

**Internship in Human Services Handbook**  
Dept. of Counseling and Human Services, Old Dominion University

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## **Internship in Human Services Handbook**

Dept. of Counseling and Human Services, Old Dominion University

### **Internship Overview**

#### **Purpose of 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.

#### **Internship Structure and Hours**

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 internship class meetings.

The 400 hours contain two components: direct hours and indirect hours. Students are now able to apply 50 volunteer hours towards their 400 hours, and will document these on the first weekly log. Each intern is expected to complete at least 100 direct contact hours during the internship with the remaining hours comprised of both direct and 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.

### **Experiential Learning Expectations**

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 progressing from:
  - Observation to
  - Directly supervised client contacts to
  - Indirectly supervised client contacts to
  - An independent caseload OR assignment of administrative responsibility.

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 and will focus on helping the student meet the course objectives as outlined in the course syllabus and in the Human Services Internship Handbook.

The internship 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 sessions is mandatory.

### **Internship Objectives**

#### **Overview**

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. Students will not 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. Internship provides human services students the opportunity to practice 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.

## Learning Outcomes

The general purposes and objectives of this course are, through the exploration of theories and knowledge, to help students obtain the skills to:

- CLO1: Demonstrate appropriate professional work etiquette. Set priorities, complete tasks, organize work and manage time effectively. STANDARD 14b, c, STANDARD 17a
- CLO2: Demonstrate the awareness and skills to practice and work with diverse populations (e.g., age, gender, sexual orientation, disabilities, racial, ethnic, and cultural differences.) STANDARD 12f, STANDARD 16b, STANDARD 17c, STANDARD 19a, d, STANDARD 20a, c
- CLO3: Demonstrate knowledge of the formal and informal supports available in the community while assisting clients to identify and access these supports. STANDARD 14a, STANDARD 15a, b, STANDARD 17a, b, c
- CLO4: Demonstrate knowledge of the legal, administrative, financial, and 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. STANDARD 15 a, b, c, STANDARD 16a, b, c, STANDARD 17a, b, c
- CLO5: Appropriately integrate basic human service helping skills to include effective communication. STANDARD 14a, e, STANDARD 17 a, c
- CLO6: Recognize, develop and utilize strategies of managing resistance and overcoming barriers to change in clients. STANDARD 16 a, b, c, STANDARD 17a, b, c
- CLO7: 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. STANDARD 14b, STANDARD 15a, b, STANDARD 16 a, b, c, STANDARD 17c
- CLO8: Select, implement, monitor, and begin to evaluate intervention strategies for generalist practice with diverse populations. STANDARD 15a, b, STANDARD 16a, b, c
- CLO9: To understand the structure of organizations and how they service communities. STANDARD 12d, STANDARD 19f, STANDARD 21a
- CLO10: Demonstrate an understanding of ethical and legal issues in human services work with a particularly focus on how the NOHS Code of Ethics and HIPAA (PL 104-191) is incorporated into practice. STANDARD 12h; STANDARD 14b, e; STANDARD 18f, STANDARD 19b, c, e, g, h, STANDARD 20b
- CLO11: Understand and utilize the agency's chain of command when recognizing an ethical violation. STANDARD 17a, d
- CLO12: To obtain ongoing supervision, at the site and with a faculty member, in order to obtain the skills and knowledge necessary to become an effective human service professional. Standard 12d, 18b, STANDARD 20d, e

## Internship Process

**The steps are as follows:**

- Step 1: Read handbook and understand internship requirements
- Step 2: Submit application for internship semester
- Step 3: Complete Internship Orientation in Canvas and search for internship placement
- Step 4: Submit Internship Approval Form for approval and ensure Memorandum of Understanding (MOU) is in place or in process

**Finding a 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. Site Supervisors must have one of the following:

- Masters degree in human services (or a related field)
- Bachelors degree in human services (or a related field) PLUS 5 years work experience in the field of human services

**Memorandum of Understanding (MOU)**

Beginning Summer 2025, all internship sites are required to have a formal Memorandum of Understanding (MOU) on file with Old Dominion University before a student may begin logging internship hours. It is the student's responsibility to verify whether an MOU is already in place and, if not, to facilitate the process by connecting the appropriate site contact with the Internship Coordinator. To facilitate the MOU process:

- If the site agrees with the terms as-is, the designated contact may sign the MOU and return it to the Internship Coordinator.
- If the site requires revisions or has questions, they should email the Internship Coordinator with contact information for the appropriate person at the agency who handles contracts or legal agreements.

