Department of Family Studies and Community Development

Internship Handbook

Department of Family Studies and Community Development
College of Liberal Arts Building
Suite 2210
(410) 704-5851
www.towson.edu/fmst
Introduction

Internship is a vital component of the Family and Human Services curriculum. The Department of Family Studies and Community Development helps students find internship placements that best match their goals and professional ambitions while supporting the missions of the organizations serving as internship sites.

Questions regarding various aspects of the internship experience arise from both site supervisors and students. This handbook is designed to provide information that answers some of the most frequently asked questions. It is meant to meet the information needs of two audiences: internship site supervisors and Family and Human Services majors who currently are or will be serving as interns. We recommend that site supervisors read the entire handbook, especially Section II, Information for Site Supervisors. Students should read Section I - Department Overview, and Section III - Information for Students.

Our goal is to maintain a positive and collaborative relationship with our community partners, contribute to the work of their organizations, and enlist their aid in providing our students enriching internship experiences. We welcome suggestions from our site supervisors for additions or revisions to this handbook. Please feel free to contact us with questions or suggestions:

Sincerely,

The Faculty and Staff of the Department of Family Studies and Community Development
Section I - Department Overview

Department Mission Statement
The mission of the Towson University Department of Family Studies and Community Development is to foster a multidisciplinary and multicultural understanding of families, communities, and service systems throughout the lifespan. We aspire to prepare professionals by increasing students' knowledge of families and communities through a rigorous education grounded in the liberal arts combined with service learning experiences and action-oriented, policy-relevant research. Civic responsibility and professional development are emphasized through exposure to classroom content, community engagement, and development of competencies such as oral and written communication and critical thinking skills. The curriculum is based on nationally recognized disciplines with established requirements in Family Life Education, Child Life, and Human Services.

Programs of the Department
The Department of Family Studies and Community Development offers two majors: Family and Human Services and Family Science. A minor in Family Studies is also offered.

Family and Human Services is an applied major that prepares students to be human service professionals. Students in this major choose among four different tracks: Human Services, Services to Children and Youth, Introduction to Child Life, and Leadership in the Nonprofit Sector. All students in the major study family life methodology, theories of family functioning, dynamics within families, and the interaction between families and society. Field experiences offered throughout the Family and Human Services curriculum provide opportunities for students to enhance their understanding of course content, develop professional skills, and apply knowledge in the field.

The first concentrated field experience is obtained during FMST 387 Community Services for Families. This course focuses on service learning through program development. Students participate directly with community organizations and agencies. Family and Human Services majors also take FMST 297 Preparing Human Service Workers: Pre-Internship prior to beginning their internships. Together, FMST 387 and FMST 297 prepare students in the areas of professional development, ethics, and needs assessment, as well as addressing how to work within an organization. Internship
is the culminating field experience for the Family and Human Services major. The internship experience offers students the opportunity to apply course content, learn new skills, and develop professional contacts. The culmination of the students' learning experience is FMST 490 Methods in Family Life Education. This is a capstone course in which students demonstrate their knowledge of the Family Life Education competencies through development of a teaching module and a professional portfolio.

The Family Science major provides students with academic experiences focusing on the study of families and relationships in the context of contemporary society. The major offers training in the scientific methods used to understand family behavior and development across the lifespan. Students learn to analyze the quality of family life through applied research. They acquire both written and oral communication skills.

Field Experience Course Descriptions

**FMST 297 Preparing Human Service Workers: Pre-Internship**
This course prepares students for professional internships in community agencies. All Family and Human Services majors are required to complete this course. The students learn about ethical and professional competencies, intervention with diverse populations, reports in administrative settings, and the development of learning plans including goal setting. Technological components are utilized. This course is a prerequisite for FMST 397 Internship in Family and Human Services and FMST 497 Advanced Internship in Family Studies.

**Course Objectives**
Upon successful completion of this course each student will:

- Understand important ethical and legal issues related to the human service field.
- Understand and have a working knowledge of the supervisory relationship as it pertains to fieldwork.
- Develop a professional resume, cover letter, and learning objectives that reflect the academic major and theoretical backgrounds.
- Demonstrate an understanding of concepts related to working with diverse and multicultural families through the use of case examples.
- Explore and identify potential internship placements in human service agencies within the community.
- Demonstrate a level of professional preparation for internship and future career pursuits.
**FMST 350 Fundamentals of Leadership in the Nonprofit Sector**
This course offers students an overview of nonprofit organizations, the roles and responsibilities of leaders in the nonprofit sector, and issues concerning nonprofits. It is a required course for Leadership in the Nonprofit Sector track students. During this course, students work in small groups at nonprofit organizations on projects. Each student is required to work a minimum of 15 project development hours.

**Course Objectives**
Upon successful completion of this course, each student will be able to:

- Demonstrate a general understanding of nonprofit organizations and how they operate.
- Identify, describe, compare, and contrast the various roles and responsibilities of leaders in the nonprofit sector. Review core competencies of leaders and challenges to the leadership role.
- Demonstrate knowledge in areas related to leadership in nonprofit organizations. The knowledge includes organizational structure, mission and history, resource management, personnel/volunteer management, fundraising, grant writing, professional communication, and strategic planning.
- Use effective verbal and written communication to engage in analytical discussions of leadership responsibilities in nonprofit organizations.

**FMST 355 Fundraising, Friendraising, and Volunteer Management**
This course provides an overview of how nonprofit organizations generate and manage financial and human resources and covers the theoretical, behavioral, and pragmatic foundations of philanthropy, fund development, and volunteerism. It is a required course for Leadership in the Nonprofit Sector track students. Students enrolled in the course will participate in an experiential learning project with a Towson University affiliated center, Towson University student organization, or nonprofit organization from the metropolitan area to apply theoretical concepts and best practices in a real world environment.

**Course Objectives**
Upon successful completion of this course, each student will understand:

- The strategies and tactics employed by nonprofit organizations to acquire needed financial and human (volunteer) resources.
- The underlying process by which nonprofit organizations develop, execute, and evaluate resource acquisition plans.
• The theoretical, behavioral, and pragmatic foundations of philanthropy (charitable
donations and major gifts), fund development (fee for services, grants, andcontracts), and volunteerism.
• Portfolio approaches used by nonprofit organizations to prioritize, coordinate, andmanage mission resource acquisition activities (i.e., prospect research, proposalwriting, friendraising, and fundraising) and how the relative emphasis of theseactivities may vary depending on the mission, scope, sophistication, and size ofthe organization.

