

HMSV Internship Handbook

Undergraduate Internship in Human Services Department of Counseling and Human Services

Darden College of Education
Old Dominion University
**Distant Learning Online
Format**
(updated August 2024)

An Overview of the Internship

Distant Learning Online Format:

Welcome to HMSV 468 Internship in Human Services. This handbook provides:

- General information about the internship;
- A description of the responsibilities of the student, the site supervisor, the instructor, and the Internship Coordinator;
- Required forms for documenting your experience. ***These forms may be accessed on the website- http://education.odu.edu/chs/academics/human_services/HumanServicesInternship.shtml***

Requirements of the Student

The student will:

- Research, select, contact, and make final plans for an internship site before the internship semester;
- Review in the Internship Orientation on our web page the semester before your scheduled internship;
- Submit the certificate of completion for the “Human Services Online” Orientation; save a copy to submit to all on-line courses;
- Complete the required internship agreement and supervisor qualification form and send electronically to the Internship Coordinator before the internship semester following the submission instructions on our program web page; Save a copy of all 7 pages and the supervisor page to submit to your internship class instructor when internship class begins;
- Complete 400 hours of human services internship work during the internship semester;
- Ensure you have a working webcam and microphone for the online class meetings;
- Attend and participate in the weekly synchronous class meetings with the instructor;
- Complete all log sheets, forms, and assignments by the due dates as specified in the Course Planner and according to the instructor.

Supervisors and Instructors

Those supporting the student:

- **SITE SUPERVISOR** - Provides supervision, consultation, and evaluation of "on the job" performance of the intern on an ongoing basis. The supervisor must have a master's degree in a related field or a bachelor's degree with at least 5 years of experience in the human services field (a resume will be required).

- INSTRUCTOR - Provides group supervision, consultation, and evaluation in weekly online internship seminar classes.
- INTERNSHIP COORDINATOR – Approves the internship sites. Coordinates the internship process. Supervises the Course Instructors.

Introduction to the Internship:

The internship experience provides the student with an opportunity to assume responsibilities, under supervision, in an actual work setting. Learning experiences are structured to ensure that the student can apply in the field setting what has been learned through previous didactic class work. The purpose of this handbook is to help the student become familiar with internship policies and procedures.

The program leading to the Bachelor of Science with a major in Human Services prepares students for entry-level positions in a wide variety of community services settings. Students in the program learn the roles and functions of the human services worker; characteristics of human growth and development; characteristics of human services agencies; theories and skills of human services; and how ethical, legal, and multicultural issues affect the work of the human services worker. Graduates are prepared to assist clients in coping successfully with developmental tasks of normal growth and in solving problems caused by personal, social, and environmental stress.

Course work in preparation for internship includes the following:

- Interpersonal Relations. Students learn concepts and theories of interpersonal relationships. Development of skills necessary for effective communication will be stressed.
- Introduction to Human Services. Students learn about human services, the helping process, and the role and function of the human service professional. Students are exposed to local and state human services facilities.
- Human Services Methods. Presents theories and techniques used by human services professionals in a variety of settings.
- Career Development and Appraisal. Focuses on career development throughout the life span with emphasis on vocational theories, interventions, assessments, and socio-economic factors.
- Diversity Issues in Human Services. Serves as an introduction to multicultural helping. The influence of socio-identities (e.g., race, ethnicity, religion, gender, socioeconomic status, sexual orientation, disability) on individuals' functioning, concerns, and the helping process are explored.
- Field Observation in Human Services. Students visit and examine human services systems such as mental health, substance abuse, criminal justice, education, rehabilitation, and professional associations to facilitate decision-making in selecting an internship and to gain a complex understanding of the human service field.
- Program Development, Implementation, and Funding. This course presents models and practices of developing, implementing, and evaluating human service programs. The course includes an introduction to fund-raising.
- Entrepreneurship in Human Services and Non-Profit Fundraising (Formerly Non-Profit Fundraising and Grant Writing). This course is designed to expose human service students to the art of ethical fund-raising in human services, including annual and capital campaigns, telemarketing, special events, direct mail marketing, face-to-face solicitation, e-fund-raising, and grant writing.
- Psycho-educational Groups. This course combines lectures and experiential learning about psycho-educational groups. Principles and practices for developing psycho-educational groups are emphasized.
- Interventions and Advocacy with Children. This course provides an overview of how human service professionals assist children in a variety of settings. Emphasis will be placed on advocacy, supportive work, and short-term crisis intervention.
- Introduction to Substance Abuse. This course develops the professional identity of the student as a practitioner of substance abuse services while introducing the student to the signs and symptoms of substance abuse, the recovery process and relapse prevention methods.

- Substance Abuse Treatment and Research. This course explores effective substance abuse treatment planning and intervention strategies through lectures and experiential learning and examines research trends in the substance abuse field.
- Crisis Intervention, Prevention and Ethics. This course explores effective crisis intervention, examines prevention strategies, and develops students' ethical decision making within human service practice.
- Substance Abuse Treatment and Research. This course explores effective substance abuse treatment planning and intervention strategies through lectures and experiential learning and examines research trends in the substance abuse field.
- Family Guidance. A study of the family as a system and an introduction to a variety of issues confronting the family, including child abuse, spousal abuse, and others who produce more than usual stress in the family. Available community resources for helping families are examined.
- Internship in Human Services. This course involves field placement in a human services setting. Approximately 400 hours are devoted to field placement, group seminars and individual supervision. Internship training is a partnership between faculty and supervisors in the field. Students should experience the full range of requirements for your field, with an emphasis on professional human services duties. This is essential to the integration of theory into practice.

Objectives

The Human Services Internship is a 12-credit course designed as the capstone of the Human Services Program and completed during one semester at the end of the student's undergraduate studies (i.e., after the completion of ALL coursework) **At no time will it be permitted to take a course concurrently with HMSV 468.** The major goal is the application and practice of human service work functions in a setting related to the career goals of the student. It is in the internship that human services students are given actual practice in implementing the human services professional's role in a supervised setting. This experience is viewed as the focal point for the integration and synthesis of prior didactic and laboratory experiences.

The objectives of the internship are as follows:

The student will:

- Set priorities, complete tasks, organize work, and manage time effectively.
- Appropriately integrate basic human services helping skills.
- Begin to assess individual differences among clients in order to develop individualized treatment plans to meet those needs.
- Demonstrate effective communication strategies and skills.
- Increase awareness of his/her own needs and attitudes which affect his/her helping, including cultural influences, and begin to appropriately utilize self in the helping process.
- Demonstrate an understanding of ethical and legal issues in human services work.
- Demonstrate knowledge of the NOHS Code of Ethics by incorporating them in practice.
- Demonstrate appropriate professional work etiquette. Apply specialized skills and maintain workplace norms as appropriate to the human service profession and the student's specific internship site requirements.
- Select, implement, monitor, and begin to evaluate intervention strategies for generalist practice with diverse populations.
- Recognize, develop, and utilize strategies of managing resistance and overcoming barriers to change in clients.
- Display knowledge of the legal, administrative, and financial challenges facing clients while identifying effective advocacy strategies to overcome such constraints.
- Demonstrate knowledge about the career-related concerns of the client and the ability to mobilize resources, make referrals, and identify supportive services necessary to assist that client in reaching his or her goals.

