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PREFACE: STUDENT LEARNING OUTCOMES

This manual is written for students wanting to complete an internship in sociology. The purpose of this manual is to establish policies and procedures to help guide the student throughout the internship. The internship offers students the opportunity to experience firsthand the field of sociology. It will enable the student to obtain a realistic perception of sociological work, and its advantages and disadvantages. Students should enter the internship with the proper attitude. They must be willing to listen and to work hard. Students merely looking for easy credit hours should not pursue this internship program. This program is very demanding of the student's time. It should be a very beneficial experience but can only be such if the student is willing to meet the demands.

Upon Completion of the Internship, Interns should be able to:

- Demonstrate critical thinking skills, including analysis and synthesis of key sociological concepts and theories by providing an original analysis of a social problem or issue.
- Learn about the practical relevance and importance of sociological knowledge for understanding public opinion polls, governmental policies, and mass media reports by using different methodological techniques available in sociology.
- Effectively express and communicate sociological knowledge inside and outside the classroom.
- Understand the key concepts and theories in social service.
- Understand the philosophies, theories, and policies guiding the social services systems.

INTERNSHIP ELIGIBILITY REQUIREMENTS:

1. The successful completion of a minimum of 60 hours of college level courses including a minimum of 6 hours of Sociology courses.

2. Not less than a 2.5 cumulative grade point average at the time of internship enrollment.

3. No criminal conviction record. (This will be checked by the placement agency prior to beginning the internship).

4. Willingness to sign a liability “Waiver and Release” form for Emporia State University and the social service agencies participating in this program.

INTERNSHIP PROGRAM ACTIVITIES & REQUIREMENTS

It is desired that the student acquire experience in funding, planning, leadership, supervision, and program evaluation by working with trained personnel in a variety of settings. It is desired that the experience should include multiple experiences with more than one facet of the agency in order to gain an understanding of the total scope of the agency's operations. It is desired that the student be given opportunities to observe and participate in field experiences as well as
opportunities to plan, organize, and lead program activities. Specific activities should include:

Specific activities should include:

1. Learn the agency's contingency plans for response to emergency situations.
2. Attend staff meetings.
3. Attend meetings of the agency's governing (legislative) body.
4. Learn and experience the duties of all divisions of the agency.
5. Attend training sessions of agency employees.

Obviously the types of activities in which an agency will allow a student to participate will depend on the agency's setting and philosophy.

The student will work with the placement agency a minimum of 45 hours per 1 enrolled credit hour. Thus, a 3 credit hour course would require 135 hours of work at a placement.

The student shall submit bi-weekly reports and a final paper as required. The schedule for these papers will be determined per semester/session.

Students enrolled in the internship program may or may not meet occasionally as a class or individually with the faculty coordinator. Meetings will be scheduled at the discretion of the faculty coordinator with as much notice given to students as possible.

RESPONSIBILITIES OF THE PLACEMENT AGENCY:

1. Provide an employee who will coordinate the assignments of the student interns. Students will be instructed to report to this individual at the beginning and end of the assignment to the agency, and at other times as necessary.

2. On the first day of the internship, the students should be informed of the agency's policies, rules, and regulations that may be pertinent to the internship. The student should also be informed of the agency's mission and goals.

3. Ensure that students receive a variety of assignments which provide them with a realistic view of the agency's daily functions and maximize the benefit of their time with the agency.

4. It is recommended that the agency coordinator develop an outline of activities for the students which should be given to them on their first day of the internship. The outline should include information regarding assignments.

5. Verify time worked by the students regarding their activity.

6. Agencies may, at their discretion, refuse to accept any student for the internship
with their agency, even though the student may meet the university’s eligibility requirements.

7. Any participating agency may, at their discretion, due to unforeseen demands upon their agency, cancel or reassign scheduled internship activities for such a period as is necessary. The schedule will resume at the convenience of the agency. The student will not be penalized for any such time missed.

RESPONSIBILITIES OF EMPORIA STATE UNIVERSITY (ESU):

1. Student interns will be provided information about the participating agency so that they may prepare for the educational experience.

2. The ESU faculty coordinator will meet with the student interns to review the internship manual and inform them of their responsibilities and obligations, prior to them commencing their internship.

3. The faculty coordinator will initiate an Internship Agreement (contract) which will include a “Waiver and Release of Liability” form.

4. The typed reports submitted by the intern (described later in the manual), will be evaluated by the faculty coordinator and the intern will be counseled if the reports are inadequate or in error.