FMST 387 Community Services for Families
This course offers students group-based experiential learning. All Family and HumanServices majors are required to complete this course. During this course, students workin small groups within the community for 30-60 hours while learning new skills andapplied theoretical frameworks in the classroom. This course is a prerequisite for FMST397 Internship in Family and Human Services.

Course Objectives
Upon successful completion of this course, each student will be able to:

• Define the family as a system and recognize its interaction in organizationalsystems within the larger social context.
• Conduct a needs assessment and related action plan for a community-basedfamily service organization or human service agency.
• Demonstrate increased awareness of resources available through the lifespan forindividuals and families in the community.
• Apply selected aspects of program planning, development, and evaluation to ahuman service program within the community.
• Describe service learning in the context of community-based services forfamilies.
• Conduct a group service-learning project in collaboration with a human serviceorganization that works with or on behalf of families in the community.

FMST 397 Internship in Family and Human Services
This course is a supervised, 120 hour internship experience. All Family and HumanServices majors are required to complete this course. Students begin their internshipexperience already having academic familiarity with the field of family studies. Duringtheir internship, students begin to apply theory and cognitive knowledge to the workenvironment. It is an opportunity for students to expand their knowledge of the familyand develop professional skills. Students are required to reflect on their internship
experiences both in written form and in seminar discussions with other student interns. This course is a prerequisite for FMST 497 Advanced Internship in Family Studies.

**Course Objectives**
The focus of internship is to provide students with an opportunity for an experiential application of knowledge gained in coursework and to benefit from the enhanced learning that comes with working in an agency or organization within the family studies practice arena.

Upon successful completion of this course, each student will demonstrate:

- An increased understanding of organizational principles and dynamics in a helping and/or practice setting.
- The skills necessary to work in an organization in a collaborative fashion with professional staff and consumers of services.
- An increased understanding of the application of policy and practice standards as they relate to organizations within the family network.
- The ability to reflect on practical experiences in a structured way, using assigned topics.
- The ability to use group discussion of reflections as a way to deepen learning.

**FMST 497 Advanced Internship in Family Studies**
This course is a web-enhanced, supervised, 240 hour internship experience. Students in the Human Services track, Child Life track and Leadership in the Nonprofit Sector track are required to take this course. The focus of the advanced internship is to provide students with another opportunity for an experiential application of knowledge and the enhanced learning that comes from working in an agency or organization in the human services field.

**Course Objectives**
Upon successful completion of this course, each student will demonstrate:

- An increased understanding of organizational principles and dynamics in nonprofit organizations, government agencies, community-based programs, and other helping and/or family practice settings.
- The skills necessary to work in a human service organization in a collaborative fashion with professional staff and service consumers.
- An increased understanding of the application of policy and practice standards as they relate to organizations within the family network and the human services field.
• The ability to reflect on practical experiences in a structured way, using writing assignments, class presentations, and technology.
• An ability to collaborate with other students and enhance learning using online group discussions.

FMST 490 Family and Human Service Capstone: Methods in Family Life Education
This course focuses on issues, current trends, and student interests related to the study of the family. All Family and Human Services majors are required to complete this course. It helps students apply family studies to their individual professional goals. The ten content areas in family life education are also reviewed.

Course Objectives
Upon successful completion of this course, each student will be able to:

• Identify and analyze current issues in the study of the family.
• Plan and give an educational presentation in one of the ten content areas in family life education.
• Discuss issues related to the ten content areas in family life education.
• Discuss the roles professionals and community organizations play in family life.
• Identify ways that he or she can impact family life.
• Discuss future career plans and professional goals.
What is the Difference between Internship and Service Learning?
Both students and site supervisors often have questions about what distinguishes internship from service learning. How are they alike and how are they different? The table on the next page should clarify the distinguishing characteristics. In brief, Family and Human Services majors complete service learning before internship. In fact, the experience helps prepare them for their internships. Service learning is group-based and students work 40 to 60 hours, on- and off-site, usually focusing on one major project. Interns are required to log 120 hours on-site and may be assigned a number of responsibilities. Although there may be other interns at the site, the focus of the intern’s experience is personal, not group oriented. Instructors assign groups for service learning projects, while interns are responsible for selecting their own sites, with the approval of the agency, instructor, and department chair. Both interns and service learning students are evaluated. Interns are evaluated by their site supervisors in the middle and at the end of the semester. Service learning groups evaluate and are evaluated by their peers on a similar schedule, and are evaluated by their site supervisors at the end of the semester. More details about the agency agreement and instructor involvement are noted in Exhibit A.
Exhibit A: Comparison of Internship and Service Learning Course Work

<table>
<thead>
<tr>
<th>FMST 397 - Internship in Family and Human Services</th>
<th>FMST 387 Community Services for Families</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester Hour Requirements for Students:</strong></td>
<td></td>
</tr>
<tr>
<td>120 hours on site</td>
<td>40 – 60 hours dedicated to completion of project; hours are on- and off-site</td>
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<tr>
<td><strong>Pre-Planning:</strong></td>
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<tr>
<td>• During FMST 297, student submits paperwork for approval to take internship course including, but not limited to, goals for internship and four possible site choices. The possible sites are chosen from the department list or the student can enlist a new agency, subject to approval.</td>
<td>• Early in FMST 387 course, student completes a self-assessment including, but not limited to, career interests, job/volunteer experience, and schedule. • Students are grouped and assigned to sites by FMST 387 instructor.</td>
</tr>
<tr>
<td>• Paperwork is approved by internship coordinator.</td>
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<tr>
<td>• Final approval is given by department chair.</td>
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<tr>
<td><strong>Agreement with Agency/Supervisor:</strong></td>
<td></td>
</tr>
<tr>
<td>• Student contacts agency and complies with application process.</td>
<td>• Group representative contacts agency and group conducts needs assessment to determine project.</td>
</tr>
<tr>
<td>• Student and agency supervisor agree on tasks and a schedule of regular meetings.</td>
<td>• Group members and supervisor sign action plan regarding project.</td>
</tr>
<tr>
<td>• Student and supervisor review and sign contract regarding duties and meetings.</td>
<td>• Supervisor signs standard university contract.</td>
</tr>
<tr>
<td>• Supervisor signs standard university contract.</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation:</strong></td>
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<tr>
<td>Supervisor completes mid-semester and final evaluation and signs student's hours log.</td>
<td>Supervisor completes final evaluation, field notes and hours log.</td>
</tr>
<tr>
<td><strong>Instructor Involvement:</strong></td>
<td></td>
</tr>
<tr>
<td>• Information packet is sent to supervisor.</td>
<td>• Information packet is sent to supervisor.</td>
</tr>
<tr>
<td>• Site visit is conducted at discretion of instructor or request of supervisor.</td>
<td>• Site visit is conducted at discretion of instructor or request of supervisor.</td>
</tr>
<tr>
<td>• Instructor should be contacted in the case of need for clarification, trouble-shooting or as supervisor sees fit.</td>
<td>• Instructor should be contacted in the case of need for clarification, trouble-shooting or as supervisor sees fit.</td>
</tr>
</tbody>
</table>
Department of Family Studies and Community Development Learning Goals