Please note: The MOU process can take 6–8 weeks, so it's essential to begin early.

**Roles and Responsibilities**

**Students will:**

- Complete the required Internship Agreement Form and obtain program approval prior to completing any internship activities.
- Complete 400 hours of human services internship work during the internship semester.

- Complete all log sheets, forms, and assignments by the due dates as specified in the Canvas and according to the Instructor.
- Provide a copy of their resume, Certificate of Liability Coverage, the University calendar, Human Services Program Handbook, the Course Syllabus, and the Human Services Internship in Human Services Handbook to the Agency and assigned Site Supervisor.
- Have a background check completed if required by the Agency.
- Be enrolled in the Human Services Internship course and attend all class meetings for the entire length of the internship experience.
- 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.
- Construct a written individualized learning plan that is conjointly developed and agreed to by the Instructor, the Student, and the Site Supervisor. This individualized learning plan should focus on helping the student meet the course objectives.
- Complete duties assigned according to the agreement established between the Student and Agency. 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).
- Conduct themselves 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.

**Site Supervisors will:**

- Provide supervision, consultation, and evaluation of "on the job" performance of the Intern on an ongoing basis. The Site 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).
- Provide the minimum face-to-face one-on-one supervisory requirements of one (1) hour weekly. Ensure each Intern receives ongoing individualized feedback throughout the duration of the internship.
- Complete the student evaluation materials by the deadline.
- Inform the Instructor of Agency policies and procedures that are relevant to internship assignments and intern activities.
- Maintain close communication with the University in relation to internship activities through available means such as Site Supervisor meetings, correspondence with the Internship Coordinator and the instructor, Zoom or on-site visits by the Instructor, and telephone and/or e-mail contacts.
- Monitor Student performance and report to the Instructor if difficulties in performance, ethics or other internship related activities arise. If difficulties arise, follow the guidelines for remediation/termination (see end of handbook).

- Evaluate the Student Intern's performance and give feedback to the Instructor to determine the course grade.
- Ensure that at least 100 clock hours (out of the required 400) are devoted to direct, face-to-face service to clients.
- Provide 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).
- 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.

**The Agency will:**

- Assume legal responsibility for the welfare of all clients seen by the Student Intern.
- Ensure that the Student Intern has direct supervision, either by the Site Supervisor or their designee, at all times.
- Follow mandated federal and state statutes in accordance with EEOC and ADA.
- 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.

**Course Instructors will:**

- Provide group supervision, consultation, and evaluation in weekly internship seminar classes.
- 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.
- Make contact (email, phone, or zoom) with the Site Supervisor by the 3<sup>rd</sup> week of the semester.
- Make at least one visit to student's internship site during the semester. Zoom sessions with the Site Supervisor may be completed in lieu of a site visit.
- Provide oversight of all student's internship-related activities, including submission of all assignments, logs, and required forms.
- 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).
- Review and grade course assignments.
- Review Site Supervisor's mid-term and final evaluations of Student Intern and discuss with Student.

**Internship Coordinator will:**

- Approve Interns for internship semester, ensuring all requirements are met.
- Approve the internship sites and Site Supervisors, ensuring all requirements are met.
- Coordinate the internship process, including the approval steps prior to the internship semester
- Provide support and guidance to Students during the internship approval process.
- Provide support for Instructors and, where appropriate, provide training sessions for Instructors.
- Maintain Agency Directory to include sites with a MOU in place.
- Communicate with Agencies and Site Supervisor regarding internship opportunities.
- Provide information regarding the Human Services Program and curriculum in order that the Agency may properly plan and execute task assignments and supervision.

**Old Dominion University will:**

- Assume 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 communication with agency representatives through the instructor.
- Designate one Human Services faculty member each academic semester who will be the Instructor for the student and will communicate directly with the Site Supervisor.
- Supervise Instructors and, where appropriate, provide training sessions for Instructors.
- 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. This certificate can be found on the program website and in the Handbook.

## **Internship Policies**

### **Eligibility and Pre-Approval**

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
- A grade of C or better in all HMSV courses

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.

