HUMAN SERVICES INTERNSHIP PROGRAM

HUMAN SERVICES MAJOR

COLLEGE OF LIBERAL ARTS
Human Services Internship Program

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Overview

The Human Service major at the University of Massachusetts-Boston values experiential and hands-on learning, and seeks to provide opportunities for new skills and knowledge, as well as the opportunity to assess, reinforce, and extend current knowledge and skills related to the helping profession. Toward that end, the Human Service major has designed an internship program that includes internships, broadly defined to include cooperative education, field studies, service learning, community service, community-based learning, civic engagement, civic learning, and practica, as aspects of experiential and hands-on learning opportunities for human service students. By its nature, internships require students to integrate and to apply classroom learning, theories, and experiences (prior and new) to professional settings.

Goals

The general goal of all internships, and indeed the Human Services Internship Program, is to have students apply learning (knowledge and skills) in professional settings. This general goal includes the application of reading, writing, critical thinking, and problem solving. In more specific terms, the Human Services Internship Program seeks to:

• Engage the student in the discipline of human services and the helping profession
• Provide opportunities for students to interact with a variety of individuals, systems, organizations, and human service practitioners
• Challenge students to use a variety of learning styles in order to experience new ways of learning and thinking
• Improve skills in research, communication in groups, interpersonal communication, and observation
• Improve critical thinking and problem-solving skills
• Provide an opportunity to do reflective learning from experiences in the professional arena (prior and new)
• Provide networking and mentoring opportunities
• Provide an opportunity for self-empowerment (to grow emotionally and to learn from failure and success) through the experience of helping others directly and/or more broadly by working on a human service issue
To help the student to become a more motivated life-long learner

Structure

The general structure of the Human Service Internship Program is designed as a two-semester program primarily linked to two courses in the Human Services major. The specific supervised internship experience itself is linked to either one or both of the two designated courses, depending on the nature of the internship, the requirements of a particular agency/organization, and the needs of the intern. That is, if a student chooses to do so, s/he can change to a different placement site for the second course or remain at the same placement site for both courses.

The class-based component of the program, therefore, includes the following two courses: (1) Professional Internship Seminar and (2) Human Service Policy and Practice. The intent and purpose of the seminar course is to be an arena for intensive reflective and skill enhancement work related to theory as internships are carried out. The purpose and intent of the Human Service Policy and Practice course is to serve as an arena to explore various policies and practices that influence the delivery of services in a variety of human service arenas as an internship is carried out. The Professional Internship Seminar is a pre-requisite course for taking the Human Service Policy and Practice course. The Human Policy and Practice course, therefore, is also the Human Service major’s Capstone course. Both courses are intended to be integrative of theory and/or policy and practice. The experiential component of the program, therefore, can be a one-semester or two-semester experience with a particular human service agency or relevant organization, which takes place in conjunction with both courses.

The experiential internship component of the program includes placement at a human service site and/or legitimizing appropriate service learning, civic engagement, and/or field experiences (prior and new) that involves fieldwork hours. Current work or place of employment cannot be used as an internship placement site, although they may be used in connection with another fieldwork-related course in the Human Service major in regard to reflective papers—e.g., in the Intervention with Individuals and Small Groups course, students may use current relevant job experiences or relevant prior volunteer work to write reflective papers related to interventions they carry out (carried out) with individuals and small groups.

For the Professional Internship Seminar, a minimum of 100 fieldwork hours is required; for the Human Service Policy and Practice course, a minimum of 50 fieldwork hours is required. Students, however, may put in more than these minimum fieldwork hours for these two internship-linked courses. In general, the overall program requirements for the Human Services Internship Program is a minimum of 350 fieldwork hours. A validation process is part of the procedures (e.g., journal recordings; site supervisor evaluation forms; transcript audits; faculty verifications; time sheets).
Differentiated Approach To The Internship Experience

Recognizing that students will enter the Human Services Internship Program with different kinds of experiences, skills and knowledge, the Human Services major and its internship program uses a differentiated approach or model for documenting and crediting previous and new internship experiences. That is, a differentiated approach makes it possible for human service majors to use a variety of methods to attain and to apply internship fieldwork hours in satisfying the overall program minimum requirement of 350 hours for the Human Services Internship Program.

Following are elements of the differentiated approach/model:

One-Semester Internship Linked To Either Professional Internship Seminar or Human Service Policy and Practice

The two courses, Professional Internship Seminar and Human Service Policy and Practice, are required courses for the Human Services major. Internship possibilities are linked to both of these courses. However, based on a student's experiences, skills and knowledge and the internship fieldwork hours that are needed to satisfy the overall internship fieldwork hour requirements, a student may choose to acquire the minimum 100 internship fieldwork hours by participating in a one-semester internship experience at a particular agency/organization, and then choose to acquire the minimum 50 fieldwork hours at a different agency/organization. The remainder of the required 350 fieldwork hours may be accumulated by extending their internship fieldwork hours or through verification of fieldwork experiences/activities/assignments linked to other human service courses or relevant Elective courses (e.g., Youth Work courses).

Two-Semester Continuation Internship Linked To Both Human Service Policy and Practice and Professional Internship Seminar

Likewise, in accord with the two required Human Service internship-linked courses, based on a student's experiences, skills and knowledge and the internship credit hours that are needed to satisfy overall internship fieldwork hour requirements, a student may choose to participate in a two-semester internship experience. In this way, the student will satisfy the minimum 150 fieldwork hours linked to the two courses at one agency/organization. The remainder of the required 350 fieldwork hours may be accumulated by extending their internship fieldwork hours or through verification of fieldwork experiences/activities/assignments linked to other human service courses or relevant Elective courses (e.g., Youth Work courses).