1. **Liberal Arts Competencies:** Students will demonstrate competency in written communication, oral communication, and critical thinking by studying and acquiring knowledge in the 10 National Council on Family Relations (NCFR) content areas.
   - **Written Communication Skills:** Content/topic development, organization, correct grammar and language use (Brenau University Office of Assessment, 2005)
   - **Oral Communication Skills:** Content/topic development, organization in presentation, and effective delivery skills (Brenau University Office of Assessment, 2005)
   - **Critical Thinking Skills:** Identifying problems, establishing and organizing different perspectives on issues, evaluating evidence, integrating perspectives and evidence, and developing new solutions (Washington State University, 2006)

2. **Research Competencies:** Students will demonstrate comprehensive research skills relevant to the discipline. Specific skills to be developed include:
   - **Critical appraisal:** ability to evaluate quality of scholarly literature and research methods
   - **Theory application:** ability to use theory in hypothesis development and in linking study conclusions to practice
   - **Practice application:** ability to link academic knowledge with a wide range of issues that impact families in society. Students will access, comprehend, evaluate, and use research relevant to those issues.

3. Students will use knowledge acquired in family and human services courses in community service and internship placements. Skills to be developed include:
   - **Service Learning:** Students learn and develop through thoughtfully organized service that: is conducted in and meets the needs of a community and is coordinated with an institution of higher education; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience (Cress, 2005).
   - **Professional Behavioral Skills:** Students demonstrate appropriate professional behavior skills which include using effective communication skills, practicing ethical behavior (maintaining confidentiality, maintaining professional boundaries, seeking assistance when necessary, and practicing within level of training), being empathetic, being dependable, being cooperative, displaying initiative, and using continuous self-assessment and reflection (Kasar, Clark, Watson, & Pfister, 1996).
Section II - Information for Site Supervisors

The Department of Family Studies and Community Development currently has about 100 internship placement sites. These sites include hospitals, schools, nonprofit organizations, and government agencies. All of the sites must meet certain requirements to stay on the approved list. This section of the handbook contains information about the site requirements, site/department collaboration, and internship course outcomes.

Site Requirements

The Department of Family Studies and Community Development requires Family and Human Services majors to complete at least two courses with fieldwork components, FMST 387 Community Services for Families and FMST 397 Internship in Family and Human Services. Depending on their track of study, many students also complete additional field courses, such as FMST 497 Advanced Internship in Family Studies, FMST 350 Leadership in the Nonprofit Sector, and FMST 355 Fundraising, Friendraising, and Volunteer Management. The guidelines below help to ensure that these field experiences are educationally appropriate within the context of the curriculum. These guidelines are based on the academic mission and goals of the Department of Family Studies and Community Development as well as the ethical standards of the National Organization for Human Services (NOHS) and the National Council on Family Relations (NCFR).

An approved organization for an internship placement must:

- Have as its primary mission the provision of human services either through administrative functions, education and information, and/or face-to-face contact with clients.
- Respect clients’ rights to self-determination.
- Respect client diversity in terms of age, ethnicity, culture, race, religion, sexual orientation, and socioeconomic status.
- Refrain from involving Family Studies students in sales, evangelizing, proselytizing, or any other activities contradictory to the points above that might occur as secondary missions of the organization.
- Provide a supervisor with a master’s degree or above and/or expertise in the field who is able to meet with the student on a regular basis throughout the semester.
- Provide the required minimum number of hours on-site for the student to complete the field requirement.
- Adhere to the ethical standards specific to the mission of and service delivery by the agency.
Site/Department Collaboration
The Family Studies internship instructor and the site supervisor are partners with the student in the student’s learning process. Following is a list of what the site supervisor should expect once a site has accepted a student for internship:

Pre-semester:
- Prior to the start of the semester, the student intern will contact the site supervisor to arrange a meeting at which the intern’s work days and times will be established. The student also will inquire about days and times for weekly formal supervision.
- About one week prior to the start of the semester, the supervisor will receive a detailed email from the internship instructor outlining important dates and expectations for the semester.

Early Semester:
- The instructor will follow-up with a phone call to the supervisor at the beginning of the semester to check in and make sure the semester is off to a good start.

Mid-semester:
- About one week prior to mid-semester, the site supervisor will receive the student’s mid-semester evaluation (Form 1) from the student intern. A due date also will be given. Upon completion of the evaluation, the site supervisor should review it with the student intern.
- The internship instructor will meet with or conduct a conference call with the site supervisor and the student at the mid-point of the semester. During the meeting or call, the student’s mid-semester evaluation and learning plan will be discussed and reviewed. (See Form 2 in the Appendix.)

End of Semester:
- About two weeks prior to the end of the semester, the site supervisor will receive the student’s final semester evaluation (Form 1) from the student intern. A due date also will be given. Upon completion of the evaluation, the site supervisor should review it with the student intern.

The internship instructor is available to the site supervisor throughout the semester to answer any questions or discuss any concerns. If concerns arise, the site supervisor is encouraged to use the instructor as a resource. If the concern warrants further intervention, the instructor will consult with the internship coordinator and/or the department chair. All parties involved will develop a plan with the site supervisor for appropriate action. See Form 3 in the Appendix for Internship Policies.
Internship Course Outcomes
The focus of the internship is to provide students with an opportunity for an experiential application of knowledge gained in their coursework and the enhanced learning that comes with working in an agency or organization within the Family Studies practice arena. We anticipate that upon completion of the course students will have:

- Increased their understanding of organizational principles and dynamics in a helping and/or practice setting.
- Developed the skills necessary to work collaboratively in an organization with professional staff and consumers of services.
- Increased their knowledge about the application of policy and practice standards as they relate to organizations within the family network.
- Enhanced their ability to reflect on practical experiences in a structured way using assigned topics.
- Used group discussion or reflections as a way to increase learning
Section III - Information for Students

During internship, students must integrate their academic coursework with community participation. Careful attention is paid to the readiness of a student to participate in an internship, the internship placement, and the internship supervisor. During the semester prior to the one in which the student would like to enroll in internship, the student must enroll in FMST 297 Preparing Human Service Workers: Pre-Internship.

