



COLLEGE OF APPLIED SCIENCE & TECHNOLOGY

Human Services

Human Services Internship Manual 2023



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LAND ACKNOWLEDGEMENT STATEMENT

We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

BACHELOR OF APPLIED SCIENCES IN HUMAN SERVICES MISSION STATEMENT

The mission of the Human Services program is to better understand, respond to, and support the social, psychological, educational, and physical demands of individuals and families in a contemporary global society. Our program aims to educate developing human service professionals who will strengthen human systems; enhance health, education, and social services; improve service delivery systems; and encourage effective public policies.

BACHELOR OF APPLIED SCIENCES IN HUMAN SERVICES

We prepare our students with the tools to advocate for individuals and communities from a perspective of diversity, empowerment, and social justice. Our instructors engage students to greet reality with effective knowledge, skills, and attitudes that are impactful. We prioritize instruction that embraces the wisdom of personal responsibility through self-care and resilient lifestyles to prevent professional burnout. A Bachelor of Applied Sciences degree means that our courses and real-life internship placements prepare you for the reality of challenges we face locally, nationally, and globally, that are crucial for success.

If you are a “people person” then this degree program is for you. The Human Services field is broad in scope, leading to rewarding careers. Our students are satisfied with knowing they are prepared to be effective advocates, coordinators, and administrators, to have a positive impact on people and communities. Graduates of our program are resilient leaders in their careers and often continue their education in areas of Social Work, Rehabilitation, Counseling, Education, Criminal Justice, and Health Administration. Email [Dr. Wallace](#) or [Dr. Rea](#) directly with your questions about how this program can fit your goals.

Human Services graduates join interdisciplinary fields to support individuals and families in their communities and workplaces. Graduates learn to provide direct services as well as develop programs and policies that can make a difference in communities and empower individuals. There is a great need for paraprofessionals who can work within diverse settings. All of us are an integral part of the global community, and therefore we must foster understanding of other cultures and peoples. Knowledge of the diverse histories, cultures, values of families and communities is critical to developing and delivering effective human services. Through this foundation, students are encouraged to understand individuals from a strengths-based perspective in terms of their needs, risks, and challenges. This foundation fosters an understanding of diversity in terms of acceptance rather than pathology.

Human Services graduates work with nonprofit organizations, schools, hospitals, human resource departments, legal aid and advocacy organizations, and public policy, social workers, law enforcement agencies, emergency responders, care facilities, substance abuse treatment centers, behavioral health centers, and other organizations involved in client empowerment and social intervention.

A DEGREE IN HUMAN SERVICES

- Prepares students for professional roles in the field of human services through integrated theory, research, and practice.
- Combines theoretical knowledge and experiential learning to ensure workplace readiness. Promotes diversity, inclusion, and cultural humility, for students to effectively interact with an increasingly diverse American population as well as cultures and diversity of other nations.
- Promotes the positive development of all children, adults, and families in the rapidly changing contexts in which they live.
- Promotes analytical and critical thinking, clear and effective communication, enhanced organization and leadership skills, and development of research and program development skills.
- Prepares professional leaders and practitioners to design, implement, and evaluate practices, programs, and policies that enhance the development of all children, adults, and families.
- Incorporates real-world contemporary problems and issues for children, adults and families in teaching, learning, research, and service, allowing the translation of research into practice.
- Educational approaches stress new and emerging models of teaching, learning, and service which serve as examples to others.

While our courses are based on theory, the focus lies on the application of Human Services standards and best practices in work settings. The required Internship provides essential hands-on engagement experiences; students work with local service agencies to apply skills and knowledge. Coursework is offered in online and hybrid formats for maximum flexibility and accessibility. The major coursework can be completed in as few as four semesters and includes 42 total units, consisting of core classes, emphasis courses, and electives.

Training in human services involves developing mentoring relationships with faculty and internship supervisors to encourage and support self-development. Human services are provided in a variety of settings, utilizing different interventions, using multiple modalities. Therefore, students need to be reflective, thoughtful, and exposed to many approaches, at multiple levels (institutional to individual).

THE UNIVERSITY OF ARIZONA INTERNSHIP GOALS & POLICIES

The University's [internship policies](#) note that the primary goal of an internship is to give students an opportunity to apply lessons learned in the classroom to experiences set in a

professional environment, ideally with the intern's work being overseen by an onsite mentor. In addition to offering students the opportunity to develop and demonstrate their technical skills, internships help students develop essential workplace skills such as teamwork, effective communication, social interaction and professional networking, an understanding of organizational procedures, leadership, and critical thinking. Finally, internships provide students with work experience within a semi-formal academic framework that carries with it University of Arizona course credit. Importantly, the student intern's work should be meaningful and substantive.