- Examine one's own values and resolve personal value conflicts in relation to the values and ethics of the human services profession and those expressed in the policies and implementation of agency programs and services.
- Understand and utilize the agency's chain of command when recognizing an ethical violation.
- Utilize theory and research to guide and evaluate practice by collecting and analyzing information for assessment and evaluation as an ongoing process from initial contact through termination.
- Demonstrate knowledge of the formal and informal supports available in the community while assisting clients to identify and access these supports.
- Demonstrate awareness of the impact of diversity and oppression on human services intervention and commitment to practice which is sensitive to differences among people.
- Demonstrate skills of practice with diverse populations (e.g., age, gender, and sexual orientation, disabilities, racial, ethnic, and cultural differences.)
- Demonstrate the ability to match specific supports and interventions to the unique needs of the clients.
- Understand the tasks and apply the skills involved in the termination process.
- Demonstrate the ability to utilize continued professional development.

Time Requirements

A minimum of 400 hours is required for completion of the human services internship. It is expected that the human services worker will work approximately 27 hours a week for a period of approximately 15 weeks. Scheduling is determined between the student and the Site Supervisor. In addition to the time that is spent in the work setting, the student must attend weekly class meetings. Class hours may be counted toward indirect hours only.

The 400 hours contain two components: direct hours and indirect hours. *Students are now able to apply 50 volunteer hours towards their 400 hours.* Each intern is expected to complete at least 100 direct contact hours during the internship with the remaining hours comprised of indirect activities appropriate to the placement such as administrative responsibilities, attending meetings, and writing case notes. The 100 direct hours must consist of contact with clients such as one-on-one, by phone, in a group, or shadowing a professional with a client.

Students are not allowed to accrue direct contact hours prior to the semester in which he/she is taking the internship. However, if training or pre-employment requirements must be met prior to beginning an internship and do not require direct contact with clients, special permission from the Internship Coordinator may be granted. Otherwise, the internship starts on the first day of the designated semester and ends the last day of the semester. In addition, students are also not allowed to finish early even if they have accrued the minimum 400 hours – i.e. they must abide by the dates on the contract and work until the last day of classes for that semester.

It is expected that all internship experiences will be completed within the semester in which they are approved. If a student cannot complete the internship within the specified time period, he/she must address this issue with the Site Supervisor and the instructor, using the Individualized Learning Plan to address any unmet objectives. This extension must not extend more than 60 days into the following semester and all of your direct hours must be completed before the extension for indirect hours. In addition, per university policy, in order to qualify for an incomplete, at least 80% of the course requirements [i.e., 80% of the total internship hours] must be complete by the end of the semester.

With approval, students who have completed a supervised internship for an associate's degree in a Human Services program or a related discipline may apply to have up to 100 indirect hours from the earlier internship applied to the present one if Old Dominion University has an existing articulation agreement with the respective institution. This requires completion of the Request for 100 Hours form as well as supporting documentation. This is not a direct transfer of hours, yet a percentage of credit given up to a maximum of 100 indirect hours. Please check with the Internship Coordinator to see if such an agreement exists prior to making the request. This documentation is due at the same time as the Internship Application.

Students who have prior employment experience in the human services area (full time employment for at least 2 years with clinical supervision) may petition for consideration to apply for up to 100 indirect hours toward the 400-hour internship. No guarantee is given in advance that such a "transfer" will be given. This is not a direct transfer of hours, yet a percentage of credit given up to a maximum of 100 indirect hours. Documentation in the form of a letter on agency letterhead from the former supervisor along with a detailed description and a learning essay from the student will be required. Please contact the Internship Coordinator at the time of application for the internship if such consideration is desired. The complete guidelines are listed on the Request for 100 Hours form. ***Volunteer experience will not be considered when submitting the Request for 100 Hours form.***

Another situation that is often unique to our students is that many have been working in the field for several years. Those students with at least 5 years of full time experience may contact, <https://www.odu.edu/academics/academicrecords/evaluation-of-credit/prior-learning> Office of Prior Learning, to see if you qualify.

General Policies for Internship

The internship experience is typically a voluntary arrangement with no financial remuneration required by the University or Agency for services provided in the course of fulfilling internship duties; however, some agencies may offer stipends to interns.

Duration of the internship is typically for 1 academic semester (approximately 15 weeks total). Students will be allowed to begin their internships only after (1) completion of ALL other required coursework, (2) all necessary paperwork and completed forms have been submitted to the HMSV Internship Coordinator by the required date, and (3) the Internship Coordinator approves the proposed internship site and verifies that the experience is appropriate for fulfilling program requirements.

Internship hours shall be in accordance with agency work hours and shall total approximately 27 clock hours per week for a minimum total of 400 hours. It is understood that these hours may occasionally vary according to the needs of the student and the agency. Of the 400 clock hours needed, 100 must be in direct and face-to-face service to clients. Students need to make adjustments in their schedules during the summer semester to ensure the minimum number hours are met for the shorter semester.

The internship must be experiential in nature and appropriate to an under-graduate level human services intern. That is, human services student interns must have the opportunity to engage in the following:

- Direct exposure to human service agencies and clients (assigned visitation, observation, assisting staff, etc.)
- Actual supervised work involvement in the agency that provides an opportunity to apply academically acquired knowledge and skills and to reflect a gradually widening assumption of responsibilities. It may begin with observations and learning of discrete skills, but later it must include the assumption of increasing responsibility.
- Assignment of an independent caseload (with appropriate supervision) or assignment of administrative responsibilities within the agency.

A student cannot begin accruing clock hours towards internship requirements prior to the first day of the academic semester in which he/she is enrolled for internship and must continue with the agency until the last week of the semester even if the minimum numbers of hours are acquired. Vacations and holidays shall be observed according to the University calendar, unless otherwise agreed upon by the Agency and student. Students who are enrolled in the internship course are required to attend all class sessions.

Each student will have a written individualized learning plan that is conjointly developed and agreed to by the instructor, the student, and the agency supervisor. This individualized learning plan must be completed by the 3rd week of the internship and needs to focus on helping the student meet the course objectives as outlined in the course syllabus and in the Human Services Internship Handbook.

Internship Prerequisites and Deadlines

Students applying for the Human Services internship must meet all of the conditions outlined below:

- Senior status at Old Dominion University
- Successful completion of ALL courses (prior to beginning of internship) including ALL HMSV courses, general education, minor/cluster/Option D, and elective courses. Reminder: Students must have 120 credits to graduate, with Internship accounting for the last 12 hours.
- GPA in HMSV major of 2.0 or better
- GPA in minor of 2.0 or better
- GPA overall of 2.0 or better
- Grade of C or better in HMSV 339, 341, 343, and 368 (Note: a C- is not acceptable)

Deadlines for Internship Applications are as follows:

To apply for a fall HMSV internship, students must submit the application and academic advisor verification form from their program web page by March 15th. Site paperwork will be due July 1st.