Requirements and Approval Process

FMST 397 Internship in Family and Human Services
To be eligible to enroll in FMST 397 Internship in Family and Human Services, a student must meet the following requirements:

- Successful completion of FMST 297 during the semester prior to the one in which the student intends to enroll in FMST 397
- Completed 21 units of FMST course work with a grade of ‘C’ or higher prior to internship. Of the 21 units, 3 units must be FMST 297 Preparing Human Service Workers. Three units must be FMST 387 Community Services for Families
- Received a grade of ‘C’ or above on all core courses completed prior to internship. See the course catalog or consult the Family Studies website for a list of core courses
- Received pre-approval from the course instructor of FMST 297 to take FMST 397. This process and the documents that pertain to pre-approval are part of the course requirements for FMST 297 are included in the Appendix; see Forms 4, 5, and 6.

FMST 497 Advanced Internship in Family Studies
To be eligible to enroll in FMST 497 Advanced Internship in Family Studies, a student must meet the following requirements:

- Completed FMST 397 with a grade of ‘C’ or higher before enrollment in FMST 497
- Submitted an Advanced Internship Application for instructor review and approval
  - Advanced Internship Application is due the first Monday in December for spring internships
  - Advanced Internship Application is due the first Monday in May for summer internships
  - Advanced Internship Application is due the second Monday in July for students completing FMST 397 in the summer and FMST 497 in the fall
Final Approval for Internships
Final approval for all internships is granted by the department chair. This approval is based on, but not limited to, review of pre-internship documentation, the student’s knowledge of and ability to apply ethical guidelines as evidenced in FMST 297 course work, the student’s academic record and advising file, and student performance in prior service learning classes. Students must demonstrate academic readiness and professional development.

Choosing an Internship Site
There are about 100 approved internship placement sites for undergraduate students in the Family and Human Services major. These sites represent many fields of service including, but not limited to, young children, at-risk youth, seniors, individuals with disabilities, and victims of domestic violence. As part of FMST 297 Preparing Human Service Workers: Pre-Internship, students research sites from the approved list and identify four at which they may be interested in interning. When instructed by their FMST 297 professor, students contact their identified sites and comply with the sites’ application processes.

Students interested in the Child Life track must choose from the sites specific to this program. The list of approved sites is available on the Family Studies website at www.towson.edu/fmst/internships/sites.asp

Following are some of the main factors to consider when choosing an internship site:

- Whether or not you are interested in working with the population that the agency serves. See the opening paragraph above for examples of some of the clients that various sites serve.
- Whether or not the responsibilities and duties that will be required of you match your interests. For example, some sites offer very hands-on interactions with clients while others offer mainly administrative tasks.
- Whether or not you will be able to get to and from the site. Take into consideration whether you will be driving, taking public transportation, or carpooling.
New Internship Site Requests
Students are strongly encouraged to choose their sites from the approved list. However, if a student has a compelling reason to request placement at a new site, following is the procedure for doing so:

1. Students first must receive preliminary approval to file a special internship request. Preliminary approval may be granted through a meeting with their FMST 297 professor to verbally discuss the requisition. Students may be referred to other department faculty in specialty areas.
2. After receiving preliminary approval, students must complete the Application for Special Internship Requests and submit it to their FMST 297 professor by week 7 of the semester. The professor may make suggestions which require that amendments be made to the application information.
3. A finalized Application must be available to the internship committee by week 8 of the semester that immediately precedes the planned internship. Collectively, the internship committee will decide whether or not to approve the request. Even if approval is given, it is tentative until the site is vetted.

Please note that convenience is not a compelling reason to request a new site. Filling a void in the department's approved list is a valid reason to request a new site.

Goals and Objectives for the Family Studies Intern
Establishing goals and objectives helps focus learning and motivates students throughout their internship. The Department of Family Studies and Community Development has adapted the SMART goal method (Drucker, 1954) for students to use to format their goals and objectives. These goals and objectives become the basis for their learning plans. SMART stands for specific, measurable, action-oriented, realistic, timely. Following the steps below can help in the creation of these goals:

1. Brainstorm ideas. Students should sit down and think about what they would like to do at their internship sites. This can be accomplished by imagining what they would like to achieve by the end of the semester. Students should write down these ideas and once students have decided on a focus, they can begin drafting their objectives.
2. Draft the objectives. Objectives are the actions one takes to accomplish set goals. Keep in mind that objectives dictate what to do, how to do it, and when to do it. Objectives must be measurable: each week the intern should be able to list the tasks completed to meet the objective.
3. Draft a learning plan by listing specific activities for each objective. Keep in mind that these activities must be attainable and realistic and must include projected completion dates.

Developing a written learning plan is critical for organizing and achieving objectives. Writing it out makes it easier to plan and offers a visual representation of the process.
This process is the beginning of actively pursuing a meaningful experience throughout the internship. Examples of objectives are included below:

**Example Objective 1** – Professionalism: I will improve my written communication skills. By the end of my internship, I will have reduced the number of errors in my grammar and spelling. I will know this objective has been accomplished by asking my supervisor, peers and academic instructor to review my work and correct the errors that are found.

**Example Objective 2** – Application of Family Studies Skills: During the course of my internship, I will apply my knowledge of systems theory to assess the demographics, rules, roles, and communication patterns of the families to which I am assigned. My assessments will be evaluated during conversations with my supervisor and academic instructor. I also will include this information in my journal.

**Student Responsibilities**
The student is responsible for the following:

**Pre-semester:**
- Prior to the start of the semester, the student intern will contact the site supervisor to arrange a meeting at which the intern's work days and times will be established. The student also will inquire about days and times for weekly formal supervision. In addition, the student should clarify site field work requirements such as drug screening, criminal background check, environmental training, restraint training, seasonal flu immunization, H1N1 immunization, TB testing, and universal precautions training.