The University also defines an internship as a guided learning experience offered by an organization with the student's education and preparation for future employment in mind. An internship is a temporary practical assignment, usually lasting only one to two academic terms, with no guarantee of ongoing employment. When internships are pursued for academic credit, the academic unit is responsible for assessing assignments and awarding credit.

HUMAN SERVICES INTERNSHIP (HUSV 493)

The human services internship provides students with an opportunity to incorporate and apply classroom learning into practical experiences of direct or indirect client service, in preparation for future employment. The practical experience aims to model professional behavior, support the development of a professional career, and assist in professional networking opportunities. Internship sites can include government or community agencies, social service agencies, hospitals, and recreational settings. Examples of past internship sites can be found on the [Human Services website](#).

We will assist you in discovering and pursuing your professional passion and working with mentors who foster that passion with professionalism and experience. The Internship Team will work closely with you and your internship supervisor to ensure your requirements are fulfilled.

Students are strongly encouraged to begin searching for an internship placement early in the program. Exploring potential agencies online and in person is recommended. Highly sought-after positions are filled quickly. It is encouraged to have three potential placement agencies in mind to avoid delaying placement.

INTERNSHIP ACADEMIC CREDIT

Completion of three units of human services internship credit includes 135 contact hours at your internship site and specific academic deliverables via weekly input to the D2L course site.

INTERNSHIP OBJECTIVES

The internship is a cooperative effort undertaken by various community agencies, College of Applied Science & Technology (CAST), the Human Services program, and you, in fulfilling the following objectives:

1. Provide opportunity to establish competencies for a professional career in human services.

2. Develop transferable skills that are beneficial in a professional setting.
3. Provide active participation and understanding of the nature of human services.
4. Apply human services classroom knowledge to a wide variety of human services communities and work environments. This may include the design, implementation, and/or evaluation of projects that benefit the host agencies.
5. Provide opportunity for students to build relationships with human service professionals within the community.
6. Offer opportunity for students to observe the competencies, skills, and responsibilities of professionals at the host agencies.
7. Challenge students to evaluate their personal attitudes and approaches to working with professionals, host agencies, and the communities served.
8. Encourage students to reflect and expand their own competencies and professional abilities.
9. Enable students to identify the skills, knowledge, and competencies needed for their chosen career, and to identify the benefits of advanced education and life-long learning.

INTERNSHIP LEARNING DOMAINS

1. Knowledge of Field
 - Acquire about individual development, family processes, and the broader social context.
 - Demonstrate mastery in the following program level expected learning outcomes:
 - ELO 1: Knowledge Base in Human Services
 - ELO 2: Critical Thinking
 - ELO 4: Communication
 - ELO 5: Professional Development
 - Recognize how social, cultural, and political environments influence decision making.
 - Identify the services offered by and the policies of the internship agency.
 - Read and analyze current professional literature for reading assignments.
 - Explore and research knowledge resources for information when knowledge is limited or inadequate.
2. Skills in Human Services
 - Students will become skilled in supporting children, adults and/or families in creating and striving for goals aligned to their needs, that are consistent with the internship sites program goals.
 - Demonstrate mastery in the following program level expected learning outcomes:
 - ELO 1: Knowledge Base in Human Services

- ELO 3: Ethical and Social Responsibility
 - ELO 4: Communication
 - Apply knowledge about individual and family processes to anticipate and create plans to meet the physical, social, emotional, language, and cognitive needs of children, adults, and/or families.
 - Demonstrate sensitivity and respect of developmental, cultural, gender, structural, and economic differences and similarities among people, and their influences on individuals and families.
 - Recognize and check your own innate biases and stereotypes to ensure these are not projected onto the demographic being served.
 - Recognize the strengths that all individuals have and empower those being served in using their own resources and the resources of the agency or community to move toward desired goals.
 - Demonstrate skill in mediating or advocating for individuals and families within the internship site, the community, and the broader social context.
3. Professionalism
- Students will demonstrate professional work attitudes and behavior, and regularly self-evaluate their progress.
 - Demonstrate mastery in the following program level expected learning outcomes:
 - ELO 4: Communication
 - ELO 5: Professional Development
 - Exhibit professional behaviors such as managing time and resources effectively, being conscientious about attendance, effective (business professional) communication in all modalities.
 - Demonstrate flexibility and be proactive when faced with new situations and ideas with clients, supervisors, and coworkers.
 - Engage active listening to communicate effectively with children, families, and/or co-workers.
 - Establish and maintain collaborative working relationships with other professionals and make referrals to other professionals when needed.
 - Determine and practice ethical standards in working with clients and other professionals.
 - Seek and utilize constructive feedback about strengths and weaknesses in working with others.
 - Development as a professional through weekly or bi-weekly supervision meetings with site supervisor and written reflections.
4. Continuing Education
- Students will recognize the role of life-long learning in Human Services career fields, and recognize the critical role of ongoing professional development, to support their professional career.

