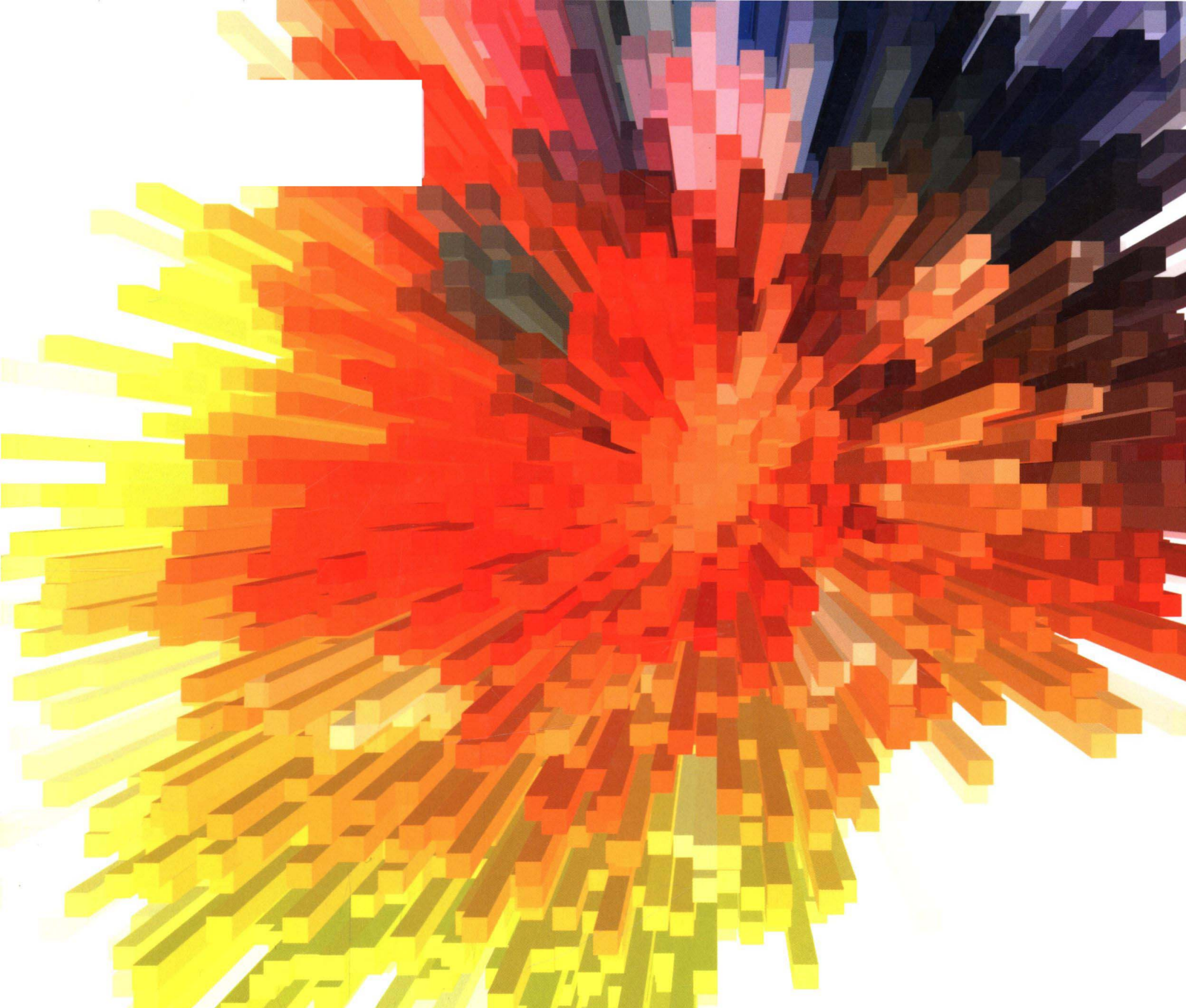


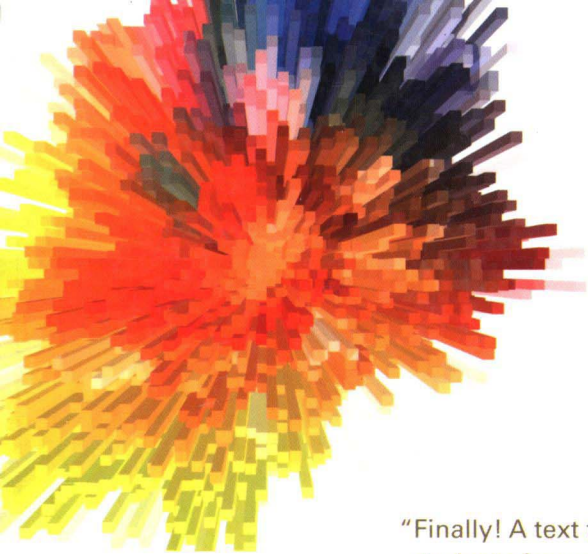


THE
HUMAN SERVICES
INTERNSHIP EXPERIENCE

Helping Students Find Their Way

MARIANNE WOODSIDE





THE HUMAN SERVICES INTERNSHIP EXPERIENCE

"This text is the 'bread and butter' for interns who seek to work in human service fields."

—Fred Hall, *Mississippi College*

"Finally! A text to prepare counseling and mental health and human service students for practicum and internship and a personalized insider's guide to assist them along the way. Theoretically sound and comprehensive, this text is enthusiastically welcomed by students, faculty, and supervisors at all levels."

—Terence Patterson, *University of San Francisco*

The Human Services Internship Experience: Helping Students Find Their Way

bridges theory and practice to help students apply their academic work in real-world, internship settings. With a focus on developing a professional human services identity, the text includes coverage of how to work with agency setting, use supervision effectively, and cultivate an awareness of multicultural and ethical perspectives needed for effective human services delivery. Students will learn how to successfully navigate the multiple roles of the human services professional, conclude the internship, and transition from intern to employee.

KEY FEATURES

- The book's developmental approach addresses how to begin the internship in very practical terms and then develops more sophisticated helping skills to help students evolve from novice to professional.
- Ethical and multicultural perspectives expand the student's understanding of these issues and show how they look different to students when they are in real-life work settings.
- "Writing Your Own Story" features in each chapter ask students to write the story of their internship to enhance their understanding of their experience.
- Vignettes throughout the text include peer voices as well as the voices of a faculty member, a site supervisor, and a human service professional to offer different perspectives on the internship experience.

WOODSIDE

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21-C9-0099
B00087032

The Human Services Internship Experience

Helping Students Find Their Way