To apply for a spring HMSV Internship, students must submit the application and academic advisor verification form from their program web page by July 15th. Site paperwork will be due by November 1st.

To apply for a summer HMSV Internship, students must submit the application and academic advisor verification form from the program web page by November 15th. Site paperwork will be due by April 1st.

These deadlines are NOT flexible, so plan accordingly. If a student decides to change his or her semester of internship, the student needs to e-mail this change to the Internship Coordinator as soon as possible and apply for a subsequent semester of internship, in accordance with application deadlines. ***The site you listed with at the university and take the majority of your coursework MUST be the site where you register for internship. You may not change this site without prior approval from the Internship Coordinator.*** For example, main campus students cannot change to online sections without prior approval from the Coordinator.

Within a month of the Internship Coordinator receiving an application, students will receive either an email of admittance (for those who have completed all course work) or a pending email (for those who still have course work to complete prior to the internship semester). Students who do not meet the requirements will receive a denial email prior to their requested semester of internship.

After applying for internship, all internship applicants must review the Human Services Internship Orientation power point on our web page. Students will receive a link to the online orientation and will be sent to them upon the approval of their application. The orientation will cover all of the requirements for internship and explain the process for electronically submitting all of the required paperwork. ***Students who do not complete the online orientation will not be allowed to intern during their chosen semester*** and will need to reapply for a subsequent semester in accordance with application deadlines.

<https://www.odu.edu/chs/academics/human-services/bs-human-services>

Distant learning students must also enroll in and complete the free organizational course called: “Orientation to Human Services Online.” This course must be completed prior to engaging in Internship in HMSV. The 30-60 minute course will review some of the technology needed for HMSV web-based courses and allow you to experience the online learning environment prior to the start of classes. You **MUST** upload the certificate at the end of the orientation course with your internship agreement form and supervisor qualification form to verify that you have completed the web-based course to the Human Services Internship Orientation. If you have already taken the orientation course during a previous semester then just upload your previous completion certificate. ***Online students are required to have a webcam and microphone for the Zoom class meetings.***

Principles and Practices for Professionalism

The human services program faculty is committed to excellence in preparing students to assume roles in entry-level human service positions. Preparation includes academic knowledge and skills, along with the development of professional and ethical standards. The following guidelines and expectations are intended to provide basic direction and parameters for expected behavior for majors and minors in undergraduate and graduate human service degree programs. Please see Appendix A for additional information.

The Academic Experience

The academic experience is crucial in providing knowledge, skills, and awareness of the need for continued learning as part of the preparation for functioning as a human service professional. Underlying the entire academic experience are the assumptions that:

- Each student is a worthwhile, unique individual capable of learning;
- Each student brings to the academic experience a variety of values, attitudes, and beliefs that must be respected;
- Diversity is an opportunity for expansion of knowledge and understanding; and
- Behavior during the academic experience is reflective of subsequent behavior.

In order for the academic experience to be efficient, effective, and productive, it is essential that students play an active role. This active role includes behavior both in and out of class, evidence of learning through oral and written presentations, commitment to ethical practices, and observable professional development.

Specific Expectations

- Students are expected to abide by the [Old Dominion University Honor Pledge](#) and the [Code of Student Conduct](#).
- Students should experience the full range of responsibilities in the internship, with emphasis on human services duties.
- Students are expected to fully document all sources used in work submitted for classes. Failure to do so is considered plagiarism.
- Students are expected to know and abide by copyright laws.
- Students are expected to respect the rights of other students and not engage in acts that sabotage access to achievement.
- Students are expected to maintain appropriate professional boundaries with professors, instructors, supervisors, staff, and fellow students. Professional boundaries recognize the potential for entering into dual relationships that can be harmful.
- Students are expected to initiate, facilitate, and/or demonstrate only those activities, tests, or techniques for which they have received appropriate and formal training.
- Students are expected to maintain confidentiality and not engage in behaviors such as revealing personal information disclosed by classmates.
- Students are expected to consider personal content material revealed in classes, interviews, class exercises, class groups, etc., to be confidential when talking to those outside class. The processes used in classes and cognitive content can be freely discussed. In the event that university officials, or other similar persons, have legitimate reasons to know this material, students are expected to appropriately disclose.
- Students are expected to participate in online class meetings and appropriately engage in positive and corrective feedback with others.

Liability Coverage

Old Dominion University's registered and enrolled students who are required by their curriculum to participate in supervised and graded practica or periods of service outside the University at various internship sites are covered by

liability insurance provided through the Commonwealth of Virginia. Each student should print a copy of this certificate to give to his or her Internship Site. This certificate can be found on our Human Services website – <https://www.odu.edu/chs/academics/human-services/bs-human-services>

The university discourages the practice of students using a personal vehicle to transport clients as a part of their internship duties, as this is not covered under the University's certificate of liability. If the internship requires an intern to transport clients, coverage would need to be discussed with the site supervisor and covered under the agency's insurance or the students' personal insurance policy (and should not be done if the student has no auto insurance or minimum limits).

The Internship

Making Arrangements for an Internship Site

It is the student's responsibility to research, initiate contact with, and make an agreement with an organization that is a potential internship site. The organization must be one which can reasonably be designated a "human services" organization. The steps are as follows:

1. Student submits an online Internship Application. Status approval will be given if there is clear evidence that the student will have met all requirements before the semester for which the internship is planned. Actual permission to start the internship is only given after all coursework is completed and minimum requirements have indeed been met. ***It should be noted that the human services degree prepares graduates to work in an agency setting, not in a school setting.***
2. Student identifies potential site(s). The student may review the Agency Directory found on the HMSV website for potential internships. Another source to assist students in identifying possible internship locations is through Old Dominion University's Career Management Web site - Odu.edu/cds for specific help can also be obtained from the CMC by contacting them at 757-683-4388. Students are also encouraged to search the internet for "non-profit organizations."
3. Student initiates contact with site and conducts a telephone interview and/or an in-person interview to discuss the potential for an internship with the organization. The student can bring the following items to an interview for an internship placement: (1) resume, (2) the University calendar, (3) the course syllabus, (4) certificate of liability coverage, (5) a copy of the Internship Handbook, and (6) the Internship Agreement and Supervisor Qualification forms. These forms can be found on our web page.
4. The student meets in person with the designated Site Supervisor. The internship agreement is finalized when the Internship Agreement is completed and signed by all appropriate parties, and electronically uploaded and submitted (all pages of the original agreement) to the Internship Coordinator no later than six (6) weeks prior to the beginning of the internship experience. Students who do not meet the deadline for submission of the Internship Agreement will not be allowed to begin their internship and will need to reapply for a subsequent semester, following all application deadlines. The Supervisor's Qualifications Form must accompany this agreement. If the supervisor does not have a master's degree, the supervisor's resume must be attached which clearly demonstrates a bachelor's degree and at least 5 years of experience in the field. Students must also submit a copy of the completion certificate for the "Human Services Online" orientation as found in the Blackboard and will ensure that they have working webcams and microphones for the online class meetings. For distance learners the class is in real time and attendance by internet is required.
5. A written Individualized Learning Plan for each student, conjointly developed and agreed to by the instructor, the student, and the agency supervisor, must be submitted during the third week of the internship.
6. The earliest that students can begin accruing internship hours is the first day of the academic semester in which he or she is enrolled for internships. Vacations and holidays shall be observed according to the University calendar, unless otherwise agreed upon by the Internship Coordinator, Agency, and student.
7. The student will work with the agency from the first week of classes until the last week of classes for that semester even if they have accrued the minimum 400 hours before the end of the semester.

