



## Syllabus

### **SCHOOL OF HEALTH AND SOCIAL SCIENCES** **HSVC 480: Internship I**

2 Credits  
Effective: Winter 2017/2018

*Access to the Internet is required.*  
*All written assignments must be in Microsoft-Word-compatible formats.*  
*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **FACULTY**

Faculty Name:

Contact Information:

## **COURSE DESCRIPTION**

Students complete a structured internship in a human services setting. For students taking an emphasis, their internship is spent in a setting directly related to the emphasis content. Students must complete at least 100 clock hours total (at least 50 clock hours in Internship I) in a placement approved by the Program Director or designee. This course is graded as Pass/No Pass and must be taken concurrently with HSVC 481 Capstone/Internship Seminar I.

## **COURSE RESOURCES**

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## **COURSE OUTCOMES**

In this course, learners:

- Apply and integrate learning from course work to the direct service delivery or administration of human services.
- Apply the ethical standards of the field to the direct delivery or administration of human services.
- Demonstrate effective communication and assessment skills with individuals, families, groups, the organization and/or the community as relevant to the internship placement.
- Demonstrate culturally competent practice in working with clients, communities and organizations.
- Develop, implement and evaluate effective interventions for individuals, families, groups, organizations, and/or communities that are appropriate to the client(s) or community being served.

## **CORE CONCEPTS, KNOWLEDGE, AND SKILLS**

- Assessment
- Communication Skills
- Cultural competence
- Ethical practice
- Evaluation
- Implementation
- Professionalism

- Supervision

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

| <i>Overview of Required Assignments</i>                           | <i>% of Final Grade</i> |
|---|-------------------------|
| Internship Agreement and Learning Contract                        | 25%                     |
| Student Self Evaluation and Site Supervisor Evaluation of Student | 75%                     |
| <b>TOTAL</b>  | <b>100%</b>             |

## SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### Internship Agreement and Learning Contract

The student must complete the Internship Agreement & Learning Contract with their internship site supervisor during the first week of the internship. The Learning Contract must be typed as a Word Document. The purpose of the Learning Contract is to help students to articulate goals for their internship and to start the process of reflective practice. It is also a tool to assist the student to start building a supportive relationship with their supervisor. Students should sit with their internship supervisor during the first week of their internship and answer each of the questions below related to the learning goals they have for their placement. Include the input of both the student intern and the internship supervisor in the Learning Contract:

- 1) What are the learning goals of the intern? What is the program emphasis area of the intern? The student must list 4-6 specific learning goals. Examples of good learning goals will be provided by the instructor.
- 2) Give a demographic description of the type(s) of client(s) with whom the intern will work.
- 3) What general responsibilities will the intern have in the agency.
- 4) What is the time schedule of the internship (days of the week and hours worked each of those days)?
- 5) What is the supervision type (individual, group) and frequency (day of the week and time)?
- 6) What type of staff meetings will the intern attend (i.e., general staff meetings, smaller unit meetings, specific case staffing groups, management meetings)?
- 7) How does the student envision the internship to meet her/his personal and professional goals?

| <i>Components</i>                | <i>% of Grade</i> |
|----------------------------------|-------------------|
| Professional Role & Career Goals | 60%               |
| Apply coursework                 | 20%               |
| Timeliness                       | 20%               |
| <b>TOTAL</b>                     | <b>100%</b>       |

### Student Self Evaluation and Site Supervisor Evaluation of Student

Students will complete a self-evaluation that includes progress towards learning goals, strengths, areas for improvement, and improvement plan. The site supervisor at the internship placement will complete a comprehensive evaluation of the student's participation, which shows how the student has progressed from observation to supervised client engagement to independent client engagement or administration/leadership roles. The evaluation will also include an Internship Hours Log that will document at least 50 clock hours for the student's participation in the internship setting, and regular supervision meetings. Clock hours include observation, directly supervised client contact, indirectly supervised client contact, orientation and training, managing an independent case load, and supervised administrative responsibilities, depending on the specifics of the placement.

| <i><b>Components</b></i>     | <i><b>% of Grade</b></i> |
|------------------------------|--------------------------|
| Placement Requirements       | 40%                      |
| Apply ethical standards      | 15%                      |
| Communication and assessment | 15%                      |
| Cultural competence          | 15%                      |
| Implement and evaluate       | 15%                      |
| <b>TOTAL</b>                 | <b>100%</b>              |

## **COURSE POLICIES**

### **Late Assignments**

Per Division of Arts and Sciences policy, undergraduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions.

A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 15 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 30 percent of the grade will be deducted. Coursework received after one week (seven days) will not be graded and will receive a zero grade.

### **Participation**

Undergraduate online and mixed-mode classes are required to use the Blackboard Discussion Board online. Participation through discussion to exchange knowledge, ideas, and thoughts is an integral, mandatory part of this course. Participation on the Discussion Board – the virtual classroom – enhances the student's learning process and experience in this course, and lack of participation will result in a reduction in grade (see grading rubric).

Participation is active engagement in discussions in the form of sharing new ideas, examples and resources, as well as constructive disagreement and incorporation of course materials and concepts in comments. This requires frequent monitoring of the Discussion Board, timely responses, integration of course material and other sources, and ongoing conversations that extend, modify, and add to understanding, creating a vibrant learning community.

The following guidelines apply to all DAS undergraduate online and mixed-mode classes:

1. For fully online courses, students are expected to spend one hour per credit hour per week participating in online activities (for example, for a 5-credit course, the student would spend 5 hours per week on the Discussion Board). It is expected that students access their Blackboard course shell, including the Discussion Board, a minimum of 3 days per week.  
For mixed-mode courses, students are expected to spend the allotted online hours participating in online activities (for example, for a 5-credit mixed-mode course where 3 hours are spent face-to-face in a classroom, students would spend 2 hours per week on the Discussion Board).
2. The instructor will provide 2 or more discussion board questions/assignments by early Monday each week (normally 2 or 3 per week for fully online classes, and one or more for mixed-mode classes). Students must post their initial comments to each discussion board question/assignment no later than midnight Wednesday.
3. For each discussion question/assignment, a minimum of 2 thoughtful and topic-relevant responses to classmates' comments per discussion question are required no later than midnight Sunday. Explain why you agree or disagree, ask questions, add to or modify ideas, and respectfully find strengths and weaknesses in classmates' ideas.
4. In order to encourage discussion, it is expected that students will participate throughout the week rather than waiting until Sunday to post all responses.
5. Each post should be at least one well-developed paragraph (no less than 10 sentences in length). "Good post" or similar responses are not considered contributions to class discussions and will not count toward posting requirements.
6. In addition to making at least 2 responses to classmates' comments per discussion question/assignment, students must respond to all questions posed by instructor to their initial discussion comments.
7. All posts must have correct grammar, spelling, punctuation, and APA style.
8. Students are expected to act professionally, avoiding personal attacks, questionable language, and off-topic comments.

### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## **UNIVERSITY POLICIES**

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is

bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

**Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

**SUPPORT SERVICES****Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

**Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

**Smarthinking Tutoring** CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.