Marianne Woodside
The University of Tennessee



Los Angeles | London | New Delhi
Singapore | Washington DC | Melbourne



FOR INFORMATION:

SAGE Publications, Inc.
2455 Teller Road
Thousand Oaks, California 91320
E-mail: order@sagepub.com

SAGE Publications Ltd.
1 Oliver's Yard
55 City Road
London, EC1Y 1SP
United Kingdom

SAGE Publications India Pvt. Ltd.
B 1/1 Mohan Cooperative Industrial Area
Mathura Road, New Delhi 110 044
India

SAGE Publications Asia-Pacific Pte. Ltd.
3 Church Street
#10-04 Samsung Hub
Singapore 049483

Acquisitions Editor: Nathan Davidson
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Printed in the United States of America.

Library of Congress Cataloging-in-Publication Data

Names: Woodside, Marianne, author.

Title: The human services internship experience : helping students find their way / Marianne Woodside, The University of Tennessee.

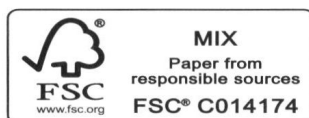
Description: Los Angeles : SAGE, 2016. | Includes bibliographical references and index.

Identifiers: LCCN 2015040088 | ISBN 9781483377841 (pbk. : alk. paper)

Subjects: LCSH: Social work education. | Internship programs. | Social workers—Training of.

Classification: LCC HV11 .W7175 2016 | DDC 361.0071/55—dc23 LC record available at <http://lccn.loc.gov/2015040088>

This book is printed on acid-free paper.



16 17 18 19 20 10 9 8 7 6 5 4 3 2 1

The Human Services Internship Experience

For Phil and Clyde

Preface

The purpose of this textbook is to help you, the human service student enrolled in internship, bridge the theories and knowledge of human service delivery with its actual practice. Hopefully, the text will assist faculty as they guide their students through the internship process. And we believe that students will benefit from and feel supported by the text as they engage in their internship experiences. To meet these goals, we present this text, *The Human Service Internship Experience: Helping Students Find Their Way*. It is intended to be both a text and a workbook. This hybrid approach to learning during internship is guided by our teaching philosophy, that of striking a balance between an academic approach to learning with experience in a human service setting and self-reflection.

