

**CAMBRIDGE COLLEGE
DEVELOPING STANDARDS
AND AN EVALUATION TOOL
FOR A HUMAN SERVICES INTERPRETER INTERNSHIP**



Partnership Members:

Cambridge College, Walnut Street Center, Somerville Mental Health, Brazilian Center, Women's Health Network, International Institute, The Psychological Center

BayStateWorks Promising Practice Case Study

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Table of Contents

1	The Need.....	3
2	The Solution.....	3
3	Implementation	4
4	Results.....	7
5	Lessons.....	9
	Appendix A: Internship Handbook.....	11
	Appendix B: Observation Evaluation	26
	Appendix C: Practicum Evaluation	27

“The model for Pathways to Interpreting Careers appears to have been successful. Even before the program’s end, some students are reporting increased confidence at work, salary increments when performing medical interpreting in addition to regular work, and, best of all, new employment in jobs that would have been unattainable without this unique learning experience.”

- Diane Lolli
Associate Director
Cambridge College Institute for Lifelong Learning
and Community Building

1 The Need

In developing programming for medical interpreters, Cambridge College has come to rely on the professional standards and objective feedback that college staff receive from medical interpreters in the internship sites where the students train. Using the medical interpreter program as a model, Cambridge College created a Pathways to Interpreting Careers Human Service Interpreting Program, which was to utilize the substantial curriculum and resources at the college. Anticipating a somewhat straightforward adaptation of the medical interpreter program, program leaders soon discovered that it would be difficult to create a comparable internship experience for the human services students.

First of all, the numbers of students in both Cambridge and Lawrence expressing interest in the field of human service interpreting was significant, meaning that the college would need to develop many new internship sites. In attempting to do that, program leaders learned that internship placements in human services that provide the kind of modeling and supervision that the college requires are not easily found since there are very few employees working exclusively as human service interpreters in both Greater Boston and in the Merrimack Valley. This presents both an opportunity to address the unmet need of defining a professional standard and mindset for human service interpreters as well as a challenge for the college in its role in overseeing the human service interpreter internship.

2 The Solution

Cambridge College needed to create a new type of collaboration between the college and the human service agencies, one where the interpreter faculty and the internship site supervisors work in unison to create the standards and guidelines that would comprise the role of the human service interpreter and the measures by which the interpreter intern would be evaluated.

A human service interpreter handbook would be written, including a detailed evaluation form with provision for anecdotal reporting by the human service internship site supervisor. That

supervisor would receive a personal visit from the Pathways Program Director to delineate the goals of the internship program and to decide what would constitute an acceptable internship experience. Since there appear to be no human service interpreting departments that oversee the quality of interpreting services in the agencies, it becomes necessary for the college to assume more responsibility in that area than usual. Therefore, mentoring training would be provided by the college on both a formal and informal basis, as needed, in order to assure that the college and the internship site agree on how interns will be oriented to the internship, how they will be given assignments of incremental responsibility, how they will receive constructive feedback on their performance, and how their internships will be evaluated in writing.

3 Implementation

Guided by one of Stephen Covey's habits for highly effective people, namely, "begin with the end in mind," program planners began by developing the final assessment for the human service interpreter internship. This assessment includes the competencies that the program leaders believe the student should acquire in the areas of both human service interpreting and case management since the goal of the Pathways program is for the graduate to seek employment in one or both of those areas. These competencies were determined by combining the input of the Advisory Board, potential human services employers, the human service faculty, and the medical interpreter faculty and leadership.

This collaboration between the college and the human services employers proved to be more complicated than program leaders had anticipated. The good news was that positive, cooperative, collegial support was readily available; everyone seemed to acknowledge the need that exists for human service agencies to have trained interpreters available for a variety of encounters. Everyone also seemed to share the same vision that an alliance between the college and the agencies would be a good way to meet this need. The challenge existed in the fact that, overall, there did not seem to be a department, structure, or group of personnel in the agencies able to receive the human service students in internship. The personnel were ready and willing, but not sure how to begin, what would be required of them, how to schedule the internship and what criteria would be used to evaluate interns.