Turning a Current Job into an Internship

A student may not use his/her job as his/her internship site. The internship experience is designed to provide the student with an opportunity to learn new knowledge, skills, and abilities and to expand his/her knowledge of existing agencies. If a student has at least 5 years of full-time work experience in the human services field, he/she may qualify to get credit for the internship through the Office of Prior Learning.

<https://www.odu.edu/academics/academicrecords/...of.../prior-learning>

Preparing and Interviewing

The organization may request that the student come in for an interview before a placement decision can be made. Students are advised to be prepared whenever participating in the interview process. Be sure to have a complete professional resume, including references, available for the interviewer. It is also important to dress for success. Assistance in preparing for the interview can be obtained through the Career Development Services at 757-683-4388.

<https://www.odu.edu/cds>

Professionalism in Internship

Professionalism during Internship is especially important, since it is students' gateway into the human services field of practitioners.

It includes the following abilities, at a minimum:

- Arrive on time to the site/ meeting/ class/ appointment/ session, etc., and remain until the agreed upon time
- Treat all clients, staff, supervisors, and faculty with respect
- Take initiative at the site concerning involvement in fieldwork activities
- Demonstrate professional courtesy when taking personal calls and/ or using electronic media
- Complete required documentation in a timely manner
- Interact with peers appropriately
- Give constructive feedback to peers
- Receive constructive feedback from peers/ faculty/ supervisors/ advisors
- Respect others' opinions
- Openness to inclusion and community
- Work well with others during group assignments/ tasks
- Adherence to all the NOHS Ethical Standards for Human Service Professionals
- In-person, phone, written, and electronic communications are professional polite/ respectable
- Interactions with instructors and supervisors are professional and respectful
- Attention to personal hygiene, always including dressing professionally for the setting, and avoiding clothing that is revealing, disheveled, or inappropriate
- Maintain appropriate professional boundaries (e.g., dual/ multiple relationships, not working with family/ friends)
- Suitability for the profession of human services

The Online Internship Class

An online course is offered concurrently with the field experience and is designed to help students relate methodologies and concepts to the work setting. It affords the student an opportunity to share his or her reactions to assignments, adjustments to the organization, and the supervision process. Alternative methods of dealing with problem-solving situations are also explored. Attendance at these weekly, online synchronous sessions is mandatory.

The course is a structured learning experience and may utilize such methods as:

- Group discussions (via virtual classroom). Each week, students are given an opportunity to report observations, share experiences, and raise questions concerning issues they have encountered.
- Role-plays or simulations.
- Reports on assigned readings.
- Students sharing their knowledge and experiences in a particular human service setting.
- Guest lecturers.
- Reports on visits to other agencies, conferences, workshops, professional meetings, etc.

Weekly Log

Each student is to keep a record of time and activities in the field. Activities include planning, preparing materials, attending conferences, assessment, observation, training, intake interviews, staff meetings, individual helping, and group-based helping. Each log must follow the approved log format and be signed by the student and Site Supervisor and then submitted to the instructor for approval. Students must have a weekly log for every week of the semester in which they are taking internship.

Responsibilities of Internship Participants

The following are the responsibilities of the various parties to the internship:

Responsibilities of the University

The University agrees to:

1. Assume full responsibility for the administrative duties associated with the academic requirements of the Human Services Internship, including approval of the internship site and experience, maintaining on-going

and direct communication with agency representatives through the instructor, ensuring that student interns are academically ready to begin the Internship, and submission of the final grade for the student.

2. Provide information regarding the Human Services Program and curriculum in order that the agency may properly plan and execute task assignments and supervision. Specifically included are the program curriculum, university calendar, and the Human Services Internship Handbook, all available through the program's website or in hard copy if requested.
3. Designate one Human Services faculty member each academic semester who will be the instructor for the student and will communicate directly with the site/clinical supervisor (by telephone contact, e-mail, and possibly an internship site visitation). The instructor will lead and facilitate weekly sessions which all student interns will be required to attend, and will be available for consultation with the Site Supervisor and students throughout the duration of placement. The role of the Instructor, the University Instructor, and the Human Services Internship Coordinator will be that of a consultant alone; the designated site/clinical supervisor will assume legal responsibility for all clients seen by the student intern.
4. Provide support for instructors and, where appropriate, provide training sessions for instructors.

Responsibilities of the Agency

The Agency agrees to:

1. Designate one staff person as Site Supervisor with an appropriate graduate degree. This person will be an employee (part-time, full-time, or contracted with the agency) of the agency where the internship will be conducted. The designated Site Supervisor will assume legal responsibility for the welfare of all clients seen by the student intern. The Site Supervisor will ensure that the student intern has direct supervision, either by the Site Supervisor or his/her designee, at all times when the student is at the agency. The only exception to the graduate degree requirement is in the case of an agency worker with a bachelor's degree in a human services-related field who has at least 5 years of supervisory experience. In this case, a resume must accompany this agreement and be sent to the Human Services Internship Coordinator, at least 6 weeks prior to the start of the internship, for approval. Each Site Supervisor must submit a Supervisor Qualifications Form (to be provided by the student) to accompany this Agreement.
2. Follow mandated federal and state statutes in accordance with EEOC and ADA.
3. Develop work assignments and tasks under the agency's charge for the human services intern commensurate with the Human Services program objectives, in consultation with the instructor.

Furthermore, opportunities for the supervisee to become familiar with a variety of professional activities in addition to direct service (e. g, record keeping, case notes, information and referral, in-service and staff meetings) must be present.

4. Provide the opportunity for the supervisee to gain experience in the use of a variety of professional resources appropriate for use by an undergraduate student, such as assessment instruments, print and non-print media, professional literature, and research.
5. Ensure that at least 100 clock hours (out of the required 400) are devoted to direct, face-to-face service to clients and provide the opportunity for audio/video taping access or, in the absence of taping, live observation or co-facilitating.
6. If a student is to engage in off-site services (e.g., home-based counseling, transportation of clients), proper training, safety measures (e.g., use of cell phone, obtaining immunization per Agency policy and at Agency expense, use of Agency vehicle only and only with adequate insurance coverage provided by the Agency), and appropriate supervision will be provided by the agency. If the human services intern will be expected to provide such services, consultation with the instructor will be necessary.
7. Provide appropriate working conditions and physical arrangements for the intern, such as desk space for completing paperwork, access to a telephone, and office space in which to meet with clients privately. In addition, provide a clinical instruction environment that is conducive to modeling, demonstration, and training. Administrative control of the clinical instruction environment ensures adequate and appropriate access. The clinical instruction environment includes all of the following:
 - Settings for individual sessions with assured privacy;
 - Settings for small-group work with assured privacy and sufficient space for appropriate equipment;
 - Necessary and appropriate technologies that assist learning, such as audio, video, and telecommunications equipment;