5. A final grade will be determined by the faculty coordinator upon the student's successful completion of the internship work and the submission of the required reports and papers. The grading policy is discussed on page 10 of this manual.

6. The faculty coordinator will be available to the agency coordinator and the student intern to help resolve any problems that may develop.

7. ESU will cooperate with all participating agencies and coordinate any information requested by the respective agencies.

RESPONSIBILITIES OF STUDENTS IN THE INTERNSHIP PROGRAM:

1. Students will conduct themselves in a manner which reflects credit upon themselves, the participating agency, and ESU.

2. Students are expected to comply with all rules and regulations of ESU that would apply if they were on campus and to all policies, rules, and regulations of the participating agency.

3. Students will report to the participating agency in the proper attire. Collarless shirts, blue jeans, shorts and clothing with logos or advertisements are inappropriate. Clothing must be neat and clean. The student's attire must meet the approval of the agency coordinator.
4. Good personal hygiene practices are required. Offensive body odor is unacceptable.

5. Hair should be neat and well groomed and conform to the participating agency policy.

6. Students will report to the agency coordinator at the appointed times unless otherwise arranged with the agency coordinator.

7. The student will work with the designated agency a minimum of 45 hours per 1 enrolled credit hour. Thus a 3 credit hour course would warrant 135 hours of work at a placement. This breaks down as follows:

An average of 10 hours a week during spring and fall semesters or 17 hours a week during a summer session, for 3 credit hours or;

An average of 6.7 hours a week during spring and fall semesters or 11.1 hours a week during a summer session for 2 credit hours or;

An average of 3.3 hours a week during spring and fall semesters or 5.6 hours a week during a summer sessions for 1 credit hour.

To work in excess of the required hours must be approved by the agency coordinator.

8. Students will not carry weapons of any kind while serving in the capacity of intern. Students must understand that they have no power of arrest other than those normally held in their role as a private citizen.

9. Students will obey all orders and directives of the agency and any of its officers to whom they are assigned.

10. Students are required to complete a “Student Information” form and a “Waiver and Release of Liability” form prior to beginning the internship program.

11. Students must pass a background investigation which will be conducted by the participating agency, the extent of which will be determined by the agency.

12. Students will not make news releases regarding any agency or any activity in the agency unless authorized by the agency and the ESU faculty coordinator.

13. The intern should take contemporaneous notes during their work with the participating agency. The notes should be retained for future reference for writing reports and papers, and in the event the intern is called to testify in court.

14. Each intern will submit bi-weekly reports regarding their activities. These reports will be typewritten and turned in to the faculty coordinator either via e-mail or by
hard copy at the Sociology and Anthropology office. The report should include a summary of activities and special comments on any activity the student feels was particularly significant. The report should not include any names, situations, or activities that are confidential. The report should be between 2 and 5 pages in length.

15. The student will be required to sign a contract with the faculty coordinator agreeing to these responsibilities prior to beginning the internship.

16. At the conclusion of the internship, the student is required to complete a final project. The paper should not be less than 12 pages, typewritten, double spaced. The due date of the final project will be set per semester/session. This paper is meant to provide students an opportunity to express their thoughts, opinions, and views of the internship experience.

17. Students may be dismissed from the program for any of the following reasons:
   - Violations of the ethical standards in this manual.
   - Any violations of the law during the internship.
   - Any acts of dishonesty during the internship.
   - Any betrayal of confidential information.
   - If an agency determines the intern is no longer acceptable to them.

ETHICAL STANDARDS FOR THE STUDENT

1. You should not be involved in any illegal activities or violations of the law.

2. You should not allow political influences or corruption to interfere in the administration of justice.

3. There should be no attempts to subvert the criminal justice system.

4. All individuals with whom you come in contact should be treated fairly, justly, and humanely.

5. You should not act beyond your authority.

6. You are obligated to report any miscarriage of justice observed in the system to the faculty coordinator.

7. You should not attempt a task you are not competent to perform.

8. You should maintain confidentiality when appropriate.

9. You should not use any information you obtain to your personal advantage.

10. You should maintain appropriate interpersonal relationships.

IMPORTANT!!!
Orientation: Get oriented. Learn/ask about parking regulations, how to answer the phone, what is the chain of command, who is your supervisor. Address your supervisor and others by their last names; such as Mr. Smith or Mrs. Jones.

Schedule: Arrange a specific schedule and stick to it. AVOID ASKING FOR DAYS OFF!!!