So it seemed that the program mission became three-fold:

- prepare the students at the college to demonstrate the required competencies in internship;
- prepare the internship sites to receive the interns and to have a meaningful internship experience in place, one that would benefit both intern and site; and
- prepare an evaluation tool that would be appropriate for the college, the intern and the site.

Maria Arostegui, the Project Manager, began by meeting with representatives from the human services sector in one-on-one sessions to learn about their individual organizations, what the internship possibilities would be, and what assistance the college could offer in preparing the institution or in mentoring the staff.

Some of the concerns that were expressed by the internship site supervisors were:

- Who is accountable to whom and under what circumstances?
- What boundaries will exist between the intern and staff and clients?
- What degree of emotional support provision to the clients is expected from the intern?
- Will the intern recognize the “emotional colorings” of what the client is communicating?
- What does the program conceive of as the tasks of interpreting versus the tasks of case management?
- Can the minimum number of internship hours be expanded depending on the needs/requirements of the internship site?
- Will having an intern who has bilingual ability and cultural sensitivity assist the agency in uncovering unspoken cultural values of clients?
- What will be the impact on clients who develop a relationship with an intern and then discover that the intern is no longer with the agency?

One Advisory Board member, Peter Lenrow from Somerville Mental Health Association, illuminated the difference between the medical interpreter internship and the human service interpreter internship by saying,

“[The human service] roles are complex and require a variety of skills. They are not a matter of simply scheduling appointments or recording what service plan an agency’s staff has agreed upon. They involve assessing the human service needs of an individual or family; identifying service resources that could address the needs; and negotiating specific ways for the individual to gain access to the service resources or coordinating the provision of services by multiple service providers so they effectively address the needs of the individual or family.”

It was at these information-gathering meetings that the program staff realized that they were not as prepared to launch the human services internship as they had previously thought. College staff started thinking more about the many ways in which the role of the medical interpreter is different from the role of the human service interpreter, rather than focusing on their similarities as they had been. Unlike medical interpreting, in which the role of the medical interpreter is clearly defined independent of the location where it is performed, the role of the human service interpreter is less clearly defined and more dependent on the type of agency and the services offered.

Knowing that the curriculum must reflect these differences, program designers implemented the following modifications to the program.

- The college took the matter of the length of time of the internship under serious consideration, deciding that it would be better to leave the usual minimal 30 hours of internship open-ended to accommodate the agencies' needs for more time for relationship-building and relationship-maintenance between clients and interns.
- As the faculty became familiar with the students’ learning styles and capabilities and, particularly, their lack of experience in the field of human services, they determined that students would benefit most from the three scheduled human service courses

(Understanding Marriage and Families, Strategies for Change, and Case Management) if they first took a survey course called Introduction to Human Services. This course was not in the original Pathways proposal or subsequent contract, but it seemed clear that by offering it first, the program would lay a stronger foundation for the academic demands that would follow. Program leaders added this fourth course to the human service module to give the students both a historical perspective and an overview of some of the principles and ethics that guide human service professionals.

- Program leaders composed, over time, the three written documents upon which the internship program is based: *The Human Service Internship Handbook*, *The Human Service Observation Evaluation* and *The Human Service Practicum Evaluation*.

In order for an internship experience to proceed smoothly, it is essential that every member of the collaboration understand his/her role and that the expectations of both the college and the internship site are stated clearly from the beginning. For that reason, program leaders wrote one internship handbook in a transparent way and distributed it to all involved parties so that everyone could see the standards and guidelines to which all are expected to adhere.