- Settings with observational and/or other interactive supervision capabilities;
 - Procedures that ensure that the client's confidentiality and legal rights are protected.
8. Provide the minimum face-to-face one-on-one supervisory requirements of one (1) hour weekly. Dyadic or Triadic supervision may be acceptable as long as each intern receives ongoing individualized feedback throughout the duration of the internship.
 9. Complete the student evaluation materials at least one week in advance of the schedule.
 10. Inform the Instructor of agency policies and procedures that are relevant to internship assignments and intern activities.
 11. Maintain close communication with the University in relation to internship activities through available means such as site supervisor meetings, correspondence with the Human Services Internship Coordinator and the Instructor, on-site visits by the instructor, and telephone and/or e-mail contacts.
 12. Monitor student performance and report to the instructor and/or Human Services Program Coordinator if difficulties in performance, ethics or other internship related activities arise. If difficulties arise, follow the guidelines for remediation/termination (see end of handbook).
 13. Review the student intern's process recording with the student intern prior to passing them on to the instructor.
 14. Evaluate the student intern's performance and jointly determine with the instructor the student intern's course grade.

Responsibilities of the Instructor

The Instructor agrees to:

1. Conduct weekly meetings with the student intern, including facilitating each student's case presentation.
2. Make at least one visit to student's internship site during the semester. If supervising from a distance of over one hour in travel time, then regular telephone conversations, and/or Skype sessions with the Site Supervisor are required in lieu of a site visit.
3. Provide oversight of all student internship-related activities, including submission of all assignments, logs, and required forms.
4. Monitor the number of internship hours accrued by the student (at least 100 hours of direct client contact with 300 hours of indirect contact, for a total of 400 internship hours).
5. Assist the student, in conjunction with the Site Supervisor, in completion of an Individualized Learning Plan by the third week of the internship. (see Student's Responsibilities)
6. Review and critique each student's process recordings. (see Student's Responsibilities)
7. Assign the student intern any assignments deemed appropriate to the learning process. Review all written assignments for clarity, grammar, and adherence to the assignment's guidelines. Assignments not meeting those requirements may be returned to the student for revision.
8. Review Site Supervisor's mid-term and final evaluations of student intern and discuss with student.
9. Submit the Site Supervisor's Mid-Term Evaluation, Site Supervisor's Final Evaluation, Instructor's Mid-term Evaluation and Instructor's Final Evaluation to the Human Services Internship Coordinator for placement in the student's internship file before the end of the semester. NOTE: Grades will not be submitted until these items have been received. The student must also submit to the Human Services Internship Coordinator an Evaluation of the Internship Site and an Evaluation of the Human Services Program located on the Human Services website.
10. Review and evaluate the student's case presentation of a client.
11. Jointly evaluate the student with the Site Supervisor and submit the student's final grade.
12. Inform the Internship Coordinator of problems or concerns as they arise.

Responsibilities of the Student

The Student Intern agrees to:

1. Reserve the last semester of the final year of academic work for the internship. Financial arrangements for loss of income during the (most often, but not always) unpaid internship must be made well in advance. Commitment to the internship is the same as to a full-time job. All human services coursework, therefore, must be completed prior to beginning the internship.

2. Provide a copy of his/her resume, Certificate of Coverage, the University calendar, Human Services Program Handbook, the Course Syllabus, and the Human Services Internship Handbook to the internship site and assigned Site Supervisor.
3. Review the internship orientation on our HMSV Program web page prior to the beginning of internship. This orientation includes presentation of internship policies, discussion of internship requirements and evaluation, grading procedures, and a description of the internship component. Failure to attend this orientation will prohibit entry into internship and will therefore delay a student's course of study.
4. Have a background check completed as required for internship site.
5. Provide copies of the completed Internship Agreement form and the Supervisor Qualifications form at least 6 weeks before the internship experience begins to the Internship site and the Human Services Internship Coordinator. The student will also be certain that the mid-semester evaluation, final evaluation, and evaluation of the internship (Site and University) are properly completed and submitted to the instructor for placement in the student's internship file.
6. Be enrolled in the Human Services Internship course and attend all class meetings for the entire length of the internship experience.
7. Determine, at the beginning of internship, who he/she will contact at the agency for emergencies and/or absences and the associated protocol for doing so.
8. Construct a written individualized learning plan that is jointly developed and agreed to by the instructor, the student, and the agency supervisor. This individualized learning plan should be completed by the 3rd week of the internship and should focus on helping the student meet the course objectives as outlined in the course syllabus and in the Human Services Internship Handbook.
9. Complete a weekly log and submit the original on a weekly basis to the instructor and Site Supervisor for signatures.
10. Submit an agenda to the Site Supervisor 3 days prior to a supervision meeting.
11. Submit process recordings to the instructor (due dates to be assigned by the Instructor) for review and discussion.
12. Complete a case presentation of a client to the instructor for review.
13. Complete duties assigned according to the agreement established between the student and agency representative. This includes reporting directly to Site Supervisor regarding client issues during regularly scheduled supervision sessions, as well as outside of regularly scheduled supervision sessions (e.g., in response to client crisis/emergency issues).
14. Conduct himself/herself in a professional manner expected of all human services trainees and human services professionals throughout the entirety of the internship experience. This means upholding and abiding by the Agency's policies and procedures along with the National Organization for Human Services Ethical Standards of Human Services Professionals.
15. Be responsible for seeing that all paperwork related to the internship is completed in a timely fashion.
16. Revise assignments as required by the Site Supervisor and/or the instructor.

Responsibilities of the Internship Coordinator

The Internship Coordinator agrees to:

1. Verify that the student has made accurate representations of his/her preparation and qualifications for the internship.
2. Provide Instructors with criteria for internship sites.
3. Provide support for Instructors and, where appropriate, provide training sessions for Instructors.
4. Approve all internship sites.
5. Assist the student with his/her personal growth as a human service professional.

Evaluation and Credits

Written Work: Students are required to (1) develop an individualized learning plan and working contract; (2) complete process recordings for submission to the Instructor and Site Supervisor during the semester; (3) submit an agenda to both the Instructor and Site Supervisor for each supervision meeting; (4) submit weekly logs; (5) complete a case presentation on a client to the instructor for review; and (6) complete a variety of forms and internship-related surveys.

Grading: the instructor in consultation with the Site Supervisor and student gives the grade. A field evaluation form is used to assess the student's performance at mid-term and at the end of each semester in the field. Grades for field instruction are based on:

- An evaluation form completed by the Site Supervisor reflecting the student's attainment of field instruction learning objectives, including the student's demonstrated level of knowledge and skill in human services practice;
- Instructor's assessment, from process recordings and other materials submitted by the student, of the student's progress and current level of human services knowledge and skill;
- Conferences between the Instructor, the Site Supervisor, and the student, which are to evaluate the student's current level of human services knowledge and skill, as well as the student's ability to engage in a discussion of his/her work and his/her professional development.