The inspiration for the text comes from over 40 years of experience teaching internship in human services and counseling. The content and approach illustrate what my students and I, over some 40 years, have learned from each other about internship. The text is filled with voices of students at differing stages of the internship process and from various parts of the country. It also includes messages from practicing professionals: a human service faculty member, a site supervisor, and a human service professional. Each of these speak to you to both share their experiences and support you during internship.

We know that an internship as a field-based experience is a powerful learning tool in human services, as in many other professions. This text assumes that internship is both a time students can fully apply their academic work in a real-world setting. It is also a time when students can confirm and expand their identity as human service professionals.

Internship is a time when various dichotomies pervade the lives of interns. For example, prior to and at the beginning of internship, interns feel anxiety as they anticipate working with clients and contributing to an agency. This anxiety is in direct contrast to their growing excitement about being able to actually practice their knowledge and skills in helping others. A second example has to do with how interns view clients. Early in the internship, interns may see their clients in simple ways and develop small interventions. Later, as their confidence grows and their skills increase, the issues may appear more complex than first thought, while the interventions may have contributed to small change, if any. A third dichotomy in their experience may appear during supervision. Effective supervision requires feedback, both positive and critical. While positive feedback confirms the intern's skill and progress, critical feedback is often less easy to receive and can shake an intern's confidence, if only initially.

We present you with these three example dichotomies of the highs and lows of internship as a way of emphasizing the importance of the approach

to learning that we take in this text. We hope to create a supportive environment in which you can develop your skills as a human service professional. Internship is both exciting and challenging. And, in this text, we are with you during this experience! We developed the goals of this text to meet your own needs as an intern, as well as the needs of your faculty supervisor and your site supervisor.

GOALS

This text focuses on your internship experience. We provide a text to support you in your journey to become a competent and successful human service professional. Because we view this journey as a developmental process, our overall goal is to guide you through it. Further, we support the growth of your identity as a human service professional. Also, we help you integrate academic work with your real-world experience at your internship site. Part of this process involves your own self-reflection as you work with clients and your colleagues in your internship site. Lastly, we provide testimonies and accounts of experiences of several kinds of human service students and providers as they remember and reflect on their on professional development.

This text is divided into four parts so you can gain a clearer understanding of the developmental nature of your own professional growth. The 11 chapters of the text directly describe what you need to consider during each stage of your development.

Part One, *Introduction to the Internship Experience*, includes four chapters. Each chapter is intended to provide you insights about the internship experience and how you can successfully plan for and begin it effectively. In Chapter One, we introduce you to various aspects of the internship experience, by defining relevant terms, describing professional definitions of internships, and helping you locate and understand the ways in which your own program defines and understands what an internship is supposed to be. We emphasize the concept of collaboration as of special significance. In Chapter Two, we help you assess your readiness for internship. We introduce the core characteristics of the internship experience and ask you to reflect on your readiness to engage these. We also introduce you to a developmental model of professional growth that will help understand your own professional development. Chapter Three focuses on setting up your internship. It suggests practical guidelines for developing an internship site and describes essential steps such as filling out an internship application and preparing for and making your initial visit to your internship site. Finally, in Chapter Four you learn about the expectations of your first week or two at the internship site.

Part Two, *Involving Yourself in Human Service Work*, addresses various aspects of the work that you will encounter in internship. For example, in Chapters Five and Six, you explore the nature of ethical practice, develop a model of ethical decision making, and consider various issues that may arise while you are an intern. At the conclusion of these two chapters, we hope that you will be able to identify ethical issues that occur and, with consultation, address them by using professional codes of

ethics, legal statutes, agency rules and regulations, and a model of ethical decision making. Chapter Seven introduces the concept of a multicultural perspective for your internship work with your clients and in your agency. We help you understand the principles and circumstances that underlie the need for a multicultural perspective. We help you identify the nature of your own culture, the culture of your clients and their environments. In Chapter Eight, we introduce and describe in detail the two important relationships you must establish and sustain during your internship, those with your site supervisor and your faculty supervisor. We define supervision and describe its purposes. After introducing a model of the supervisory relationship, we discuss the evaluation process in internship and then present an Intern Bill of Rights. The Bill of Rights details both the expectations you should have for supervision as well as the responsibilities you are expected to assume.