**Early Semester:**
- In week 2, students must obtain a signed copy of the internship policies and a career center contract from their site supervisor and return them to the internship instructor.
- The student should review the draft learning plan with the site supervisor and receive feedback.

**Mid-semester:**
- About one week prior to mid-semester, the student should give the site supervisor his/her mid-semester evaluation form (Form 1). Upon completion of the evaluation, the site supervisor should review it with the student intern.
- The internship instructor will meet with or conduct a conference call with the site supervisor and the student at the mid-point of the semester. During the meeting or call, the student’s mid-semester evaluation and learning plan will be discussed and reviewed.
End of Semester:
- About two weeks prior to the end of the semester, the student should give the site supervisor his/her final evaluation form (Form 1). Upon completion of the evaluation, the site supervisor should review it with the student intern.
- The student must submit an Intern Hour Log and Student Intern Feedback Form (Forms 7 and 8)
- The student must meet all the expectations as outlined in the course syllabus.
Department of Family Studies and Community Development
Intern Evaluation

1. Student’s First Name: 
   
   Student’s Last Name: 

2. Name of Internship Site: 

3. Name of Intern Supervisor: 

4. Intern Supervisor’s Title: 

   Intern Supervisor’s Email Address: 

For questions 5 and 6, respond to each descriptor with a "Yes," "No," "Sometimes," or "Not Applicable."

### 5. Dependability as demonstrated by:

<table>
<thead>
<tr>
<th>Being on time for classes, work, or meetings</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handing in assignments, papers, reports, and notes when due</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following through with commitments and responsibilities</td>
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</tbody>
</table>

If you checked "Sometimes" for any of the above, please explain why.

### 6. Professional Presentation as demonstrated by:

<table>
<thead>
<tr>
<th>Presenting oneself in a manner that is accepted by colleagues</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenting oneself in a manner that is consistent with the agency's requirements</td>
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<tr>
<td>Using body posture that communicates interest or engaged attention</td>
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<tr>
<td>Using affect that communicates interest or engaged attention</td>
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<tr>
<td>Displaying a positive attitude</td>
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</tbody>
</table>

If you checked "Sometimes" for any of the above, please explain why.
For questions 7-15, use the following rating scale to evaluate your intern’s performance:

**Significantly below expectations** (less than 60% of the time)

**Below expectations** (60% - 70% of the time)

**Meets expectations** (71% - 84% of the time)

**Above expectations** (85% - 94% of the time)

**Significantly above expectations** (95% - 100% of the time)

### 7. Initiative as demonstrated by:

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<th></th>
<th>Significantly below expectations</th>
<th>Below expectations</th>
<th>Meets expectations</th>
<th>Above expectations</th>
<th>Significantly above expectations</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showing an energetic, positive, and motivated manner</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Self-starting projects, tasks, and programs</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Taking initiative to direct own learning</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Taking initiative in solving problems and answering questions</td>
<td>○</td>
<td>○</td>
<td>○</td>
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### 8. Empathy as demonstrated by:

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<th></th>
<th>Significantly below expectations</th>
<th>Below expectations</th>
<th>Meets expectations</th>
<th>Above expectations</th>
<th>Significantly above expectations</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being sensitive and responding to the feelings and behaviors of others</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Considering the ideas and opinions of others</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Rendering assistance to all individuals without bias or prejudice</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Being aware and respectful of cultural differences</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<td>○</td>
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</tbody>
</table>
9. **Cooperation as demonstrated by:**

<table>
<thead>
<tr>
<th></th>
<th>Significantly below expectations</th>
<th>Below expectations</th>
<th>Meets expectations</th>
<th>Above expectations</th>
<th>Significantly above expectations</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working effectively with other individuals</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Showing consideration for the needs of the group</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Being a team player and cooperating with site supervisor</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</table>

10. **Organization as demonstrated by:**

<table>
<thead>
<tr>
<th></th>
<th>Significantly below expectation</th>
<th>Below expectations</th>
<th>Meets expectations</th>
<th>Above expectations</th>
<th>Significantly above expectations</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritizing self and tasks</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Managing time and materials to meet program requirements</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

11. **Clinical Reasoning as demonstrated by:**

<table>
<thead>
<tr>
<th></th>
<th>Significantly below expectations</th>
<th>Below expectations</th>
<th>Meets expectations</th>
<th>Above expectations</th>
<th>Significantly above expectations</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using an inquiring or questioning approach on site</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Giving alternative solutions to complex issues and situations</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Demonstrating active listening</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Demonstrating appropriate observation</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Being appropriately reflective</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
### 12. Supervisory Process as demonstrated by:

<table>
<thead>
<tr>
<th></th>
<th>Significantly below expectations</th>
<th>Below expectations</th>
<th>Meets expectations</th>
<th>Above expectations</th>
<th>Significantly above expectations</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving and receiving constructive feedback</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Modifying performance in response to meaningful feedback</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Operating within the scope of one’s own skills and seeking guidance when needed</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Initiating questions to enhance own learning</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

### 13. Verbal Communication as demonstrated by:

<table>
<thead>
<tr>
<th></th>
<th>Significantly below expectations</th>
<th>Below expectations</th>
<th>Meets expectations</th>
<th>Above expectations</th>
<th>Significantly above expectations</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Interactions on site</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Sharing perceptions and opinions with clarity</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Tactful verbalizing opposing opinions</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

### 14. Written Communication as demonstrated by:

<table>
<thead>
<tr>
<th></th>
<th>Significantly below expectations</th>
<th>Below expectations</th>
<th>Meets expectations</th>
<th>Above expectations</th>
<th>Significantly above expectations</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing that is clear and follows all rules of grammar (including email communication and site specific documentation)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Communicating ideas, opinions, and subject matter clearly and concisely in writing papers, notes, and reports</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
15. Appropriate use of Technology on Site as demonstrated by:

<table>
<thead>
<tr>
<th>Feature</th>
<th>Significantly below expectations</th>
<th>Below expectations</th>
<th>Meets expectations</th>
<th>Above expectations</th>
<th>Significantly above expectations</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate use of Facebook</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Appropriate use of office computer and technology</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Appropriate use of text messaging</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Appropriate use of personal phone calls</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Appropriate use of emails</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tbody>
</table>

16. In the space below, identify 1-3 areas of strength for the student. Please provide 1-2 sentences that explain why these are areas of strength.