The Human Service Internship Handbook contains a variety of information, including specifics such as:

- the mechanics of scheduling and submitting time sheets;
- the expectations of the college for both interns and internship site supervisors;
- how to make substantive observations;
- how to write a reflective internship journal;
- how to give feedback on interns' performance;
- and how to organize internship materials.

The Human Service Practicum Evaluation is a four-page checklist of competencies to be evaluated by the internship site supervisor, with space allowed for comments, suggestions or anecdotal remarks. This evaluation serves multiple purposes:

- it guides the college and the internship site in creating internships that suit the needs and abilities of the intern and the site;
- it guides the faculty in presenting information in class that will be linked to the desired outcomes of the learning experience;
- it assists internship site supervisors in reporting feedback about student performance in an organized and efficient manner; and most importantly,
- it gives both the college and the students the desired information about student and, therefore, program success.

Portions of *The Human Service Internship Handbook*, *The Human Service Observation Evaluation*, and the *Human Service Practicum Evaluation* are included in Appendix A, Appendix B and Appendix C, respectively.

Once these materials were developed, the plan for introducing and implementing them into the internship sites was to invite the internship site supervisors and their staff to a Mentoring Workshop at the college to discuss some principles of mentoring, review the handbook while there was still time to modify it, and elicit feedback from the sites. Other topics under consideration at the Mentoring Workshop were analyzing effective ways to create a positive climate in the internship site, developing skills in assessing student strengths and weaknesses, and communicating this information constructively to the students and to the college.

As a collaborative tool, the Mentoring Workshop could serve a dual purpose. From the college's point of view, it is an opportunity to align academic curriculum with real-world considerations and to develop relationships with professionals in the field before introducing the students to the mix. From the internship site's point of view, it constitutes a free professional development opportunity for its employees resulting in improvement in communication and supervisory skills.

4 Results

As of this writing, the human service interns are still on assignment and the final results of this undertaking are pending. The program leaders are able to present the following anecdotal results, which illustrate the types of success that have resulted from the Pathways to Interpreting Careers Program.

One student, assigned to the Brazilian Immigration Center in Allston, was able to provide intake counseling in Portuguese in the absence of the regular employee. She hopes to eventually become a paralegal, using her interpreting skills to help clients in need of legal services.

One student, assigned to the Somerville Mental Health Association, assisted the internship site supervisor in doing outreach work to the homeless. The supervisor thought that the intern's having bilingual skills helped elucidate cultural values that may have gone unreported otherwise.

A student, assigned to the Cambridge Health Alliance Family Planning Clinic, was able to expand her duties to include HIV counseling with the expectation of being involved in designing a program in English and Portuguese on HIV issues beginning in July.

One student, assigned to the Justice Resource Institute, was asked to apply for a position after completing her internship with homeless clients aged fourteen to twenty-one.

In September, 2005, Boston Mayor Menino's Office of New Bostonians contacted Cambridge College requesting interpreters in all languages to interpret at New Bostonian Day, a multicultural event that assists immigrants and their families in accessing resources in the community. The college offered this opportunity to gain interpreting and networking experience for Pathways students; several participated.

Due to the flooding in Lawrence in May, 2006, city and agency personnel needed interpreters to help them assess damage and prioritize response. Pathways students at the Cambridge College Lawrence campus were contacted to do community-based interpreting. This was an unexpected development due to unfortunate circumstances, but underscores the value of having trained interpreters as a resource for the community.

Efforts to place students in well-paying jobs with benefits have been on-going simultaneously with class instruction since the inception of the program. At this point, however, having completed the program, we are concentrating all our efforts on assisting students in their job search activities.

Of the 47 applicants who met all eligibility criteria and were accepted into the program, 14 have dropped out for various reasons, which are mostly limited to work and/or family-related difficulties, inability to deal simultaneously with work, family and school responsibilities, and inability to cope with schoolwork, as some lacked, or thought they lacked, the requisite study skills to succeed in the program. We are, therefore, responsible for placing 26 students (80% of 33) in meaningful jobs. In addition to the 47 eligible applicants, we accepted 17 students who did not meet all of the eligibility criteria. All of these students persevered and graduated from the program. It is our desire to assist all students, eligible or not, who need help to obtain jobs.