The following grade percentages are used for internship:

92.51 - 100 =	A
90 - 92.5 =	A-
88.5 - 89.99 =	B+
82.51 - 88.49 =	B
80 - 82.5 =	B-
78.5 - 79.99 =	C+
72.51 - 78.49 =	C
70 - 72.5 =	C-
68.5 - 69.99 =	D+
62.51 - 68.49 =	D
60 - 62.5 =	D-
59.99 & below =	F

The grade of incomplete (I) may not be given to allow the student to do additional work in order to meet field instruction course requirements more adequately. The grade of Incomplete (I) requires an agreement in writing between the Site Supervisor, the instructor, and the student about how the internship requirements will be met and in what time frame. An Incomplete Grade Form must be completed and filed with the Internship Coordinator by the 12th week of the internship. If all requirements necessary for removal of the grade of Incomplete (I) are not satisfactorily met by the last day of field instruction in the academic semester or summer session following the academic semester or summer session in which the Incomplete (I) was incurred, the Incomplete (I) will be changed automatically to a grade of Fail (F).

W = WITHDRAW - The grade of Withdrawn (W) indicates that the student has officially withdrawn from the field instruction course after the first week and before the end of the eighth week of the semester. No student who has officially withdrawn from the internship course may continue in the internship placement.

EEOC and Sexual Harassment Policy

Old Dominion University is committed to the promotion of equal employment, educational, and social opportunities for all Old Dominion University employees and students. No employee or student will be discriminated against on the basis of gender, race, color, religion, national origin, age, handicap, veteran status, sexual orientation, or political affiliation.

Sexual harassment in any situation is reprehensible. It is also the policy of Old Dominion University to provide students and employees with an environment for learning and working which is free of sexual harassment.

The Office of Institutional Equity and Diversity is located in Spong Hall, Room 121-A. The telephone number is 683-3141. Office hours are Monday through Friday, 8:00 a.m. to 5:00 p.m.

PROCEDURES FOR REMEDIATION/REMOVAL OF AN INTERN FROM THE AGENCY

An agency executive, the Site Supervisor, the University Instructor, the Internship Coordinator, or the student may initiate a request for removal from an internship placement. In all cases, a written statement, which documents the issues and/or concerns, is to be prepared by the person initiating the action.

At the request of the agency, the Site Supervisor, the University Instructor, or Internship Coordinator, a student may be removed at any point in the semester from the field placement agency for documented unprofessional conduct or for demonstrable lack of progress in attaining field instruction learning objectives.

The following steps are to be taken in a period not to exceed four weeks:

1. The student will be apprised in writing by the site supervisor or university instructor of the specific nature of the concern(s) about his/her behavior, progress in learning, or performance. Documentation of this will be placed in the student's file.
2. The person initiating the request will communicate his/her concern, in writing, regarding the student to the University Instructor. The University Instructor will alert the Internship Coordinator and provide copies of all documentation.
3. In an effort to resolve the situation, a meeting will be held with, at a minimum, the student, the University Instructor, Site Supervisor, and others pertinent to the situation. The Human Services Internship Coordinator will be informed and may be included in this meeting. The purpose of this meeting is to ascertain the facts and give all parties involved an opportunity to raise their concerns and explore possibilities for resolution of the problem. The possibilities include, but are not limited to:
 - a. Continuation in the agency with a remediation plan (including time limits) for correction in the areas identified as deficient.
 - b. Immediate removal from the agency, without grade penalty, and replacement in another agency to complete the course requirements. A remediation plan must be developed to help the intern avoid repetition. Only one new placement will be allowed.
 - c. Immediate removal from the agency, for documented cause, resulting in a failing grade. Student will not be placed in a new agency and must reapply for internship for a subsequent semester.
 - d. Referral for a University Student Code of Conduct hearing
4. In the event the situation is not resolved as a result of this meeting, the matter will be referred to the Human Service Program Coordinator.

If, as a result of these procedures, a student is removed from the Agency for documented unprofessional conduct or demonstrable failure to progress in attaining field instruction objectives, a grade of Fail (F) will be assigned for the course. At that point the student will need to reapply for internship for a subsequent semester and may be referred for a University Code of Conduct. Signatures below indicate each person's understanding of the Internship requirements for the Human Services Undergraduate Degree Program at Old Dominion University. The signatures also represent each person's agreement to upholding his or her respective responsibilities outlined in this Internship Agreement form.

At the request of the student, a removal from the agency can occur if serious obstacles to the student's learning are occurring.

The following steps are to be taken in a period not to exceed 4 weeks:

1. The student will discuss the situation with the Site Supervisor, submitting this request in writing.

2. If the issue remains unresolved, the student will consult the University Instructor to discuss the issues and the rationale for a new internship site. The University Instructor will provide documentation and notify the Human Services Internship Coordinator.
3. If, after the discussion, the matter is not resolved, the University Instructor will convene a meeting of the student, the Site Supervisor, and the Internship Coordinator. The purpose of such a meeting would be to ascertain the facts, give all parties involved an opportunity to voice their concerns, and to serve as a basis for decisions.
4. The Human Services Internship Coordinator in conjunction with the student and University Instructor will then make a decision in this matter. The possibilities include, but are not limited to:
 - a. Continuation in the agency with a specific plan (including time limits) for correction in the areas identified as deficient.
 - b. Immediate removal from the agency, without grade penalty, and replacement in another agency to complete the course requirements.
 - c. Immediate removal from the agency, without grade penalty, and the student will retake the internship in a subsequent semester at another agency.

Appendix A

Professional Conduct in the Human Services Program and Internship

The NOHS *Ethical Standards for Human Service Professionals* (NOHS, 2015) emphasizes that both human service professionals-in-training, as well as human service educators, have a responsibility to address any physical, psychological, or emotional problems that might prevent them from achieving competence and performing adequately and ethically (see Standard 35). The HMSV faculty take a serious view of the supervision of student professional development. Completion of this program equips students to become human service professionals. Our concern for the quality of the students enrolled in our program who may eventually enter helping professions may at times lead us to question the ability of specific students to function at a satisfactory professional level.

The HMSV program requires students to conduct themselves as professionals-in-training. As such, students are expected to act in a manner that displays the highest regard for clients, faculty, supervisors, advisors, and other students. Students are also expected to demonstrate personal qualities that are required for professional helpers (e.g., ability to listen empathically and accurately, ability to engage effectively with a wide diversity of clients and settings, ability to work in an effective manner with other research, medical, legal, educational, and helping professionals across disciplines). This professional behavior is expected both in the classroom and other relevant professional settings (e.g., when conducting research, on internship and other field experiences, when interacting with faculty and peers).

Interpersonal, professional, and ethical skills:

Each student is expected to demonstrate effective interpersonal and professional skills considered necessary to the human services field.

These skills include the ability to:

- Function effectively with fellow students and faculty,
- Be open and adaptable in relating with many different kinds of people,
- Demonstrate self-awareness by an openness to self-examination and a commitment to personal and professional growth and development, and
- Cope with the stressors presented by the expectations of all academic requirements as well as the outside stressors such as jobs and family situations.