Get Organized: Write down names and phone numbers. Keep track of your assignments, deadlines, meetings.

Be Professional: Find good role models. Do not entertain gossips in and outside the setting!!!

Dress Professionally: Ask for advice about the dress code.

Contribute: DON’T JUST SIT THERE, DO SOMETHING!!! Find and create opportunities to contribute. BUT BE AWARE OF BOUNDARIES!!!!!

GRADING POLICY

A letter grade will be given for this internship. The grade will be determined based on a total of 100 possible points, 50% for performance with the agencies, and 50% for the writing of reports and papers and submitting them by their due dates. In determining the grade, points will be subtracted from the 100 point total as follows:

Violations of any of the student responsibilities or ethical standards as set out in this manual will result in five (5) points being subtracted for each such violation.

Complaints from an agency as to performance, which may include, but is not limited to, creating friction with agency employees, not reporting as agreed, violation of confidentiality, or other unprofessional conduct will result in five (5) points being subtracted for each such complaint.

In writing reports and papers, one half (1/2) of a point will be subtracted for each incorrect spelling, incorrect word usage, incomplete sentence or other grammatical errors. Points will also be deducted for lack of substantial content at the discretion of the faculty coordinator.

Two (2) points will be subtracted for each bi-weekly report that is submitted late. After the report is five (5) days late, five (5) points will be subtracted. No report will be accepted after the five (5) days - it will simply be considered as a “no report” period. Seven (7) points will be subtracted for each period that no bi-weekly report is submitted.

Five (5) points will be subtracted for each day the final paper is late in being submitted, up to a maximum of 30 points. No paper will be accepted after grades are due to be turned in to the registrar by the faculty.

Grades will be determined according to the following scale:
A 90% - 100%
B 80% - 89%
C 70% - 79%
D 60% - 69%
F 59% & below

An incomplete grade may be given only when the student is unable to complete the program due to circumstances beyond his/her control. A failing grade will be given if the student is dismissed from the program for violating any of the internship policies.

WRITING ASSIGNMENT GUIDELINES

The final project paper and the bi-weekly reports are to be concise and substantial with the following technical parameters…

Face Sheet: Formatted as shown on next page, placed as the first page of the paper
Paper: 8 x 11
Font Size: 12 point (Only acceptable font size)
Font Style: Times New Roman (Only acceptable font style)
Margins: One (1) inch (right, left, top, and bottom)
Spacing: Double spaced

The next few pages specifically out-line your writing assignments…

Page 10 is an example of the face sheet to be used with the bi-weekly reports.

Page 11 includes an example of the format to be used with bi-weekly reports.

Page 12 explains your final project.
BIWEEKLY REPORTS
FORMAT

TO BE EMAILED DURING THE SEMESTER
YOU WILL RECEIVE A COPY OF THE BIWEEKLY REPORT FORM VIA EMAIL.
Internship Experience
FINAL PROJECT

PART ONE
You are required to write a well organized and well-thought out report based on your internship experience. This project must be at least 12 pages in length. Please use the following format to organize your report. Please use headings and subheadings to organize the material. Do not use an essay format. Discuss this assignment with your supervisor before you start working collecting information for your final project. You are NOT required to submit a copy of the final project to the agency but can if you so choose.

MAINTAIN CONFIDENTIALITY!

1. Introduction: Provide a description of the agency. Name, Location, judicial district, director’s name, etc.

2. What are the philosophy and the mission of the agency? How does the agency expect to accomplish the mission?

3. Describe the organizational structure of the agency. Ask your supervisor for a copy of the organizational chart of the agency. Feel free to attach the chart but explain what it all means. Think about the office you work for and locate and describe your position within the organizational structure of the agency.

4. Describe the operational budget of the agency. This can be a very technical and difficult subject; therefore, you should request the assistance of your supervisor in understanding the distribution/allocation of resources within the agency.

5. Describe the social structure characteristics of the population/clientele served by the agency, in terms of gender, race, ethnicity, education, etc. Do not include confidential information (e.g., names, addresses, id numbers, etc.)!!!!

PART TWO
A. Interview the director of the agency and 2 employees regarding their experience working for the agency. When did they start working for the agency? What agency-related changes have they experienced during the time they have been working for the agency? What are some positive and negative experiences in working for the agency? What changes would they like to see taking place at the agency? Why?