Internships Completed By Associates Degree Students (AA) At Community Colleges or By Matriculated College Students Without An AA Degree

While direct transfer credit is not provided for an internship taken at a community college (or other colleges) due to the leveling of the courses, the Human Service major will credit 150 fieldwork hours toward the overall internship minimum fieldwork hours required for the Human Service Internship Program. Verification
of a relevant internship for Associates Degree students or matriculated college students without an AA Degree will be completed through a transcript audit.

**Service-Learning, Civic Engagement or Field Experience Linked To Human Service Course Assignments**

As part of an approach to their teaching, some Human Service faculty create course assignments that require students to engage in various kinds of service-learning, civic engagement, or field experience (e.g., a class assignment that engages students in carrying out an intervention to impact a human service system; a class assignment that requires a student to do short-term volunteer work in the community). In such cases, pending faculty verification, a student may utilize these experiences as counting toward their overall required fieldwork hours.

**Service-Learning, Civic Engagement or Field Experiences Linked To Youth Work Elective Courses**

All students can successfully complete Elective courses. Youth Work courses (i.e., Understanding Youth: Youth Identity, Growth, Development; Models of Practice in Youth Work: Models of Practice with Urban Youth; Analyzing a Youth Issue: Analyzing Issues of Urban Youth; Working on a Youth Issue: Working with Urban Youth) often require field-based experiences such as service learning, community service, civic learning. Such field-based or service-learning experiences can be counted toward the overall hours required for the Human Services Internship Program. Documentation may be provided in the form of transcripts, course syllabus, field-based evaluations, writings related to the field-based experience, or verification letter from faculty evaluator.

**Service-Learning, Civic Engagement or Field Experience Linked To Approved Human Service Work-Related Experiences**

The Human Services Internship Program recognizes that students may enter the major with current or prior work-related experiences in human services. To have such experiences to count toward the required internship fieldwork hours, a student must demonstrate and verify these experiences. These prior or current work-related experiences may be verified and used in connection to the Intervention with Individuals and Small Groups practicum-linked course. The Intervention with Individuals and Small Groups course is a pre-requisite course for the Human Service Internship Seminar, which can be taken, however, prior to or in the same semester as the Seminar course. In some cases, a student may receive transfer credit for this course via an audit, depending on the level of a prior course at another college.

**Memorandum of Agreement**

All agency/organizations that are part of the Human Services Internship Program are officially recognized as a partner through the use of a generic Human Services-UMass Boston Partnership Agreement form.
Examples of Human Services Internship Partners at UMass Boston

The Dimock Center
Global Potential
Quincy Community Action Program, Inc.
College Success Initiative,
Cambridge Community Services
Healthcare for Homeless Veterans
Roxbury Youth Works
Citizen Schools
ASPIRE, Therapeutic After School Program, Frederick Middle School
Center for Families, Cambridge
Jumpstart
Office for Refugees & Immigrants
Salvation Army Rehabilitation Center
Project SOAR (Stability, Opportunity, Achievement, & Recovery) for Homeless Families
U-ACCESS (Office of Urban & Off-Campus Support Services)
Walter Denney Youth Center
Generation Citizen
Senator Sonia Chang-Diaz’s Office
Codman Square Neighborhood Development Center
Housing Opportunities Unlimited

Inclusive Concurrent Enrollment Program
Urban Edge
Health Leads
Bay Cove Human Services Inc
Boston Islamic Center
NFI Massachusetts, Inc
Ellis Memorial
Pine Street Inn
MIT/Wellesley Upward Bound Program
Fletcher Maynard Academy
The Women’s Lunch Place
Norwood Housing Authority
YearUp
Department of Children and Families
STARS Peer Leadership at Cambridge Rindge
Emarc
DotHouse Health Center
Senator Michael Moore’s Office
Massachusetts Alliance for Adult Literacy
Horizons for Homeless Children
Somali Development Center
Freedom House
Massachusetts Rehabilitation Commission
Dever Elementary School-Family & Community Outreach
William Joiner Institute
Action for Boston Community Development
EOHHS/Department of Public Health
MDDC
Brookline Healthcare Center
Brockton Area Metro Services Inc
Department of Education & Secondary Education
Office of Diversity and Equal Opportunity
Executive Office of Labor & Workforce Development
Massachusetts General Hospital Cancer Center
Asian Health Harvard Vanguard Domestic Violence (Shelter)
A New Recovery Center
The Center of Hope & Healing
Brookline Senior Center
Governor's Internship Program
Massachusetts Developmental Disabilities Council
Rockland Cares at Rockland High School
Health Resources in Action-Mass. Substance Abuse Hotline
Family Day Care Programs, Inc
Rosa Parks Day Care Center
Soldier's Home in Chelsea
St. Coletta Day School
Tenacity
STEP Rox Recovery Support Center
Roxbury Community College, Project Access
Haitian American Public Health Initiative
Foxrun Organization
Atrisu Health Harvard Vanguard Kenmore
Urban League of Eastern Massachusetts
Fenway Community Health Center
West Roxbury Academy
Bright Horizons at Beacon Hill
Victory Human Services, Brockton