Additionally, each student is expected to adhere to the most recent version of the NOHS's *Ethical Standards*. We will expect students to conduct themselves in a professional manner at all times with faculty, fellow students, and university staff.

Student Health and Wellbeing Concerns

Professionalism also entails reaching out for help. If at any time, a student is struggling with anything interpersonal or professional because of life issues (e.g., loss, illness, medical or mental health concerns), the HMSV faculty are here to support. Students who experience mental health concerns that cause them to be impaired during their training will be referred to Student Outreach and Support Services. The purpose of this plan will be to support the student in obtaining the care they need to be successful in their program.

Professionalism in Internship

Professionalism during Internship is especially important, since it is students' gateway into the human services field of practitioners.

It includes the following abilities, at a minimum:

- Arrive on time to the site/meeting/class/appointment/session, etc., and remain until the agreed upon time

- Treat all clients, staff, supervisors and faculty with respect
- Take initiative at the site concerning involvement in fieldwork activities
- Demonstrate professional courtesy when taking personal calls and/or using electronic media
- Complete required documentation in a timely manner
- Interact with peers appropriately
- Give constructive feedback to peers
- Receive constructive feedback from peers/faculty/supervisors/advisors
- Respects others' opinions
- Openness to inclusion and community
- Works well with others during group assignments/tasks
- Adherence to all the NOHS Ethical Standards for Human Service Professionals
- In person, phone, written, and electronic communications are professional/polite/respectable
- Interactions with instructors and supervisors are professional and respectful
- Attention to personal hygiene, always including dressing professionally for the setting, and avoiding clothing that is revealing, disheveled, or inappropriate
- Maintains appropriate professional boundaries (e.g., dual/multiple relationships, not working with family/friends)
- Suitability for the profession of human services

Social Networking Policies

Human services students are considered professionals-in-training. As such, they are expected to act in accordance with ethical and professional standards. Some of these standards extend beyond one's professional roles, including conduct in public settings and forums. Given the pervasive use of social media, it is important to be sensitive to these standards when engaged in online behavior.

Some forms of unprofessional online behavior would include posting inappropriate pictures, making insensitive or disrespectful comments about specific others (e.g., clients, other students, faculty, supervisors) and/or groups of others (e.g., those from a different culture, religion), and taking pictures or videos of any clients, employees, or others associated with internship and field experiences. If a student engages in unprofessional conduct online, HMSV faculty can take action, such as initiating a Professional Development Plan. Continuous or severe violations will lead to a Corrective Action Plan (CAP).

Duties and Responsibilities Not Appropriate for Human Services Professionals-in-Training

Students are reminded that while participating in the fieldwork experience, they are trainees. Therefore, for their safety, services should not be performed with the following clients without the direct presence (live supervision) of a qualified supervisor:

- Clients who are actively psychotic
- Clients who are persistently violent
- Clients with severe psychiatric diagnoses
- Clients receiving home visits

Additionally, there are some activities that should never be performed by trainees under any circumstances:

- Transporting clients in the trainee's vehicle
- Providing fieldwork services in any location other than those approved by the site placement
- Physically restraining clients
- Intervening with altercations between clients
- Providing fieldwork services to any client known to be under the influence of a substance
- Dispensing medication

Students who feel that a client's needs are beyond the scope of their comfort level or competence should share their concerns with their site supervisors and faculty instructors immediately. Engaging in the aforementioned activities may result in removal from fieldwork and a corrective action.

Program Issues & Conflict Resolution

Human Service professionals and students are required to attempt to resolve concerns with direct and open communication with the individual(s) with whom there is a concern. Individuals are obligated to address concerns informally during an in-person meeting as a means of information exchange and/or conflict resolution. If resolution is not reached following the in-person discussion, the person with the concern may address it with the next appropriate person (see below).

All students and faculty who have a concern with a peer/colleague, instructor, or site supervisor must adhere to the following chain of communication, and only move up a step if a mutual resolution between both parties cannot be found. Most problems can be addressed through open, respectful discussion with the direct parties concerned:

- Step #1 -- In-person discussion with the other party (when the other party is a peer/colleague, instructor, or site supervisor)
- Step #2 -- Discussion with instructor (when the other party is a peer/colleague or site supervisor)
- Step #3 -- Discussion with HMSV Program Director
- Step #4 -- Discussion with Department Chair
- Step #5 -- Discussion with College Dean for Student Affairs and Engagement

This mode of communication is necessary to foster ethical behavior and a professional atmosphere in the HMSV program. Students, faculty, or site supervisors who attempt to bypass this chain of communication will be directed back to the appropriate person to address the concern.

Furthermore, communication using email or Smartphones should follow the same high level of professionalism as verbal communication. Prior to sending an electronic message, the following expectations should be followed: correct salutations should be used when appropriate (e.g., Dr., Professor), use of slang should be avoided, and grammar and spelling should be correct.

Dual/Multiple Relationships and Site Placements

In the human services field, dual/multiple relationships should be avoided whenever possible (see NOHS code of ethics). It is the human service professional's responsibility to ensure that the client is not harmed or exploited by dual/multiple relationships. Students are expected to be honest with HMSV Faculty regarding any dual/multiple relationship when selecting a fieldwork site; founded incidents of dishonesty regarding dual/multiple roles may result in corrective action or program dismissal.

Placements Where Students Are Current or Former Clients

Students are not permitted to select a fieldwork site or obtain hours at a site where they are currently receiving or have received counseling, therapy, treatment, or other services within the past 7 years.

Placements Where Students Are in a Supervisory or Authoritative Role

Students are not permitted to select or obtain hours at a site where they are in a position to make employment, human resource, or managerial decisions regarding employees, especially those who may act in the role of site supervisor.

Student Remediation Policies & Procedures

The Human Services Program Faculty hold regular program meetings each semester which include discussions of student progress and concerns. Any faculty member may raise a concern regarding a particular student whom the faculty member is advising, supervising, and/or instructing. These concerns are reported to the Professionalism Committee, which is a committee of 3 or more HMSV faculty responsible for recording professionalism issues and for facilitating a Professional or Corrective Action Plan. A discussion then ascertains if other faculty have similar concerns. Student concerns can include but are not limited to:

social/emotional/psychological functioning, difficulty completing assignments, poor academic performance, clinical skill deficits, an unwillingness to participate in class discussions, inability to receive feedback during supervision, frequent absences, unprofessional conduct with instructors, supervisors, and/or peers, and/or

violations of departmental or program policies, ethical codes, or internship site program policies.