By the time you begin Part Three, *Expanding Your Skills*, we help you further develop your professional knowledge and skills. By the middle of your internship, you are already building on the basic helping skills you learned in your academic program and have been using during the first part of internship. During your study of Chapter Nine, "Working With Clients," we introduce you to the concept and practice of culture-centered helping. We illustrate the ways that you can use culture-centered helping within the framework of the helping process. An understanding of culture-centered helping builds on the focus of the concept of a multicultural perspective described in Chapter Seven. Then we ask you to consider integrating a strengths approach in your work with clients. In Chapter Ten, in order to help you view your clients in more complex ways, we introduce you to the concept of case conceptualization and then provide a guide for constructing a case conceptualization. We also help you construct a case study of a client. Finally, in this chapter, we provide tips for documentation and report writing.

The final part, Part Four, is *Concluding Your Internship*. Chapter Eleven of the same name helps you end your internship experience in a positive way. We help you plan ending your work at your internship site, with your site supervisor, other site staff, and clients, and with your academic program. We stress the importance of planning your leave-taking, both for your personal and professional growth. In this chapter, we also introduce two activities directly linked to internship that will support you as you look for employment in the human service sector. We help you begin or continue building a professional portfolio and then provide guidelines for asking for references.

FEATURES

This text, *The Human Service Internship Experience: Helping Students Find Their Way* includes many features designed to provide support for you in your internship work, challenge you to grow professionally, and develop new insights about yourself, your clients, and others with whom you work. We want these features to help you link what you learned and are learning in your academic work to your work in the real-world. Finally, we hope these features help you find ways you can support and challenge yourself well beyond the internship experience.

The Internship as a Developmental Process—We believe that learning to be a human service professional is a developmental process, one that ideally never ends. We organized the text around the four stages of professional development that occur during internship. These stages include beginning the internship, participating in human service work, expanding your knowledge and skills, and concluding your internship. Adding to your knowledge of professional development, we also introduce the Integrated Developmental Model (IDM) in Chapter Two. This model helps you understand your own development in terms of autonomy, motivation, and self- and other-awareness.

Deepening Your Knowledge—This final section of each chapter adds the voices of human service interns, faculty and site supervisors, and a human service professional to your internship experience.

The Presence of Student Voices—At the conclusion of each chapter Alicia, Lucas, and Tamika, all three human service interns, describe their experiences during internship, recount some of the challenges they encounter, and discuss their personal and professional growth and development. Hearing from these three students provides you with insight into internship experiences beyond your own. We hope that the three human service students can serve as a guide for you and help normalize your work at your internship site.

The Presence of Supervisor Voices—Dr. Claude Bianca, a faculty supervisor, and Ms. Bellewa, a site supervisor, write about their supervision experiences. These two individuals provide you with a perspective that differs from an intern's view of internship. We hope seeing these two alternate viewpoints can expand your understanding of both your academic program and site supervision, especially as they relate to internship.

The Presence of a Human Service Professional Voice—Gwen, a human service professional provides practical insights into the work of human service delivery. She covers timely topics such as how to collaborate at the work site, use social media in a work setting, develop a professional identity, and work with clients using culture-centered helping.

A Focus on Self-Reflection and Application—There are numerous exercises in each chapter that help you engage in the text material and integrate it with your actual day-to-day experiences. In some instances, the exercises ask you to make plans, indicate how you would use guidelines suggested, use the models presented in this text to develop a clearer understanding of a specific aspect of your internship, or to develop materials to share with your supervisors or peers. In each chapter, there are exercises entitled “Writing Your Own Story”. The 32 entries of “Writing Your Own Story” are targeted opportunities for you to record or journal about your experiences.

Vignettes and Case Examples—Each chapter includes multiple vignettes and case examples to illustrate the concepts introduced. We introduce several students who give critical accounts of their experiences. Sue, a human service intern from Oklahoma, works in a homeless shelter. Tomas, also a human service intern, works in a drug and alcohol treatment facility in New York City. A small section titled “What Students Say” includes various thoughts and reflections by Steve, Maria, Al, and Shasha about topics that range from ethics and supervision to helping and culture.