- Professional development offers contextualization and customization of requisite skills, and ensures individuals are current with trends and best practices in all areas of human services.
- Demonstrate mastery in the following program level expected learning outcomes: ELO 5: Professional Development.
- Students will develop a self-care plan as a basis for their future careers.

ENROLLMENT REQUIREMENTS

Once an internship is secured (with assistance from the Internship Team as needed), the student collaborates with the partner organization's site supervisor and the Internship Team to formalize the experience with the University. This is facilitated through the submission of an [Internship Work Plan](#).

After the Internship Work Plan and the [Assumption of Risk and Release Form](#) are on file and approved by the Department, formal enrollment in internship units (HUSV 493) occurs.

To enroll in HUSV 493, students must have:

- A cumulative GPA of 2.0 or higher.
- Completed at least one semester at UA.
- Completed both HUSV 301 and HUSV 326.
- A minimum of 30 or more units completed.
- An approved Internship Work Plan and Assumption of Risk and Release Form on file with the Internship Team.

Importantly, students may not exceed the University's [maximum number of units](#) allowed per term.

The recommended time for the Human Services internship is in the student's senior year (fall, spring, or summer term). It is also highly recommended that students complete HUSV 498 the semester immediately after the internship, though concurrent enrollment is possible. HUSV 493 is open to any student on campus, including those with no affiliation with CAST.

Students enrolled in HUSV 493 are committing to a minimum of 135 contact hours with their internship partner organization. To ensure progressive learning, internship hours should be spread evenly across the semester. On average, you should aim to complete 9-10 hours of work, per week, for 15 weeks (summer internships are completed over 13 weeks). Internship contact hours must correspond to semester start and end dates.

In addition to the contact hours, students complete career readiness and reflection-based academic assignments, which require an additional 15 hours or more of effort over the term. This includes:

- Bi-weekly hours, activities and reflections are to be submitted using the bi-weekly internship activity logs. These activity logs are to be verified and signed by your site supervisor.
- Thoughtful input to discussions housed on the D2L course site.
- Engagement in bi-weekly mandatory seminar meetings throughout the 15-week semester.
- Completion of a formal report and presentation of your internship.
- Establishment and practice of a self-care plan and goals assessment plan.

For academic credit to be awarded, the University requires that students be enrolled in HUSV 493 during the same term that they are completing their contact hours and academic assignments. Students can choose to complete more than 3 units of internship credit, either within a single semester or 3 credits in each of two semesters. If selecting this option, students will need to complete academic deliverables for both internship sites (including work plans, activity logs, reports, etc.).

Please Note:

- Less than 135 hours of field work, and/or, a lack of engagement in the online bi-weekly seminar meetings and assignments will result in a failing grade for your internship.
- At your internship site, breaches in ethical behavior, unexplained absences, and/or behavior deemed inappropriate by your site supervisor, will result in your internship being terminated, and a fail grade posted on your academic record.

PREVIOUS RELEVANT EXPERIENCE EVALUATION

The Council for Standards in Human Service Education (CSHSE) requires a total of 350 hours of field experience to be completed before graduation from the Human Services program. We recognize that a bachelor’s degree in applied sciences requires significant field experience with seasoned mentors who can model and supervise interns as they develop professionally, for graduates to be future focused and career ready.

To meet this requirement, we invite our students to submit up to 215 hours of previous relevant experience. An additional three internship units (135 hours) will be completed by enrolling in Human Services Internship (HUSV493), during the student’s senior year.