Remediation strategies faculty may engage include but are not limited to:

- Consult about student with other faculty
- Talk with student about perceived problem
- Increase informal communication and interactions with student
- Assign readings related to human services, supervision, or skills
- Complete a plagiarism tutorial and test
- Submit papers for plagiarism checking
- Review professionalism Webinars or other resources
- Write a personal conduct statement
- Increase supervision of interns work on site
- Obtain tutoring
- Provide a referral for personal counseling
- Provide a referral for psychological or psychiatric assessment
- Assign a peer mentor for trainee to shadow
- Shift internship work caseload
- Assign a co-helper
- Require to repeat coursework
- Require to repeat internship in human services
- Write a letter of concern
- Develop a written remediation plan
- Counsel out of the program or field
- Dismiss from the program

Fitness for the Profession Procedures

When a concern has been identified, the following procedures are followed to ensure the student's continued success in the program:

First or Minor Concerns: Professional Development Plan (Instructor or Supervisor)

If a student is found to be lacking in academic progress or professional conduct, a Professional Development Plan may be initiated by either the student's course instructor, site supervisor, or Program Director directly. A Professional Development Plan is a non-punitive agreement that identifies the concerns, outlines specific strategies for improvement, and provides a timeline for completion. The Plan allows students to address the concerns informally without further penalty. The Professional Development Plan is initiated and monitored by the Professionalism Committee and is signed by the student and the Program Director. A copy is retained by the student and Program Director.

Continued or Moderate Concerns:

Corrective Action Plan (Instructor or Supervisor and Program Director)

Any student who demonstrates continued or moderate academic, skills, ethical, or professional conduct concerns may be placed on a Corrective Action Plan (CAP). A CAP is considered a formal warning to the student, and is discussed during a meeting with the student, the faculty/supervisor, and the Program Director. A student requiring a CAP will be notified by the Professionalism Committee or the Program Director. The CAP clearly identifies the concern(s), the requirements for addressing the concern(s), and the timeline for completion. A CAP development meeting is held to discuss the concern, develop an appropriate CAP, discuss expectations and timelines, and answer any questions. Any questions or concerns should be identified and addressed during the CAP development meeting. Requirements for resolving academic, professional, and/or ethical issues will vary based upon the nature of the concern. The CAP is monitored by the Professionalism Committee, with input from the student's instructor and/or supervisor. It is expected that the student will fully

comply with the Corrective Action Plan. Once the CAP expectations are agreed upon and signed, the student's progress is monitored by the Professionalism Committee. A copy is signed and retained by the student, Advisor, and Program Director. Refusal by a student to sign and/or comply with a CAP will initiate the possibility of program dismissal (see next section).

If, as part of the CAP criteria, a student is asked to retake a course, it is the student's responsibility to notify the Program Director of their grade via email immediately following the posting of grades for that course. Failure to do so could delay graduation.

If the Program believes the situation has been rectified during a probationary period, the student will be allowed to continue in the program. If the situation is not rectified, the student may be dismissed from the Program.

Continued or Severe Concerns: Program Dismissal (Instructor/Supervisor, Program Director, Department Chair, and College Dean)

Any student who demonstrates an inability or unwillingness to comply with a Professional Development or Corrective Action Plan or demonstrates other severe concerns during their program of study can be dismissed from the program regardless of their status. Likewise, students who are found to be in severe violation of any university, department, program, and/or ethical policy may be dismissed from the program. A student will be informed in writing (e.g., instructor evaluations, professional development plan, CAP, email) or in person (e.g., meeting with instructor/supervisor and/or Program Director) of any serious concerns about their behavior in terms of professional conduct. When program dismissal is being considered, a meeting will be held with the Professionalism Committee, Program Director, and College Dean of Student Affairs. The student may also bring one person of support to the meeting.

The hearing will be facilitated by the Professionalism Committee and will follow the format below:

1. Introductions will take place
2. An explanation of why the meeting has been scheduled will be provided
3. An explanation of the student's rights will be given
4. The student will be apprised of all concern(s)
5. The student will be given the opportunity to address the concern(s)
6. The faculty will have an opportunity to ask questions of the student
7. The student will have an opportunity to ask questions of the faculty
8. The Professionalism Committee will explain the next steps to the student
9. The student will be excused at the conclusion of the hearing
10. The faculty will discuss the information provided at the hearing and make a recommendation
11. The Professionalism Committee will submit a written recommendation signed by all faculty at the hearing to the College Dean of Student Affairs
12. The College Dean of student Affairs will review the recommendation and make a final decision, which will be communicated in writing to the student.

Students may appeal decisions by following up in writing to the Professionalism Committee and College Dean of Student Affairs.

Although not an exhaustive list, the faculty can recommend to the College Dean of Student Affairs immediate dismissal from the program for the following reasons:

- Serious concerns of unprofessional and/or ethical conduct
- Substandard academic performance
- Failure to comply with a Corrective Action Plan (CAP)
- Documented patterns of cheating
- Documented pattern of plagiarism
- Producing false documentation of internship hours or experiences
- Altering scores or comments on any evaluations form
- Removing client documents from a fieldwork site

- Inappropriate physical, sexual, social, or electronic contact with a client
- Audio or video taping without client or parental consent
- Being present in class or at a fieldwork site while under the influence of alcohol or other drugs
- Chronic absenteeism
- Instances of harassment of a peer, supervisor, client, faculty member, or instructor
- Any other serious violations of academic, University, Program, professional, or ethical policy

Appendix B

CORRECTIVE ACTION PLAN **Human Services Program** **Old Dominion University**

Student Name:

Date of Corrective Action Plan:

Date of Evaluation of Outcome of Corrective Action Plan:

Overview of a Corrective Action Plan:

A Corrective Action Plan (CAP) is a means by which the Human Services program can help ensure that students are maintaining appropriate development of their professional abilities and that student behavior reflects the requisite high standards of professionalism required for degree completion in the HMSV program. Professional Conduct in the Program and Internship are in the student handbook. The overall objective is to provide the student with every opportunity to successfully complete their degree.

As indicated in the Professional Conduct policies, a CAP is initiated when informal problem resolution efforts have been attempted and have not been successful. The CAP involves collaboratively creating a plan to improve professional dispositions identified in the CAP.

Three outcomes are possible at the end of the remedial period:

1. The student's CAP is marked as resolved
2. The student remains on an active CAP until it is successfully completed
3. It is recommended to the Dean's Office of the Darden College of Education and Professional Studies that the student be subject to disciplinary procedures, which can include dismissal from the program.

Determination of the outcome of the CAP is made by the Human Services Program Director in coordination with the program's Professionalism Committee, the student's instructor and/or supervisor, and the student's Advisor, as appropriate. Once the CAP expectations are agreed upon and signed, the student's progress is monitored by the Professionalism Committee. A copy is signed and retained by the student, Committee, and Program Director.

Rationale for Corrective Action Plan (Explain in Detail All Issues):

Corrective Action Plan Criteria:

By [Insert End Date] ... [Insert Student Name] must successfully address each of the following areas:

1. (Indicate expectations in clear terms):

Achievement of Criteria (How will completion be reported/documented and by/to whom?):

2. (Indicate expectations in clear terms):

Achievement of Criteria (How will completion be reported/documented and by/to whom?):

3. (Indicate expectations in clear terms):

Achievement of Criteria (How will completion be reported/documented and by/to whom?):

****Add additional Items as Sections****

I have read the above and understand the identified expectations, and I am aware of the administrative actions possible following the evaluation of the outcome of this Corrective Action Plan if I do not comply as indicated.

Student Signature

Print Name

Date

As reviewed by:

Student's Advisor

Print Name

Date

HMSV Program Director

Print Name

Date

Copy: Student, Committee, HMSV Program Director