An Emphasis on Ethical and Multicultural Perspectives of Helping— We include three chapters that emphasize integrating both ethical and multicultural perspectives during internship. Chapters Five and Six present you, as an intern, with background information about developing an ethical perspective and then addressing ethical issues specifically related to your work as an intern. Chapter Seven confirms the importance of developing a multicultural perspective working with clients and working in an agency setting. In addition, Chapter Nine introduces a model of culture-centered helping that integrates the multicultural focus with the helping process. As with all chapters, there are vignettes, case examples, illustrations, and exercises that hopefully help you become aware of even more ways to work with clients and agency staff.

An Emphasis on Illustrations— Throughout the text are boxes, figures, and tables that help illustrate the concepts presented and provide structure for thinking through the concepts and applying them to the internship experience.

Intern Learning Support— Each chapter focuses on another dimension or aspect of human service work and practice. Chapters begin with a list of learning goals. The readers will find exercises throughout suggesting ways to apply the knowledge presented in the text to the internship experience. At the conclusion of each chapter, there are a list of terms to remember and a reference list of helpful sources.

CONCLUSION

We developed *The Human Service Internship Experience: Helping Students Find Their Way* as a way to empower faculty and interns alike during the internship. Participating in a human service internship is an exciting and challenging endeavor. As you read the text and engage in the workbook components of the text, we hope you can enhance your growth and development as a human service professional. Our aim is for your experience with the text to help you transition from an intern to a human service professional.

SAGE was founded in 1965 by Sara Miller McCune to support the dissemination of usable knowledge by publishing innovative and high-quality research and teaching content. Today, we publish over 900 journals, including those of more than 400 learned societies, more than 800 new books per year, and a growing range of library products including archives, data, case studies, reports, and video. SAGE remains majority-owned by our founder, and after Sara's lifetime will become owned by a charitable trust that secures our continued independence.

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Acknowledgments

My husband, Phil, served as a daily sounding board and editor for the text. His philosophy training and his unending curiosity provided me with both expertise and support through the writing of the text.

Numerous people supported the work on this book. My students, Allie Rhinehardt, Jorge Roman, Brittany Pollard, Dareen Basma, and Gwen Ruttencutter all spent countless hours sharing their wisdom and experience in the section “Deepening Your Understanding”. These sections, in every chapter, allow you to see clearer the realities of human service internships. I thank them for their time, energy, and insights. Gwen Ruttencutter also created most of the figures for the text. Several of my friends from elementary school, Betty, Suzie, Sarah, and Stacey shared insights about the workplace, especially when transitioning to a new setting.

Special inspiration came from my spring 2014 and 2015 classes of interns! These interns were amazing. As they traversed the internship journey, they shared their experiences, readily asked for help, and accepted supervision and guidance. Finally, they gave me confidence in the book’s content and approach. SAGE Publications and the author would like to thank the following reviewers for their contributions:

Barbara Carl, Pennsylvania State University, Capital College

Michael D. Collins, William Penn University

Michael D. Reiter, Nova Southeastern University

Susan Eidson Claxton, Georgia Highlands College

Chris M. Lucas, Bradley University

DeAnna Henderson, Alabama State University

Fred L. Hall, Mississippi College

Mary Olufunmilayo Adekson, St. Bonaventure University

Richard S. Takacs, Carlow University

Ronica Arnold Branson, Jackson State University

Terence Patterson, University of San Francisco

Wendy Eckenrod-Green, Radford University

Karen Roberts, Kansas State University

Mary Handley, Cazenovia College

Patricia A. Joseph, Lincoln University

About the Author

Marianne Woodside has been a faculty member in human services and counseling programs for over 40 years. As a human service educator, she has taught a variety of courses including Introduction to Human Services, Methods and Service Delivery, Case Management, Mental Health Across the Lifespan, and Assessment and Planning. She has also taught courses related to teaching and supervising in the helping professions. Her favorite area of focus is always working with students in practicum and internships. As coordinator of field-based experiences she has experience establishing placements, supervising site supervisors and students, and providing support to interns in class as well as in the field. Marianne also has coauthored nine texts in the human services and published over 50 research and applied journal articles. Working with students is always a highlight.

Marianne is married to Phil and has three adult children, Michael, Cathy, and Donna Lee, six grandchildren, and one small dog. She loves the outdoors and celebrates it through hiking and photography. She also seeks ways to play music and spend time with her family and friends.