Previous relevant experience is considered learning gained outside a traditional academic environment, that is, learning and knowledge students acquire while working, participating in employer training programs, internship, and externship experiences, precepting, volunteering, community service, and hands-on professional development.

For those students that cannot meet the previous relevant experiences criteria, alternative arrangements must be discussed with the Human Services Internship Team.

We will do our best to make this process simple and consider all relevant experiences that can be formally verified, and that can reasonably be applied to the Human Services program accreditation requirements.

To obtain approval for the 215 hours of field experience, students can complete the previous relevant experience evaluation form. To complete the form, please contact one of the members on the Internship Team.

Please note that to meet the CSHSE requirements, students enrolled on or after Spring 2022 must provide verifiable evidence of previous relevant experience and gain approval by the Human Services Internship Coordinator and Human Services Program Director *before* they can be enrolled in HUSV 493.

The following considerations are applied to previous relevant experience evaluations:

- Students must provide **verifiable** evidence to demonstrate learning in placement areas such as practicum, training, volunteer work, and work experiences (refer to Table 1: Common Sources of Previous Relevant Experience).
- All previous relevant experiences must satisfy a **documented learning process** versus experience alone.
- Previous relevant experience cannot duplicate work from prior or concurrent UA coursework and/or transfer coursework.
- Credits for previous relevant experience cannot replace requirements expected for establishing UA residency.
- No letter grade will be assigned for previous relevant experience or considered in the student GPA.
- All previous relevant experience must have a demonstrable human services focus.

COMMON SOURCES OF PREVIOUS RELEVANT EXPERIENCE

<p>Previous Practicum or Internship</p> <ul style="list-style-type: none"> • Required Evidence: Formal verification of practicum/internship placement, duties performed, dates and number of hours, and supervisor contact details.
<p>Previous Externship</p> <ul style="list-style-type: none"> • Required Evidence: Formal verification of externship placement, duties performed, dates and number of hours, and supervisor contact details.
<p>Service Learning/Volunteer Work</p> <ul style="list-style-type: none"> • Required Evidence: Formal verification of service learning/volunteer work, duties performed, dates and number of hours, and supervisor contact details.
<p>Professional Conferences, Workshops, and/or Seminars Related to Human Services</p> <ul style="list-style-type: none"> • Required Evidence: Formal certificates of completion/attendance (to include name, date, location, hours of attendance, and website of event), summary of event (including relevance to Human Services), and summary of learning experiences.

<p>In-service/Professional Training, Licenses, Certifications</p> <ul style="list-style-type: none"> • Required Evidence: Official copy of training, license, certification, and summary of relevance to human services.
<p>Human Services Work Experience</p> <ul style="list-style-type: none"> • Required Evidence: Detailed description of employer/organization, dates, description of work duties and responsibilities, hours worked, months/years with organization. Details to be verified and signed by HR representative of the organization. Work experience must be supported with documented evidence of specialized trainings and/or a detailed summary of training events (including relevance to Human Services), and summary of learning experiences.
<p>Military Training</p> <ul style="list-style-type: none"> • Required Evidence: Official record/transcript of training(s)
<p>Mentored Independent Study and/or Preceptorship</p> <ul style="list-style-type: none"> • Required Evidence: Formal verification of independent study/preceptorship, duties performed, dates and number of hours, supervisor contact details, formal report resulting from independent study, and/or formal summary of preceptorship.
<p>Other Hands-on Experiences in the Field of Human Services</p> <ul style="list-style-type: none"> • Previous relevant experience not specifically mentioned will be considered on an individual basis. The required evidence will depend on the nature of the experience(s) being assessed.

INTERNSHIP PROCESS

To best be prepared to begin your internship in Human Services, you will want to follow the timeline below to ensure that you meet deadlines and submit the appropriate materials on time. There is of course flexibility within this timeline; however, it does provide you with some rough deadlines as a starting place for your internship. If any questions or concerns arise throughout this process, do not hesitate to reach out to the Internship Team and/or your academic advisor for further information and support.