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. An extension will only be granted if the ODU Course Instructor and the Site Supervisor agree to continue to supervise the student intern beyond the semester dates. This extension must not extend more than 60 days into the following semester and is only granted for indirect hours. All of your direct hours must be completed during your semester of internship. 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.

All Interns are now able to rollover 50 volunteer hours from HMSV 368 to the internship requirement to count towards the indirect hour requirement.

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. This documentation is due at the same time as the Internship Application.

Students who have prior employment experience in the human services area (at least full time for a minimum of 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.

Students with at least 5 years of full-time experience in the human services field may qualify for internship credit by completing a comprehensive portfolio through the Office of Prior Learning Assessment at Old Dominion University. Please contact that office to see if you qualify.

Old Dominion University's liability coverage does not extend to students' personal automobiles. Students are prohibited from using personal vehicles for internship duties.

A student may not use their job as their 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.

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.

### Student Safety and Supervision

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:

- 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.

## **Principles and Practices of Professionalism**

### **Resolution of Concerns**

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

### **Core Professional Expectations**

Professionalism during Internship is especially important. 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
- Receive constructive feedback from peers/ faculty/ supervisors/ advisors
- Adherence to all the NOHS Ethical Standards for Human Service Professionals

- In-person, phone, written, and electronic communications are professional polite/ respectable
- 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

Human Services Faculty may become involved anytime there is a serious concern about a student's behavior or conduct. A Corrective Action Plan may be developed for the student to be able to continue in the Human Services Program. Details can be found in Appendix D and Appendix E.

### **Removal and Remediation**

An agency executive, the Site Supervisor, the 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 Instructor of the specific nature of the concern(s) about his/her behavior, progress in learning, or performance.
2. The person initiating the request will communicate his/her concern, in writing, regarding the student to the Instructor. The 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, Instructor, Site Supervisor, and others pertinent to the situation. The 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.
  - d. Student will not be placed in a new agency and must reapply for internship for a subsequent semester.
  - e. 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.
5. 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.

At the request of a 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 Instructor to discuss the issues and the rationale for a new internship site. The Instructor will provide documentation and notify the Internship Coordinator.
3. If, after the discussion, the matter is not resolved, the 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 Instructor in conjunction with the Internship Coordinator 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 student will be given the opportunity to secure another internship at a different 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: Memorandum of Understanding (MOU) Template**



## OLD DOMINION UNIVERSITY

Darden College of Education and Professional Studies

DARDEN COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES  
DEPARTMENT OF COUNSELING & HUMAN SERVICES

4301 Hampton Blvd.  
Norfolk, Virginia 23529  
Phone: 757.683.3348

### LETTER OF AGREEMENT

This Agreement made this \_\_\_\_\_, 20\_\_\_\_, by and between \_\_\_\_\_  
(hereinafter referred to as the "The Agency") and Old Dominion University, Darden College of  
Education and Professional Studies, an instrumentality of the Commonwealth of Virginia  
(hereinafter referred to as the "The University").

WHEREAS, the University is an educational institution with approved Baccalaureate  
programs in disciplines including but not limited to Human Services, which require on-site  
experiences of students enrolled therein; and

WHEREAS, the Agency is a facility which has the resources in equipment and  
staff to provide – in collaboration with the University faculty – the on-site experiences required  
by the degree program of Human Services;

WHEREAS, it is to the benefit of the University that the resources of the Agency be  
made available to its students for the required on-site experiences; and

WHEREAS, it is to the benefit of both the University and the Agency to  
cooperate in the educational preparation of human services practitioners, so as to promote  
excellence in human services delivery, to ensure professional competence, and to provide  
maximum utilization of community resources;

NOW, THEREFORE, the parties agree as follows:

#### I. Purpose

The purpose of this Agreement is to establish procedures and guidelines for the provision of  
on-site experiences with the Agency for the students enrolled in Human Services,

##### 1. The University's Responsibilities

The University agrees to:

- a. Present students for on-site experiences who have had some relevant instruction  
in the program/discipline and who, in the discretion of the program faculty, have  
taken appropriate prerequisite requirements in the program/discipline;

- b. The parties will advise one another of changes in supervising and instructing personnel, changes in applicable policies, and changes in the availability of resources;
- c. Emergency treatment of students for any injuries incurred during on-site activities must be covered through the students' personal health insurance plans, or through their own resources;
- d. The Agency reserves the right to remove a student from participation in the on-site experience following reasonable efforts to address any concerns with the student. The Agency shall make a good faith effort to communicate the basis for the removal to the student and to the appropriate University personnel.
- e. Neither party shall discriminate against any student based on race, religion, sex, creed, age, national origin, or handicap.