Although it is still too early to determine the success of the program in terms of job placements, we are pleased to report that so far we have made some headway in this department, and we are confident that we will ultimately reach our goal of 100% placements.

Several students have obtained good paying job with benefits:

Customer Service Representative and Interpreter –Registry of Motor Vehicles, Lawrence, MA, at \$13.00 per hour with full benefits. Student’s bilingual and interpreting skills were a huge factor in being selected for the job.

Medical Interpreter- While pursuing her Pathways certificate, the student obtained employment at Holy Family Hospital at \$18.00 per hour with full benefits. Upon completion of the program, student moved to Florida and obtained employment there as a Certified Nursing Assistance at a lower salary but is pursuing employment as an interpreter. We will continue to support her in her job search.

Community Interpreter - Student obtained contractual employment with an interpreting agency at \$25.00 an hour but had to quit because of health reasons. She is planning to return and pursue a full time job as soon as she is able. We will continue to support her when she is ready to resume her search.

Medical Interpreter- Student obtained employment with an interpreter agency in Florida (with clients in Massachusetts) at \$45.00 an hour without benefits and on call. She is Also pursuing full time employment.

Hospital administration- As a result of obtaining her interpreter/medical office management certificate, this student was able to secure a raise in her current job at Milton hospital.

Another student obtained employment at Boston Scientific. He will have full benefits after completing a probationary period.

Another student was admitted to nursing school.

An MIT graduate who completed the Pathways specialty track program started her own interpreter and escort service charging \$60.00 per service, which includes interpreter services and transportation to and from various government agencies, courthouses and health care facilities. She is also pursuing a BA in Psychology at Cambridge College.

Three students, two in Cambridge and one in Lawrence, have enrolled in BA programs at Cambridge College.

Other students are involved in job searches with Cambridge College staff assistance:

One student is applying for jobs with various interpreting agencies and with OCIS (Office of Court Interpreter Services). Although a job with OCIS is difficult to obtain, she feels confident enough to go through the application process which includes oral and written examinations. She also plans to enroll in a legal interpreting program at Boston University in September.

Another student who currently works in electronics is applying for various jobs in the human services field.

Yet another one has applied for an interpreter position at Lahey Clinic and is awaiting a response.

Many students have been taking advantage of Internet job search instruction and support from Cambridge College staff, which will continue until they are placed.

Of the 17 ineligible students, one who was a cook at a local pub has been hired by Citizens Bank as an investment officer. He attributes his success to his participation in the program, which gave him the confidence to pursue employment in the field in which he used to practice and for which he had been trained in Brazil. He reports that his interpreter training was a contributing factor to his successful candidacy when being considered for the position.

Two other students, both medical interpreters, were working as interpreters without certificates and required this credential in order to maintain their employment.

Another student who until recently was a house cleaner, just quit her old job to start working with full benefits at the Department of Immigration and Naturalization, where she is fully utilizing her interpreting skills. Her certificate was also a factor in her employment.

5 Lessons

The college staff learned several things from the experience of creating a human services internship program.