17. In the space below, identify 1-3 areas of needed growth for the student. Please provide 1-2 sentences that explain why these are areas of needed growth and steps the student can take to further his or her development.

Intern Signature: _______________________________ Date: __________

Supervisor Signature: __________________________ Date: __________

Thank you for completing this evaluation.
Student Learning Plan
This document focuses on the desired learning objectives of the student intern. The learning experience in the internship course focuses on opportunities in the classroom and through hands-on experiences in the community to further develop professional skills that enhance learning. Today students will begin to draft their learning plans. The document will be discussed further in individual meetings with the course instructor.

Be Honest With Yourself: Consider Your Strengths and Weaknesses. List them below.

Strengths:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Weaknesses:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Drafting the Learning Plan
Consider the mission and vision of your organization:

- How can you continue to build your strengths in your role at the organization?
- How can your weaknesses be addressed as you participate in classroom activities, writing exercises, and/or hands-on experiences?
- How can you further develop skills at your internship site?
- Consider your objectives. Are they relevant to your community placement?
- Are they SMART? (Specific, Measurable, Action-Oriented, Realistic, and have a Timeframe?)
Internship Objective 1: 

<table>
<thead>
<tr>
<th>Activities Supporting Objectives</th>
<th>Date Completed</th>
<th>Contributions/Skill Refined</th>
</tr>
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Internship Objective 2: 

<table>
<thead>
<tr>
<th>Activities Supporting Objectives</th>
<th>Date Completed</th>
<th>Contributions/Skill Refined</th>
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Internship Objective 3: 

<table>
<thead>
<tr>
<th>Activities Supporting Objectives</th>
<th>Date Completed</th>
<th>Contributions/Skill Refined</th>
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Internship Objective 4: 

<table>
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<tr>
<th>Activities Supporting Objectives</th>
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<th>Contributions/Skill Refined</th>
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INTERNSHIP POLICIES

I. Academic Requirements
All students must complete the following academic requirements prior to approval for FMST 397: Internship in Family and Human Services

1. 21 credits of FMST course work with a grade of ‘C’ or above. Of those 21 credits, three (3) must be FMST 297, Preparing Human Service Workers: Pre-Internship. Three (3) credits must be FMST 387, Community Services for Families.
2. Complete FMST courses taken prior to internship with a grade of ‘C’ or above. A list of the core courses may be found in the Towson University Undergraduate Catalog.
3. Receive pre-approval from the instructor of FMST 297 to take FMST 397. This process and the documents that pertain to pre-approval are part of the course requirements for FMST 297.
4. Receiving a failing grade in FMST 297 or any other FMST field-based course, including but not limited to FMST 340, FMST 350, FMST 355, FMST 387, FMST 397, and FMST 497, will typically preclude permission being given to enroll in other FMST field-based courses.

II. Professional Behavior
It is expected that all students in the Department of Family Studies and Community Development will demonstrate professional behaviors in the classroom and in the field (refer to section IV of this document). This includes behaving in a manner that is respectful of others and fosters positive personal, emotional, and social development of the self and one’s peers. It is expected that students seeking approval for internship have followed and will continue to follow the Towson University Code of Student Conduct, section D. This document can be found on the Towson University website at http://www.towson.edu/studentaffairs/policies/conduct.asp.

Demonstration of inappropriate professional behavior includes but is not limited to, engaging in the following:

1. “Uncooperative behavior and/or failure to comply with proper instructions of officials acting in performance of their duties.” (Towson University Code of Student Conduct, II.D. 11.)
2. “Disruption or obstruction of teaching, research, administration, or disciplinary proceedings.” (II.D.2a.)
3. “Forging, altering or using institutional documents or instruments of identification with the intent to defraud, or to otherwise benefit there from.” (II.D. 1b)
4. Use of alcohol or illegal substances while on the site and while participating in any activity related to the internship. (II.D.18a-b)
5. Engaging in dual relationships. “Dual relationships occur when a helping professional assumes a second role with a client or colleague in addition to the professional role” (Barker, 1996, in Kiser, Getting the most from your human service internship, 2000, p. 196).
Violations of any of the above that have resulted in either departmental disciplinary action or university disciplinary action may affect departmental approval for internship. It is further expected that students seeking internship approval adhere to the Towson University Academic Integrity Policy. This document can be found on the Towson University website at http://www.towson.edu:80/studentlife/judicialaffairs/index.htm. Students are required to read and sign The Department of Family Studies and Community Development document entitled Criminal Background Check/Drug Screen Student Rights and Responsibilities available http://www.towson.edu/fmst/internships/policies.asp

III. Policy on Dropping or Withdrawing from Internship Courses or Requesting a Change of Placement

1. Any student who drops or withdraws from an internship course will be subject to a reapproval and remediation process before being permitted to register for internship in a subsequent semester.

2. Students are not permitted to change their placement sites once the semester begins. If a student wants to change sites, he or she must withdraw from the course and be subject to a reapproval and remediation process before being permitted to reregister in a subsequent semester. This will result in at least a one semester delay in the completion of the internship course.

IV. Final Approval

Final approval for all internships is granted by the department chair. This approval is based on, but not limited to, review of pre-internship documentation, the student’s knowledge of and ability to apply ethical guidelines as evidenced in FMST 297 coursework, the student’s academic record and advising file, and the student’s performance in prior service learning classes.

1. At the time the student is approved for internship by the department chair, the student is granted provisional approval for subsequent internships subject to successful completion of the first internship. At this time, the student will present his or her plan for internship classes by submitting the completed Internship Plan form. Once the student has committed to his or her plan for internship, any changes to the plan will require the student to submit a petition.

2. Meetings for final approval for the spring semester are held in December prior to spring semester.

3. Meetings for final approval for summer and fall internships are held in May.

4. Approval for subsequent internships is also contingent on the student’s having no issues with professional behavior as outlined in section II or with behavior in the field as indicated in section V.
V. **Field Placement**


2. The intern is expected to follow any additional code of ethics used in the agency where interning.

3. Students may not intern with agencies at which they are currently or were previously employed.

4. The intern is expected to demonstrate professional behavior (refer to section II of this document) that is consistent with the signed contract and other behaviors identified by the site supervisor. Examples of inappropriate professional behavior that do not meet expectations include, but are not limited to the following: frequent unplanned absences, failure to follow through on activities planned with the agency, failure to maintain ongoing communication with site supervisor and any student client interaction that does not follow professional guidelines, ethical standards or appropriate boundaries. Refer to ‘Ethical Principles and Guidelines for Family Scientists,’ sections 1.01-1.08, NCFR, www.ncfr.org.