IV. Terms

The term of this Agreement is from \_\_\_\_\_, 20\_\_\_\_ to \_\_\_\_\_, 20\_\_\_\_.

Unless terminated as provided below, this Agreement shall automatically renew for successive one-year terms under the same terms and conditions, unless either party provides written notice of its intent not to renew or to modify the Agreement at least thirty (30) days prior to the expiration of the current term.

Termination of this Agreement may be effected by either party upon written notice to the other party at the address below. Such written notice shall be effective only if given not less than three (3) months prior to the desired date of termination.

V. Contract interpreted under laws of Virginia

This Agreement is a Virginia Agreement and is governed as to all matters whether of validity, interpretations, obligations, performance or otherwise exclusively by the laws of the Commonwealth of Virginia, and all questions arising with respect thereto shall be determined in accordance with such laws. Regardless of where actually delivered and accepted, this Agreement is deemed to have been delivered and accepted by the parties in the Commonwealth of Virginia.

VI. Confidentiality

The use, retention, and disclosure of confidential patient information will, at all times, be consistent with the requirements of applicable federal, state and local law, regulations, and statutes governing the use and disclosure of such information, including but not limited to the Health Insurance Portability and Accountability Act of 1996 (HIPAA), 42 C.F.R., Part 2, and any current and future regulations promulgated thereunder. The parties agree not to use or further disclose any protected Health Information (as defined in 42 C.F. R. Section 164.501 and 42 C.F.R., Part 2) or Individually Identifiable Health Information (as defined in 42 U.S.C. Section 1320(d), other than as permitted by HIPAA regulations, 42 C.F.R., Part 2.

- b. Old Dominion University is an agency of the Commonwealth of Virginia and participates in the Commonwealth Risk Management Plan, a self-insurance plan (The Plan). The Plan provides: \$100,000 for tort claims against the Commonwealth and \$2,000,000 for claims, other than medical malpractice claims, against officers, employees, and agents of the Commonwealth. For malpractice claims against health care providers, the limit is the amount set forth in § 8.01-581.15, Code of Virginia. School will provide the Facility with a Certificate of Coverage, upon request.
- c. Inform all students of the rules, regulations, policies, and procedures of the Agency and require their conformance to such rules, regulations, policies and procedures to the extent they are consistent with law and policy.
- d. Provide the services of a faculty member from the program/discipline of Human Services, as appropriate, who will:
  - 1. Plan, in conjunction with staff member(s) of the Agency, on-site experiences and assignments which will fulfill on-site requirements of the specified program/discipline
  - 2. Retain responsibility for the education of students in the specified program/discipline, and for the curriculum of that program, its design, delivery, and quality, and maintain all educational records and reports relating to the on-site experience.

## II. The Agency's Responsibilities

The Agency agrees to:

- a. Provide on-site experiences for students which fulfill the curriculum requirements of the specified Human Services, and which include participation in staff conferences, service delivery, and education of the Agency;
- b. Provide the services of selected staff member(s) who will:
  - 1. Assist University faculty member(s) with the planning of service delivery; and
  - 2. Discuss with the University faculty member(s) the quality of the on-site experiences and any problems which may have arisen in the provision of those experiences;
- c. Plan, administer, and retain supervisory responsibility for all aspects of service delivery, and provide for qualified supervision of activities; and

## III. Responsibilities of the University and the Agency

The University and the Agency agree that:

- a. The maximum number of students who may participate in on-site experiences will be determined by agreement between the parties;

The University will direct its students to comply with the laws and regulations governing the use and disclosure of Protected Health Information.

Solely for the purpose of defining the students' role in relation to the use and disclosure of the Agency's Protected Health Information, the students are defined as "Trainee" members of the Facility's workforce, as that term is defined by 45 C.F.R. §160.13 when engaged in activities pursuant to this Agreement. However, the students are not and will not be considered employees of the Agency.