B. Prepare a Reflective Essay. In what ways did I meet my internship objectives? In what ways did I fall short? Why? How did this experience change the way I view this profession? What new insights did I gain regarding this profession? What contributions did I make to this site? What courses prepared me well for this internship? Why? How? What were the best aspects of this experience? What were the most negative aspects of this experience? What aspects of the agency did you like the most? What aspects of the agency do you think should be
changed? Why? Based on your internship experience, assuming that you are hired as the main director of the agency, what would you recommend the state of Kansas should do to improve the operation and effectiveness of the agency?

PART THREE

What follows is a set of ethical issues facing social service officers. (Source: Corrections: The Essentials, by Stohr and Walsh, 2015) Select ONE of them and answer the question(s) that appears at the end of the narrative. Provide a well thought-out response. Keep your analysis well focused. Keep your answer to about 600-words. Identify the issue you selected by the number (e.g. Ethical Issue 1.)

Ethical Issue 1. What would you do?

As an experienced counselor in the prison you work at, you are often given the more “difficult” inmates to work with. You are told by prison intelligence officers that you may have a number of gang members on your caseload. One younger inmate by the name of Jacob, whom you have spent some time with, has told you of his affiliation with one of the gangs in the prison. He has also emphasized that though he is a member, he is not involved in any illegal activities. He is programming well and has a responsible job in the facility. As best as you can tell from your contacts with other inmates, Jacob is not involved in any criminal activities. You know that if you tell the intelligence officer about this inmate’s affiliation, however, there is a good chance that Jacob will be placed in segregation or moved to another facility. What do you think would be the best response in this instance and why?

Ethical Issue 2. What would you do?

As a district manager of a probation and parole district, you notice that several of your staff seem burned out and stressed by their work. There are many more sick calls and turnover than is normal for this size of workplace. You have a bachelor’s in criminal justice or sociology, and you know some of the research around these issues. You convene a meeting and note that your staff are reluctant at first to tell you what is wrong, but then start complaining about working conditions and about how they are treated, not by inmates, but by management and other staff. What do you think would be the best approach to alleviate the stress and burnout by staff? Will this involve the need to give up some power by yourself and other supervisors in the workplace? What obstacles do you anticipate getting in the way of any change? Despite these obstacles, should you still do it?

Ethical Issues 3. What would you do?

You are a counselor, and a white woman, working in a privately owned welfare agency interested in hiring a more racially and ethnically diverse staff to better match your community and clientele. Your company has an equal employment policy in place, but it has rarely been implemented in practice as almost all of the staff are white, whereas almost all of the clients are black and Hispanic. You are on the selection team for a new position at the facility. After several interviews, you notice that at least one other member of the team, and possibly more, are not interested in hiring a minority group member, as they consistently ranked such applicant’s resumes and interviews lower than white applicants, even though you do not think they merit it. The vote in the applicants is approaching, and there are three top candidates for the job who all
seem similarly qualified for it. One of the applicants is a Hispanic male, and the other applicants are white. What would you do to ensure that this vote is fair and that the best applicant for the job gets the position?

Ethical Issues 4. What would you do?

You are an intake officer at juvenile court and have processed a 16-year-old boy named John with an IQ of 80 charged with string of burglaries. The prosecutor has offered him a plea bargain stating that if he admits to the burglaries, he will receive 6 months burglaries detention followed by probation until he reaches adulthood at age of 18. If John refuses to admit the charges, the prosecutor indicates that she will seek a waiver to adult where the presumptive sentence would be in the range of 36 to 48 months’ imprisonment. In your professional judgment, John would be better off taking the plea, but he is adamant that he will not admit anything, which is his absolute right. You are convinced that his diminished capacity is contributing to his decision because all the evidence shows that he did commit the burglaries. John’s defense lawyer is ethically bound to abide by his decision to seek a waiver and be tried in adult court, but you are not sure if you are similarly bound. How far will you go, if at all, to try and convince John to take the plea to save him from adult prison? What would you do to make sure that John’s decision is based on accurate, reliable and valid information.

Ethical Issues 5. What would you do?

You are a prison physician with no strong beliefs for or against the death penalty. Justin Williams, who is on death row in your prison, is a schizophrenic on medication. You have to declare Justin sane enough to be executed, and although you now believe that he is, you start feeling like a farmer fattening up his turkeys for the Thanksgiving slaughter. You can do your legal and medical duty and continue to medicate Justin. You can lie to prison officials about his insanity, or you can slowly reduce his medication until his insanity again becomes apparent to everyone, and thus you have no need to lie. Which option do you think is the ethical one, if any? Why?