5-7 months before starting internship	Planning your internship begins at the start of the semester before you intend to complete your internship (e.g., if you are intending to complete your internship in fall, planning begins in spring).
5-7 months before starting internship	Check in with your academic advisor. Let them know you are beginning to plan your internship. Make sure you are in good standing with your academic plan of study, and that you will not be overloaded with course work in your internship semester.
4-5 months before starting internship	Schedule a meeting with the Human Services Program Director or Internship Coordinator to review course load and that prerequisites have been met; review the internship process; access the Internship Work Plan and Assumption of Risk and Release form ; set your goals; note deadlines; and discuss ideas for your internship placement.
4-5 months before starting internship	Explore internship options by interviewing internship placement sites. This process is for you to: <ul style="list-style-type: none"> ▪ Identify suitable placement sites, and

	<ul style="list-style-type: none"> Be proactive in approaching potential internship sites to determine if they have a place for you. There may be an application process involved, and some sites are very popular, therefore you must start this process early. <p><i>Please Note:</i> Organizing your internship placement will take you much longer than you think it will. Start early and keep your academic advisor and the Human Services Internship Team informed of your progress.</p>
2-4 months before starting internship	If your fingerprint clearance card is out of date, or you do not have one, now is the time to make sure you have this. Many internship sites will not allow you to begin without this clearance card (this can take up to 6 weeks to process).
2-4 months before starting internship	Work with the agency (site supervisor) to develop an Internship Work Plan , with clear Human Services learning objectives and related proposed activities. At this time, the intern and site supervisor should discuss expectations for the intern’s schedule including: <ul style="list-style-type: none"> a. The regular weekly schedule of attendance and activities. b. Any known unavailability of either the intern or the site supervisor during the semester. c. Expectations for appearance (e.g., dress code). d. Agency policies. e. Pre-training requirements. f. Background checks/fingerprint clearance cards, if applicable. g. Health certifications. h. Any other expectations deemed necessary by the site supervisor.
1-3 months before starting internship	Complete the proposed activities listed in the Internship Work Plan and accept the responsibility for the quality of performance. The intern is also responsible for informing the site supervisor of any problems that may interfere with completing any activities and/or agency expectations. By the end of the preceding semester (i.e., if you intend to complete your internship in spring, your internship paperwork must be received by the end of the preceding fall semester), submit the completed Internship Work Plan and Assumption of Risk and Release form to the Internship Team. After review and approval by the Internship Team, the student intern will be enrolled in HUSV 493. <p><i>Note:</i> The latest the Internship Work Plan form can be received is one week prior to the start of the course (HUSV 493).</p>
1-3 months before starting internship	Verify Your Enrollment. After receiving email notification that the Work Plan is approved, check your UAccess schedule for enrollment accuracy and pay UA tuition and fees.
1 month before starting	Review all expectations of you, your duties, and expected outcomes with your internship site supervisor. Be sure to identify any training, health

internship	certifications, and security checks needed before you can begin your internship.
1 week before starting internship	Review the Course Syllabus and D2L Site. As soon as the term begins, carefully review, and adhere to the HUSV 493 course syllabus and assignments posted on the course management website (D2L).
1st day of internship and HUSV 493 course	Show up, be professional, and have fun!

RESPONSIBILITIES OF THE STUDENT INTERN

Students are responsible, not only to learn human service skills and integrate knowledge with practice, but to provide quality services to clients (*Clients* to be defined by the agency).

The *student intern* will:

1. **Work with the agency** (site supervisor) to develop an [Internship Work Plan](#), with clear Human Services learning objectives and related proposed activities. At this time, the intern and site supervisor should discuss expectations for the intern's schedule including:
 - i. The regular weekly schedule of attendance and activities.
 - ii. Any known unavailability of either the intern or the site supervisor during the semester.
 - iii. Expectations for appearance (e.g., dress code).
 - iv. Agency policies.
 - v. Pre-training requirements.
 - vi. Background checks/fingerprint clearance cards, if applicable.
 - vii. Health certifications.
 - viii. Any other expectations deemed necessary by the site supervisor.

2. **Complete the proposed activities** listed in the [Internship Work Plan](#) and accept the responsibility for the quality of performance. The intern is also responsible for informing the site supervisor of any problems that may interfere with completing any activities and/or agency expectations. By the end of the preceding semester (i.e., if you intend to complete your internship in spring, your internship paperwork must be received by the end of the preceding fall semester), submit the completed Individual Work Plan and the [Assumption of Risk and Release Form](#) to the Internship Team. After review and approval by the Internship Team, the student intern will be enrolled in HUSV 493. The latest form can be received is one week prior to the start of the course (HUSV 493).

3. **Verify Your Enrollment.** After receiving email notification that the Work Plan is approved, check your UAccess schedule for enrollment accuracy and pay UA tuition and fees.