5. The intern is to dress appropriately as per the standards of the site and at the direction of the supervisor.

6. The intern is expected to adhere to the policies, procedures, and working hours of the agency. These are determined by professional and administrative staff and communicated by the site supervisor.

7. Interns are not permitted to transport agency clients.

8. The intern is expected to respect the confidentiality and dignity of the client population.

9. The intern is expected to interact in a respectful manner with supervisors, co-workers, volunteers, and other members of the department or division within the agency with whom he/she may come in contact, as well as with clients, service consumers, and/or community organizations.

10. The intern must maintain weekly communication with the academic supervisor throughout the field experience.

11. The intern is expected to maintain a regular schedule and should notify the agency supervisor and academic supervisor in case of absence.
VI. Breach of Policies

Human service professionals respond appropriately to the unethical behavior of colleagues (Ethical Standards of Human Service Professionals, Statement 24. National Organization for Human Services, www.nationalhumanservices.org). Therefore, failure to adhere to the policies outlined above may result in the student being removed from the site. Should an issue arise, department faculty will be notified and work toward a resolution. All actions will be documented in the student’s advising file. The actions may include, but are not limited to: a plan for remediation, removal from current internship, extension of internship hours, a denial of enrollment in additional internship classes, or a failing grade.

My signature indicates that I have read, understand, and will adhere to the above policies and procedures.

____________________________________________________________________
Student Signature Date

____________________________________________________________________
Student Name (Print) Student Towson ID#

____________________________________________________________________
Internship Instructor Signature Date

____________________________________________________________________
Site Supervisor Signature Date

Revised 8/2015
The Department of Family Studies and Community Development  
FMST 297: Preparing Human Service Workers

Directions: Students are required to complete worksheets 1, 2, and 3. The typed responses will need to be submitted for instructor feedback prior to receiving approval for the internship course. Student answers should be typed and demonstrate well thought out responses. Please submit the assignment criteria in a two pocket folder and attach the assignment worksheets.

Application Activity: Worksheet 1

1. Describe your goal(s) in wanting to work with children and families in human services after you complete your undergraduate degree in family studies and community development. How will you represent your major field of study to prospective employers?

2. Use Chapter 2 as a guide in responding to the information below.
   - What are some potential rewards you anticipate in working with specified populations? Include fields of practice that interest or attract you.
   - List some potential frustrations and difficulties of working with specific populations, include fears or reservations you have regarding field of practice.
   - Describe the functional roles that interest your future in a professional career in the human services field.
   - What are some strategies that you can brainstorm to help you build and refine transferable skills to help you market yourself and compete with other prospective graduates in similar fields?

3. Use your text to demonstrate why we operate under a code of ethics in the human services field. Explain the main goals of ethical competence in your own words.
INTERNSHIP PREPARATION: WORKSHEET 2

What semester are you planning on completing your internship(s)?

Specify areas of professional concentration:

Answer the following questions to help determine the best internship placement.

1. What population would you like to work with?

2. What age groups are you interested working with?

3. Are you looking for an administrative setting, a more hands-on/client-based setting, or a combination of the two?

4. Consider your past work and volunteer experiences, what would be a new experience?

5. In what type of setting would you like to work? (i.e. community, non-profit organization, hotline, counseling center, hospital, etc.)

Identify 3 or 4 specific internship placements and rank them in order of preference.

1.

2.

3.

4.
INTERNERSHIP PREPARATION: WORKSHEET 3

SMART Method for Setting Internship Objectives
- **S – Specific** – Objectives must be specific and concise.
- **M – Measurable** – You need to be able to track the progress for each of your objectives.
- **A – Action-Oriented** – Staying focused on what you’re doing as it relates to your objectives is key.
- **R – Realistic** – Having realistic expectations and objectives will help you stay focused.
- **T – Timeframe** – Having a scheduled end date for objectives is important.

Objective 1: Professionalism

Objective 2: Application of FMST Knowledge

Objective 3: To be determined by the student

Internship Plan

Student Name ____________________________________________

Track ________________

FMST 297 Semester ________________

Plan for Internship Options:
Any changes to this plan will require submission of a petition to the internship committee. The petition must include a new Internship Plan and justification for the change.

Option 1: FMST 397 I Semester __________
(120 hrs, 3 credits)

Option 2: FMST 397 I Semester __________
(120 hrs, 3 credits)

FMST 497 Semester __________
(240 hrs, 4 credits)

Department approval occurs in the semester during which the student is enrolled in FMST 297 and prior to enrollment in FMST 397. Before enrolling in subsequent internships, the student must complete and submit an advanced internship application, and may be required to meet with either the internship coordinator or a designated internship instructor.
Important Dates:

- Approval for first internship experience (FMST 397)
  - Summer and Fall Internships- 1st and 2nd Fridays in May
  - Spring Internships- 1st and 2nd Fridays in December
- Advanced internship application (FMST 497) is due by 3 PM with specific days below:
  - Spring Internships – 1st Monday in December
  - Summer and Fall Internships – 1st Monday in May
  - Student completing FMST 397 in the summer and would like to enroll in FMST 497 the following fall – 2nd Monday in July.
- Final approval for all internships is granted by the department chair.

Internship Requirements and Approval Process
To be eligible to enroll in FMST 397 Internship in Family and Human Services, a student must meet certain academic requirements to receive final approval from the department chair person.

### Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>Student must enroll in and successfully complete FMST 297 during the semester prior to the one in which the student intends to enroll in FMST 397.</td>
</tr>
<tr>
<td>Student must have completed 21 units of FMST coursework with a grade of 'C' or above prior to internship. Of the 21 units, 3 units must be FMST 297 Preparing Human Service Workers. Three units must be FMST 387 Community Services for Families.</td>
</tr>
<tr>
<td>Student must have received a grade of 'C' or above on all required core courses completed prior to internship.</td>
</tr>
<tr>
<td>Student must receive pre-approval from the course instructor of FMST 297 to take FMST 397. This process and the documents that pertain to pre-approval are part of the course requirements for FMST 297.</td>
</tr>
</tbody>
</table>

Final Approval for Internships
Final approval for all internships is granted by the department chair. This approval is based on, but not limited to, review of pre-internship documentation, the student’s knowledge of and ability to apply ethical guidelines as evidenced in FMST 297 coursework, the student’s academic record and advising file, and student performance in prior service learning classes.

