other counselors about their judgmental behavior
Self-Disclosure and Boundaries			Poor or non-existent boundaries and failure to respond to supervisor remediation	Occasional boundary violations with some responsiveness to supervisor remediation	Occasional boundary violations with adequate responsiveness to supervisor remediation	Few if any boundary violations, disclosures with good responsiveness to supervisor remediation	No boundary violations and can articulate the necessity of such boundaries in clinical as well as classroom settings

If a student receives a **rating of "2" or below** on any one of the items, the student will be required to meet with the instructor and develop a written action plan to improve the rating by the end of the next evaluation period.

Progress towards student Learning Plan goals:

Knowledge _____

Skills _____

Personal Growth _____

Comments: _____

_____

_____

This form will be available online.

Updated: 07/05/2019

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Academics + Competency + Ethics = Success