4. **Review the Course Syllabus and D2L Site.** As soon as the term begins, carefully review, and adhere to the HUSV 493 course syllabus and assignments posted on the course management website (D2L).
5. **Revisit Expectations.** At the start of the internship term, and as needed, revisit with the site supervisor the expectations set forth when negotiating the Internship Work Plan, including the schedule, intern/supervisor planned contact, communication methods, policies, and so forth.
6. **Communicate with the site supervisor** before an expected arrival time of any illness or emergency that prevents weekly commitments being met.
7. **Document activities and contact** hours using the bi-weekly internship activity log. Internship activity log forms will be available on the HUSV 493 D2L site and are to be submitted every other week, with the site supervisors' signature.
8. **Consult with the site supervisor** for guidance and performance review on a regular basis throughout the semester. Mid-term and final evaluations will provide formal feedback from the site supervisor.
9. **Fully engage in the online component** of HUSV 493, including reflecting on one's developing Human Services career, networking with classmates (who are future colleagues in the field of Human Services), developing and practicing a self-care plan, learning about Human Services agencies and opportunities, and actively engaging in bi-weekly seminar meetings.
10. **Adhere to [Ethical Standards](#)** for Human Service Professionals.
11. **Share with the internship faculty member** any concerns not addressed or resolved by the site supervisor and/or agency.
12. **Complete an internship report.** The initial report provides an orientation to the agency, an understanding of the population that the agency serves, and an interview with the site supervisor. The final report incorporates academic learning and critiques the intern's experiences during the internship.
13. **Complete a presentation** of your internship experiences and lessons learned.

In addition, students are responsible for:

- Securing a fieldwork site at least four weeks prior to the beginning of the semester.
- Completing a total of 135 hours of fieldwork during the semester they are enrolled in.
- Maintaining confidentiality of clients and the agency.

- Ascribing to Human Services Standards of Professional Ethics.
- Completing all paperwork related to the internship experience.
- Evaluating agency and supervision at the end of the semester.
- Actively participating in and completing online coursework.
- Conforming to agency expectations.
- Developing and accomplishing learning goals.
- Behaving in a professional manner.
- Being proactive in dealing with problems and/or issues.
- Being active participants in their agency and professional development experiences.

RESPONSIBILITIES OF THE SITE SUPERVISOR

The *site supervisor* will:

1. Review the [UA Guidance for Hosting Internships](#)

UA has compiled guidance for organizations that plan to host student interns.

2. Communicate the Purpose and Opportunities for Skill Development

Communicate the organization's purpose, mandates, programs, and opportunities for meaningful and substantive student skill development. Consider the student's interests and developing skills, as well as the effort and time commitment it will take to successfully mentor and supervise the intern for the 135 contact hours. If feasibility is assured, then the site supervisor can move forward with the collaboration.

3. Obtain Hosting Approval

Obtain organization-specific administrative approval to host and supervise student interns.

4. Collaborate on the Internship Work Plan

Collaborate with the student to develop a mutually agreeable [Internship Work Plan](#), with a clear purpose, learning objectives, and related proposed activities.

5. Define Expectations

At the same time as the Work Plan is designed, discuss, and negotiate with the student intern specific expectations for the internship experience with your organization, including:

- A planned schedule (including any known unavailability of either the student intern or the site supervisor during the term);
- Skills expected to be developed or enhanced during the internship experience;
- Availability of the site supervisor for guidance, assistance, and progress reports;
- Preferred communication methods;
- Any compensation, stipend, or benefits available to the student intern;
- Organization policies and regulations, especially those related to human resources and/or starting an internship;

- Other expectations.

6. Provide Internship Onboarding

At the start of the internship, hold a formal onboarding/orientation session, including introductions to key staff members, a tour, and any assignment of workspace and/or equipment, and access (keys, ID cards, software access, file sharing, etc.).

Dedicate time during the student intern's first week to revisit with the student intern the expectations set forth when negotiating the Work Plan, including organization policies, the planned schedule, intern/supervisor contact, communication methods, and the like. Discuss any preference for how the student should communicate if illness, accident, or delay occurs. Expand upon the preferred communication methods to detail to whom the student intern should go for different types of questions, how they should ask their questions (e.g., phone, email, messaging, in-person), and when they should ask (e.g., right away or at a regularly scheduled meeting).

Continue to train and orient the student intern during their time with you. Student interns are learning and will not always understand the structure and culture of your organization without a mentor's explanation. Often, close supervision at the onset is needed, with supervision decreasing as the student intern adjusts to work expectations.