______________________________ __________
Student

Date

______________________________ __________
Advisor

Date

______________________________ __________
Department Chairperson

Date
Internship Contract Guide

In collaboration with the Academic Instructor and Agency Supervisor, the student will need to develop a contract prior to the start of the internship. Below are some examples to help guide students in developing their contracts.

Name of student, Academic Advisor, and Academic Supervisor

Brief description of placement including site name, phone number, and address

Discussion of goals and objectives

Tasks to be performed and hours worked

Recognition that students will receive college credit upon completion

Plan for supervision

Example:

<table>
<thead>
<tr>
<th>Student Intern:</th>
<th>Semester:</th>
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<tbody>
<tr>
<td>Academic Instructor:</td>
<td>Phone:</td>
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<tr>
<td>Site Name:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Agency Supervisor:</td>
<td>Phone:</td>
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<td>Site Address:</td>
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I, (Name)________________________will complete a minimum of 120 hours of service to the (Agency)________________________as a student intern during the (Term)________(Year)________semester. I will be working under the supervision of (Supervisor’s Name)________________________. As a student intern, my goals are to learn more about ...

Insert Academic Objectives and Agency Responsibilities Here:

Throughout my internship, I will maintain the highest standards of professional commitment and behavior. I will adhere to the mission of the agency organization. Upon the completion of this internship, I will receive college credit from Towson University. This contract is an agreement between myself as a representative of Towson University, the cooperating agency, and my Academic Instructor. This learning plan will be approved and signed within the first week of the internship.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
<th>Agency Supervisor Signature</th>
<th>Date</th>
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Academic Instructor Signature | Date
 |
Department of Family Studies and Community Development

Criminal Background Check/ Drug Screening:
Student Policies and Procedures

1. Each placement site develops its own eligibility standards for student participation in the setting.
   - A finding on a student’s criminal background check may yield a rejection from some sites, but may not yield a rejection from other sites.
   - Some students may be required to obtain background checks and others may not; some sites may require drug testing or fingerprinting and others may not.
   - Students are responsible for incurring the expenses involved with all level or background checks.
   - It is anticipated that the background check requirement will grow increasingly common in health care and other settings.

2. A student rejected from a site must meet with the department internship coordinator and/or department chair prior to contacting a second site.
   - Criminal background check results are confidential and the results are not shared with the university.

3. Following a rejection from a site based on criminal background check results, if appropriate, the internship coordinator will attempt to place a student in another fieldwork site that also requires a criminal background check.
   - The department internship coordinator will notify the second site that the student was considered ineligible at the first site as a result of his/her background check.

4. Students who are rejected from two placement sites on the basis of their criminal background checks will be considered to be unable to complete the Family and Human Services major requirements and may be dismissed from the major.
   - Students are strongly encouraged to consider the ramifications resulting from any negative findings on their criminal background checks when they select a career in human services.
   - Students have the right to an appeals process through the Policy on Judicial Procedures

2/2013
The Department of Family Studies and Community Development requires students who are Family and Human Services majors successfully complete an internship. Internship courses are generally offered at off campus sites, including hospitals, schools, nonprofit agencies, and other settings that are not part of Towson University. These sites may require that you disclose whether you have a criminal record or that you submit to a criminal background investigation and or a drug screen as a condition of your participation in the internship experience. Depending on your placement, you therefore may be required to complete a criminal background check and or drug screen, and this may be conducted at your own expense. Towson University shall have no obligation either to refund your tuition or to otherwise accommodate you in the event a criminal record or positive drug screen renders you ineligible to complete required internship courses.

In addition, upon graduation, you may be required to sit for certification exams or licensure which will allow you to practice your selected profession. At that time, you may be required to release your criminal record or have a criminal background check completed prior to sitting for the exam or prior to receiving a license or certification to practice. A licensing or certification board or agency is generally permitted to deny a license/certification or to revoke or suspend a license/certification or to reprimand a licensee if the applicant or licensee is convicted or has plead guilty to a felony or other specified crimes. In the event you have a criminal record, Towson University urges that you make a timely inquiry of the applicable licensing or certification authority to determine the effects, if any, of your criminal record on eligibility for licensure or certification. Towson University shall have no obligation either to refund your tuition or to otherwise accommodate you in the event your criminal records render you ineligible to complete certification exams or to receive licenses.

Towson University does not require a student to undergo a criminal background check or drug screen. Any criminal background check or drug screening completed is a voluntary action taken by the student. Regardless of whether a student chooses to share information with Towson University’s Department of Family Studies and Community Development, the internship placement’s site coordinator or, in the case of licensure or certification, the appropriate licensure or certification board, will take the actions it deems appropriate as a result of information contained in criminal background checks and/or drug screening.

“I acknowledge that I have read the above paragraphs relating to the possible consequence of having a criminal record and that I understand the effects a criminal record may have upon my eligibility to complete the requirements of my major, sit for certification exam, and obtain licensure.”

Print Name___________________________________
Signature    ___________________________________
TU ID #      ___________________________________
Date            ___________________________________

2/2013
Please fill out this form as completely and objectively as possible. Your feedback will help students who are choosing internship sites decide which ones may be a good fit for them.

1. Name of agency at which you completed your internship:

2. Complete address of agency: (including street number, street name, city, state and zip code)

3. Name of your internship site supervisor:

4. Title of supervisor:

5. Semester
   - Fall 2015

6. Briefly describe the agency (e.g., the population served, the size, the location, etc.)

7. Describe your internship responsibilities. Provide adequate details and the percentage of time spent on each item.
8. Describe a typical day at this site.

9. What course information was most applicable to the work you performed at this site? Describe HOW and WHY.

10. What was the most enjoyable aspect of your internship experience?

11. How did you get to the site?
   - I drove my own car
   - I car pooled
   - I took public transportation
   - Other

Was parking easily accessible? Did you have to pay for parking? If so, how much did it cost?

Was parking easily accessible? Did you have to pay for parking? If so, how much did it cost?

Please specify the way(s) in which you got to your internship site.
# Family Studies Intern Hour Log

Intern: __________________________  Semester: __________________________

Internship Site: __________________  Agency Supervisor: _________________

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<th>Tuesday</th>
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**TOTAL**

_I verify that the hours listed above are accurate._

Organization Supervisor

Signature __________________________  Date _____________

Student Intern

Signature __________________________  Date _____________