VII. Signatures:

Dean, Darden College of Education and Professional Studies

Date

Luanne Bowman, Chief of Staff & Associate Vice President of Academic Affairs, Old Dominion University

Date

Agency

Date

Agency

Date

## Appendix B: Certificate of Liability Coverage



### MEMORANDUM OF LIABILITY COVERAGE

Administered by  
Commonwealth of Virginia  
Department of the Treasury  
Division of Risk Management  
PO Box 1879  
Richmond, VA 23218-1879

**AUTHORITY:** § 2.2-1837, Code of Virginia and the Commonwealth of Virginia Risk Management Plan

**COVERAGE PERIOD:** Continuous, effective July 1, 2025

**PURPOSE:** Verification of liability coverage for activities of Old Dominion University employees, and authorized agents, including those of the Macon & Joan Brock Virginia Health Sciences at Old Dominion University (formerly Eastern Virginia Medical School), as it relates to official business of the university.

**COVERAGE: LIMITS:** Tort Liability, including Medical Malpractice and Automobile Liability  
\$100,000 for tort claims against the Commonwealth and \$2,000,000 for claims, other than medical malpractice claims, against officers, employees, and agents of the Commonwealth. For malpractice claims against health care providers, the limit is the amount set forth in § 8.01-581.15, Code of Virginia.

*This document is for information purposes only. It does not alter the Code of Virginia or any provisions of the Commonwealth of Virginia Risk Management Plan.*

**VERIFIED BY:** *Robert Wells*  
\_\_\_\_\_  
Signature  
State Official's Name: **Robert Wells**  
Title: Director for the Office of Risk Management  
Date: March 21, 2023

## **Appendix C: HMSV 468 Syllabus**

### **HMSV 468 Syllabus Course Information**

- Instructor:
- HMSV 468: Internship in Human Services
- Semester
- Hybrid delivery mode (synchronous online weekly class meetings and asynchronous content)

### **Course Description**

#### **Catalog Description:**

The purpose of this course is to provide supervision for the human services intern in a seminar setting, a supportive environment in which to examine internship-related issues, address problems and concerns relevant to internship, enhance helping skills, and receive necessary information and instruction pertinent to the internship experience. This course involves field placement in a human services setting. Approximately 400 hours are devoted to field placement, group seminars and individual supervision.

#### **Course Description:**

The internship experience and HMSV 468, is designed to facilitate the transition from the student role to that of an independently functioning practitioner in human services. This is accomplished by providing an opportunity for students to apply their academic preparation and practical skills in human services practice settings, helping students develop an increased understanding of themselves and of the persons and organizations they serve, providing a support system to ensure that students carry out internship responsibilities effectively and responsibly, and assisting students in meeting Community Support Skills Standards for the profession. Prerequisites Completion of all coursework including General Education requirements, core courses, major courses, and elective courses; a grade of C or better in all prior HMSV courses and program approval is required.

#### **Required Materials:**

No required texts.

Assigned readings will be provided by the course to support internship activities as needed. Students will reference the HMSV Internship Handbook and the National Organization for Human Services Code of Ethics. The HMSV Internship Handbook is an extension of this course syllabus, and all policies and procedures therein must be adhered to.

#### **Technology Requirements:**

For this course, students will need to have access to a computer with internet access, webcam, speakers, and a microphone. Students will be using Canvas, Zoom, and ODU email, and will need to be able to read PDF's.

## Course Learning Objectives

The general purposes and objectives of this course are, through the exploration of theories and knowledge, to help students obtain the skills to:

- CLO1: Demonstrate appropriate professional work etiquette. Set priorities, complete tasks, organize work and manage time effectively. STANDARD 14b, c, STANDARD 17a
- CLO2: Demonstrate the awareness and skills to practice and work with diverse populations (e.g., age, gender, sexual orientation, disabilities, racial, ethnic, and cultural differences.) STANDARD 12f, STANDARD 16b, STANDARD 17c, STANDARD 19a, d, STANDARD 20a, c
- CLO3: Demonstrate knowledge of the formal and informal supports available in the community while assisting clients to identify and access these supports. STANDARD 14a, STANDARD 15a, b, STANDARD 17a, b, c
- CLO4: Demonstrate knowledge of the legal, administrative, financial, and 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. STANDARD 15 a, b, c, STANDARD 16a, b, c, STANDARD 17a, b, c
- CLO5: Appropriately integrate basic human service helping skills to include effective communication. STANDARD 14a, e, STANDARD 17 a, c
- CLO6: Recognize, develop and utilize strategies of managing resistance and overcoming barriers to change in clients. STANDARD 16 a, b, c, STANDARD 17a, b, c
- CLO7: 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. STANDARD 14b, STANDARD 15a, b, STANDARD 16 a, b, c, STANDARD 17c
- CLO8: Select, implement, monitor, and begin to evaluate intervention strategies for generalist practice with diverse populations. STANDARD 15a, b, STANDARD 16a, b, c
- CLO9: To understand the structure of organizations and how they service communities. STANDARD 12d, STANDARD 19f, STANDARD 21a
- CLO10: Demonstrate an understanding of ethical and legal issues in human services work with a particularly focus on how the NOHS Code of Ethics and HIPAA (PL 104-191) is incorporated into practice. STANDARD 12h; STANDARD 14b, e; STANDARD 18f, STANDARD 19b, c, e, g, h, STANDARD 20b
- CLO11: Understand and utilize the agency's chain of command when recognizing an ethical violation. STANDARD 17a, d

- CLO12: To obtain ongoing supervision, at the site and with a faculty member, in order to obtain the skills and knowledge necessary to become an effective human service professional. Standard 12d, 18b, STANDARD 20d, e

### Grading Criteria:

Grades will be based on mastery of the course objectives as demonstrated by the completion of all course requirements/assignments.

Points will be awarded as follows:

- 13 Discussion Board Assignments (10 points each) = 130 points (43.33%)
- **Individualized Learning Plan** = 50 points (16.66%)
- Agency and Case Presentation = 25 points (8.33%)
- Client Interaction Report (formerly known as process recordings) = 50 points (16.66%)
- Final Evaluation by Site Supervisor = 45 points (15%)
- **Weekly Logs signed by Supervisor** (no points, but mandatory)
- **Internship Agreement Form** (no points, but mandatory)
- **400 hours of internship activity, 100 must be direct** (no points, but mandatory)
- **Midterm Evaluation by Supervisor** (no points, but mandatory)
- **Class Attendance** (no points, but mandatory attendance or instructor pre-approved absences)

**Total Possible Points: 300 (100%)**

The assignments in **bold** must be completed for the student to pass the course.

### Grading Scale for HMSV

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 6

0 – 62.5% D-

59.99 and Below: F

*ODU does not give A+ grades; A is the highest grade.*

## **Policy on Incomplete Grades**

University policy on Incomplete Grades: The designation of the grade of "I" indicates assigned work in the course has not been completed. The grade of "I" is assigned only upon the instructor's approval of a student's request. The "I" grade may be given only in exceptional circumstances beyond the student's control, such as serious illness. In such cases, the student is responsible for notifying the instructor. The "I" grade will become an "F" if not removed by the last day of classes of the following semester (excluding the examination period) according to the following schedule: Fall semester "I" grades become "F" grades if not removed by the last day of classes in the spring semester; Spring and summer session "I" grades become "F" grades if not removed by the last day of classes in the fall semester. An "I" grade may not be changed to a "W" under any circumstances.

Due to supervision and liability concerns with internship, all internship activities must be completed within the semester (dates on ODU's academic calendar). If interns have concerns about being able to complete the course requirements for internship, the course instructor must be consulted immediately. Failure to finish internship requirements (both the internship hours and the additional course requirements) may result in failing HMSV 468 and having to repeat the course in its entirety. Hours from one semester may not carry over or apply to a subsequent semester.

## **Assignments Overview**

### **Discussion Board**

Assignments Over the course of the semester, students will have 13 Discussion Board assignments, found in Modules 1-13. Typically, posts will be approximately 500 words, although specific prompts will require more (and will be noted in the instructions). Posts will be well developed and will fully address all aspects of the prompt. These will be graded on overall writing style, thoroughness, and clarity of the responses. In-class discussions on discussion board topics may be facilitated by the course instructor, and students are expected to participate in these.

### **Individualized Learning Plan**

The Individualized Learning Plan is a document developed by a student and Internship Supervisors that specifies what the student will learn and how the learning will take place during the internship semester. It describes the structure of the learning experiences with respect to individual goals and objectives, as well as the goals and objectives established by the Human Services Program of Old Dominion University. The learning plan must include learning activities, assessment process and criteria, and completion dates on each of the 10 course learning objectives for HMSV 468. The plan will be developed in collaboration with the site supervisor, and will be used to monitor progress and growth during the internship.