7. Provide Sufficient Work

Provide sufficient work following the approved Work Plan as a guide for the student intern's activities. This work includes 135 contact hours during the internship.

Per University policy, the first day that contact hours can be counted is the first day of the semester. If the student and site supervisor mutually agree, the student can orient or volunteer with the organization before the semester begins, but these activities/hours cannot be counted towards the internship contact hours.

If the hours are split evenly each week, the 135 contact hours equals 9 hours per week during the 15 weeks of the Fall/Spring semester or approximately 10 hours per week over the 13 weeks of the Summer. The University does not require that the contact hours be split evenly every week, so schedules may vary if the student intern and site supervisor agree.

8. Provide Clear Options for Downtime or Independent Work

In the case of a break in work duties, provide clear options for what the student intern should do to spend their time in a meaningful manner.

9. Collaborate on Changes to the Internship Work Plan, if Necessary

It is the student's responsibility to notify the Internship Team when any significant changes are made to the Work Plan, including the purpose, learning objectives, and activities of the internship. Changes are acceptable if they are mutually agreeable to you and the student intern and are submitted to the Internship Team.

10. Identify Opportunities for Mentorship

As the internship progresses, continue to serve as a mentor for the student intern. Integrate the student into the organization and, as appropriate, encourage other staff members to interact with the student intern, invite the student to attend meetings, participate in conference calls, and interact with key members of the organization and collaborating organizations.

Continue to clarify expectations and share feedback on performance and opportunities for adjustment and/or growth. Ask for student impressions and concerns about the internship experience.

11. Notify the Internship Team of Challenges

Immediately notify the Internship Team of any challenges or problems with the student intern or the ability of the organization/site supervisor to offer the experience.

12. Note Student Academic Requirements

Be available to the student intern for an interview about the organization and the site supervisor's professional career path (this is a required assignment for student interns). Complete a progress report about the student's contributions and areas for growth at the midpoint and end of the internship. The site supervisor is expected to discuss this feedback with the student intern (a link to the electronic progress report will be sent to the site supervisor).

RESPONSIBILITIES OF THE HUMAN SERVICES INTERNSHIP TEAM

The *Internship Team* will:

1. Guide Individualized Internship Search Strategy

The Internship Team will help the student identify and prioritize internship options to pursue in the context of the student's unique personal values and post-graduation plans. The Internship Team will also help the student refine their approach to searching for and securing an internship experience.

2. Provide and Clarify Internship Policies

At the site supervisor's and/or partner organization's request, the Internship Team will provide additional information (after the student initiates contact with the organization) about University and Departmental internship policies.

3. Review Internship Goals

The Internship Team will review the defined goals, purpose, learning objectives, and activities for personal and professional development during the internship.

4. Approve Enrollment in UAccess

The Internship Team will provide final enrollment approval for the conditions and plans for the student intern's placement and work with the site supervisor after ensuring that the Work Plan required by the University/Department is on file.

5. Serve as Communication Liaison

The Internship Team will maintain ongoing communication with the student intern, the site supervisor, and other organization representatives. The Internship Team will address any challenges or unexpected situations raised by the student intern or the site supervisor.

6. Direct Academic Requirements

The Internship Team will direct the academic deliverables (i.e., assignments) of the internship using the course management website (D2L).

7. Review Assignments and Intern Progress Reports

The Internship Team will receive the student intern's academic assignments and site supervisor progress reports and evaluate the student's learning and progress.

8. Assign Final Course Grade

The Internship Team will evaluate academic course assignments and assign the final grade for the enrolled units.

FREQUENTLY ASKED QUESTIONS (FAQs)

1. What kind of internship opportunities are available?

Internship opportunities abound and both public and private organizations are equally acceptable as hosts. The expansive range of opportunities can be equally exciting yet overwhelming for students as they determine what kind of opportunity they would like to pursue. Every Human Services student is encouraged to consult with the Internship Team during the internship search. The Internship Team provides guidance to students as they search for and secure their internships through one-on-one meetings and through prior coursework in the Human Services program. A list of potential internship sites can be found on our website at: <https://azcast.arizona.edu/academics/human-services/internship-sites>.

2. Can a student pursue an entrepreneurial option or design a customized internship experience?

Yes. Students can elect to pursue an entrepreneurial option or design an internship that allows them to gain experience in an area of their unique interest. Students interested in this option are required to complete an Internship Work Plan detailing the goals and learning objectives of the experience. They are also required to identify a mentor.

3. Can the Department guarantee an intern for an organization's specific project? No, the Department does not "place" or "match" interns to organization opportunities.

However, the Internship Team does work with students to help them with their searches. Outreach by an organization to the Internship Team can result in a referral when a student with relevant interests/skills is seeking an opportunity that aligns with organization needs.

4. How can an internship opportunity be advertised?

Partner organizations are invited to advertise internship and/or career opportunities to students through [targeted advertisements](#) to Human Services students, or through [Handshake](#), the free online career platform which the University uses for internship and job announcements.

5. What paperwork is needed for the internship to be official?

A completed and approved Internship Work Plan as well as an [Assumption of Risk and Release Form](#) is needed for the internship to be official and HUSV 493 enrollment to occur.

6. Why is tuition assessed for the internship experience?

Tuition is assessed for the internship experience when students are seeking academic credit. Internship credit is required to earn a BAS in Human Services, and the units are applied towards the 135 units needed to graduate with an applied bachelor's degree. Because of this course credit, UA tuition rates, fees, and deadlines apply.

7. Can interns be paid?

Yes, the University awards academic credit for paid or unpaid internships. When a partner organization hires a student as an employee for a paid internship, the partner organization (employer) is expected to follow all relevant federal, state, and local employment laws. If an hourly wage or salary is not possible for a partner organization, the organization is encouraged to consider other opportunities for recognizing the student's contributions, including titles beyond "intern," a semester stipend, and/or reimbursement for travel or work-related expenses.

Note to students: unpaid internship experiences often lead to fulfilling career positions, so keep an open mind when selecting an internship.

8. What are federal regulations around unpaid internships?

The US Department of Labor provides a general information [fact sheet](#) related to unpaid internships (last updated January 2018).

9. Can an internship occur at the student's current place of employment?

Yes, the student intern may complete an internship at their current place of employment if: (1) activities can be determined (and documented in the Work Plan) that are outside the scope of the student's ongoing job requirements; and (2) an internship site supervisor can be determined who is outside the role of the student's regular supervisor. The internship is meant to be a learning experience and an opportunity to expand the

student's network, which is why a new area of responsibility, and a new supervisor are required.

10. Can an internship be remote or hybrid?

Yes, internship activities can be completed remotely, in a hybrid format (a combination of on-site and remote), or at another location besides the internship partner organization if it is mutually agreed upon by the student intern and the site supervisor.

11. Can an internship be completed abroad?

Yes, gaining a global perspective through the internship is a valuable experience. Students interested in conducting an international internship should consider the [UA's International Travel Safety and Compliance policy](#). Students completing an internship abroad are required to register their travel with [Arizona International](#) and follow policies and procedures related to international insurance coverage.

12. Can interns finish/leave an internship before the semester is over?

Yes, the intern can finish the internship contact hours before the end of the term by working more than the required average hours per week (e.g., "frontloading" the internship hours). This type of schedule should be mutually agreeable to the student intern and the site supervisor.

A student intern can also be terminated or quit the internship before the contact hours are completed. In either situation, and before it escalates to this decision, the student intern and/or the site supervisor should discuss the situation with the Internship Team.

13. What grade can a student earn for the internship?

The grades available for internship courses are limited to:

- S (superior)
- P (passing)
- F (failure)
- I (incomplete)
- W (withdrawal)

While it is possible for a student intern to receive a failing grade for the course, S, P, F grades do not factor into a student's grade-point-average. This type of alternative grading is a standard for internships and related courses (categorized as "individual studies") at the University. When/if students earn a grade of Superior or Pass, the notation "Engaged Learning Experience: Completed" will appear on their official academic record, including the student transcript.

14. Can a student elect to do multiple internships?

Only three units of HUSV 493 are required for the Human Services major. Students can complete additional internships without pursuing academic credit. If academic credit is desired, a student should discuss the opportunity with an academic advisor to learn if

the units can be applied towards an academic minor (as appropriate) and/or general elective coursework.

15. What special considerations should international students take?

International students must consult with the [University's International Student Services](#) and follow all applicable processes and procedures to obtain appropriate work authorization related to their planned internships.

16. Where can I read more about university internship policies?

You can find additional information in the [University's Policies and Guidelines](#) and [Internship Policy FAQs](#).