### **Agency and Case Presentation**

Students will given an oral presentation to the class, introducing their internship agency and experience working with a client. Documentation to be completed includes a Brief Social History and Treatment Plan.

### **Client Interaction Report**

Students will complete the Client Interaction Report based on direct client interaction. This is a written transcript (as close to verbatim as possible) of what was said during an interaction with the client. This assignment will include a relevant background information on the client and the student's analysis/assessment.

### **Final Evaluation by Site Supervisor**

This is an evaluation of the student to be completed by the Site Supervisor.

### **Internship Agreement Form**

Students will submit the same Internship Agreement form approved by the HSMV Internship Coordinator prior to the internship semester.

Weekly Logs totaling 400 hours of internship activity, including 100 direct Hours will be documented on the weekly logs and signed by the Site Supervisor.

### **Midterm Evaluation by Supervisor**

This is an evaluation of the student to be completed by the Site Supervisor.

## **Course Policies**

### **Expectations**

Interns in Human Services are expected to:

- Operate only under the supervision of your site supervisor and ODU Instructor supervision during the internship semester.
- Comply fully with the Internship in Human Services Handbook.

- Comply fully with the NOHS Ethical Standards
- Comply fully with site supervisor's directions and agency policies.
- Address client concerns with site supervisor.
- Obtain supervision for all other internship related concerns with ODU Instructor.
- Complete all course requirements in a timely manner.
- Follow the ODU honor pledge.
- Interact with your faculty, classmates, site supervisor, and clients professionally and respectfully.

### **Attendance and Participation**

Per university policy, students are expected to attend class, and students missing more than 15% of class meetings may be failed. Instructor supervision is crucial for all interns, therefore attendance and participation are mandatory. All absences must be verified approved by the instructor in writing, and missing more than one class may result in failing the course.

Site Supervisors are aware of the need to accommodate class time when scheduling hours for interns. Some events or special meetings at the internship site may be attended during class time with instructor pre-approval.

Students are expected to attend all scheduled class meetings, complete all readings, and participate in discussions and activities. During class meetings, students are expected to be in attendance at the start of the meetings and remain until the end of the meetings.

### **Late Assignments**

All assignments must be submitted in Canvas by 11:59 p.m. on the due date, unless otherwise addressed for a specific assignment.

Work submitted after the deadline without instructor approval is considered late, and 0 will be given unless an illness or emergency has made it impossible for the student to submit the assignment on time. Students who submit an assignment late \*may\* receive partial credit points at the instructor's discretion, when this is an isolated occurrence. This will not apply to multiple assignments, or those submitted more than 2 weeks after the deadline. Students may contact ODU's to verify the student's special circumstance (i.e., illness, emergency, etc.), and in that case the late work may be graded without deduction with proper documentation from SOS.

If you anticipate an issue with submitting an assignment by the deadline, reach out to the instructor as soon as possible!

### **Artificial Intelligence (AI) Usage**

Artificial Intelligence (AI) tools can be helpful in supporting student learning, especially for brainstorming, organizing, and refining ideas. In this course, students are permitted to use AI

tools (e.g., ChatGPT, Grammarly, Quillbot) for assistance with writing, studying, and idea generation, provided that use is done ethically, transparently, and without violating confidentiality or academic integrity standards. However, the following restrictions and responsibilities apply:

### **Confidentiality and Ethical Use:**

- Do not share any identifying client information, including names, demographics, agency names, case details, or any information that could reveal a client's identity.
- Do not input confidential or proprietary agency information (e.g., internal policies, staff names, client records) into any AI platform.
- Do not use AI tools to summarize or process sensitive content from your internship or agency setting. All documentation and reflections should be completed by you, using your professional judgment and ethical standards.
- The use of AI must comply with the NOHS Code of Ethics, HIPAA guidelines, and your agency's confidentiality policies.

### **Explicitly Prohibited Uses of AI:**

- Submitting AI-generated work as your own without edits or reflection
  - Using AI to create or complete documentation (e.g., SOAP notes, treatment plans) based on real client information
  - Asking AI for advice or decisions based on actual client cases
  - Sharing confidential client or agency information with AI tools
- Course Disclaimer The course schedule and activities are subject to change. Changes will be posted as Announcements in Canvas.

## **University Policies**

### **Code of Student Conduct and Academic Integrity**

The Office of Student Conduct & Academic Integrity (OSCAI) oversees the administration of the student conduct system, as outlined in the Code of Student Conduct. Old Dominion University is committed to fostering an environment that is: safe and secure, inclusive, and conducive to academic integrity, student engagement, and student success. The University expects students and student organizations/groups to uphold and abide by standards included in the Code of Student Conduct. These standards are embodied within a set of core values that include personal and academic integrity, fairness, respect, community, and responsibility.

### **Honor Pledge**

By attending Old Dominion University, you have accepted the responsibility to abide by the Honor Pledge:

*I pledge to support the Honor System of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community it is my responsibility to turn in all suspected violations of the Honor Code. I will report to a hearing if summoned.*

## **Discrimination Policy**

The purpose of this policy is to establish uniform guidelines in order to promote a work and education environment that is free from harassment and discrimination, as defined below, and to affirm the University's commitment to foster an environment that emphasizes the dignity and worth of every member of the Old Dominion University community. The Discrimination Policy details the process to address complaints or reports of retaliation, as defined by this policy.

## **Diversity and Inclusion**

The Division of Student Engagement & Enrollment Services values the uniqueness of our Monarch community. The word "engagement" reflects our commitment to embrace the differences in our cultural backgrounds, perceptions, beliefs, traditions, world views, socio-economic status, cognitive and physical abilities.

We will strive to serve as the pre-eminent model for engaging every student to achieve their own success. Our core values are fueled by our responsibility and actions toward community development and engagement, cultural competence and understanding, physical and mental wellness and inclusion for every member of ODU. We will embrace our greatest strength - the diverse composition of our student body and workforce. For more information regarding diversity and inclusion, please visit the Office of Intercultural Relations.

## **Educational Accessibility and Accommodations**

Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

The Accommodations for Students with Disabilities define the procedures used to accommodate student with disabilities. Students are encouraged to self-disclose disabilities that the Office of Educational Accessibility has verified by providing Accommodation Letters to their instructors early in the semester in order to start receiving accommodations. Accommodations will not be made until the Accommodation Letters are provided to instructors each semester

## **University Email Policy**

With the increasing reliance and acceptance of electronic communication, email is considered an official means for University communication. Old Dominion University provides each student an email account for the purposes of teaching and learning, research, administration, and service. It is the responsibility of every eligible student to activate MIDAS, the Monarch Identification and Authorization System, in order to obtain email access. It is important that all

students are aware of the expectations associated with email use as outlined in the Student Email Standard. The email account provided by the University is considered to be an official point of contact for correspondence. Students are expected to check their official e-mail account on a frequent and consistent basis in order to stay current with University communications. Mail sent to the ODU email address may include notification of University-related actions, including academic, financial, and disciplinary actions. For more information about student email, please visit Student Computing.

### **Withdrawal**

A syllabus constitutes an agreement between the student and the course instructor about course requirements. Participation in this course indicates your acceptance of its teaching focus, requirements, and policies. Please review the syllabus and the course requirements as soon as possible. If you believe that the nature of this course does not meet your interests, needs or expectations, if you are not prepared for the amount of work involved – or if you anticipate assignment deadlines or abiding by the course policies will constitute an unacceptable hardship for you – you should drop the course by the drop/add deadline, which is listed in the ODU Schedule of Classes. For more information, please visit the Office of the University Registrar.

### **Privacy of Student Information**

Old Dominion University recognizes its duty to uphold the public's trust and confidence, not only in following laws and regulations, but in following high standards of ethical behavior. Members of the Old Dominion University community are responsible for maintaining the highest ethical standards and principles of integrity. The Code of Ethics is a set of values-based statements that demonstrate the University's commitment to this goal. The Privacy of Student Information details Family Educational Rights & Privacy Act (FERPA), along with other information regarding privacy.

## **Appendix D: Professional Conduct in HMSV Program**

### **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 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 E: Corrective Action Plan Template**

**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

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HMSV Program Director

Print Name

Date

Copy: Student, Committee, HMSV Program Director