- **There is no substitute for having a supportive advisory board and partners in the fields that the program is attempting to serve.** These are the individuals who are invaluable in helping the college link the goals for student competencies to real world experience.
- **Creating programming at the college, even though the team is professional, experienced, and credentialed, is essentially creating it in a vacuum.** The outcome might look good on paper, but could actually underestimate or even miss altogether some of the most crucial components of a curriculum.
- **Having an existing program upon which to base a newer program is valuable to a point, but every initiative deserves to be developed as an individualized project.**
- **Soliciting advice and incorporating the recommendations of colleagues in the field should be done very early in the project's life span.**
- **While educators are used to writing curricula that meet the needs of students, when an internship component is introduced, they become obligated to meet the needs of the internship site and the internship site staff as well.** The more innovative and contemporary the program, the more education, support and collaboration will be needed between the college and the internship site.
- **By listening to the partners in human services, program planners learned that the human services internship would work best if the students could be available to the site from the beginning of the program; for example, the intern could work at the site one day a week for six months.** That way, learning would take place incrementally, both in the classroom and in the field simultaneously, which is possible because the terminology used in an encounter is generally more expressive than technical. The net results of this would be more time for the intern and the site to form and maintain professional, therapeutic relationships. In contrast the college had always viewed the internship as the culmination of the academic program, offered last in sequence when the students' capabilities were presumably at their strongest.
- **Developing the curriculum for a program such as the Pathways program should be viewed as a work in progress as far as the delivery of services to students is concerned.** The most effective programming probably cannot be conceived of or offered until the instructors meet the students, see how they relate as a class, learn what their individual needs are, incorporate their strengths into the class meetings, and supplement the educational process as needed.

Appendix A: Internship Handbook

Cambridge College
Human Service Internship Program

INTERNSHIP HANDBOOK

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STANDARDS AND GUIDELINES

Schedule

The Human Service Internship Program requires each intern to perform a minimum number of 30 hours of internship service. Because the nature of human service work is so involved with building trust and forming meaningful relationships with clients, the actual number of required internship hours will be determined by the internship site. The internship hours are based on the philosophy and policies of the internship site, their hours of operation, and the needs of their clients.

Initially, while the intern and the Internship Site Supervisor are becoming acquainted, the intern will engage primarily in observation activities and will document his/her observations on the Observation Checklist and Observation Analysis forms contained in this packet. Once the intern is oriented to the site, the intern will be given the opportunity to interpret and/or to interact with clients in case management and/or other types of professional encounters.

Work Experience

The work experience of the intern should contribute directly to the development of occupational competency and to the achievement of career objectives. The internship program is intended to be a rewarding experience for both the intern and the internship site staff. The opportunities for learning during this period provide the intern with an enrichment of the classroom experience and a unique perspective on career opportunities in the human services field.

Ideally, this service will begin with relatively simple encounters and progress according to the ability of the intern. Internship practice with a variety of clients and in a variety of situations is the goal although the final internship schedule will be determined by the needs and operating hours of the internship site.

Compensation

The Human Service Internship Program is an unpaid practicum for both the intern and the internship site. The principal benefit to the internship site is the privilege of helping to develop a new generation of human services workers.

Other benefits include:

1. qualified potential employees who have been interviewed and selected by the Cambridge College faculty

2. interns enrolled in a college-level program offered by an accredited educational institution
3. career-minded students who display a high level of professionalism and a low record of absenteeism
4. the opportunity to develop a potential full-time employee by providing a relevant part-time internship which will enhance the student's ability to meet the needs of the internship site
5. the opportunity to observe and evaluate potential employees
6. the opportunity to employ educated, skilled and motivated personnel at no cost
7. the opportunity to engage in a partnership between the college community and the workplace where both institutions benefit from the sharing of needs, ideas, and trends
8. to provide employees with the opportunity to receive mentoring training to assist them in mentoring others.

The program's principal benefits to the human service intern are:

1. the opportunity to work directly with clients under the supervision of a professional in the human services field
2. the transferring of classroom skills and abilities to the workplace
3. participation in professional activities, and
4. making contacts in the human services community.
5. fulfilling the requirements of a college-level course

Absenteeism

It is the responsibility of the intern to notify the Internship Site Supervisor, as well as Cambridge College's Internship Coordinator, of an absence from the internship site; this is not only a courtesy but also a required business practice. The student will telephone before the start of the workday on the day of the absence. A student may lose financial aid and/or graduation eligibility if he or she does not perform the minimum number of 30 required hours. The student may not pass the course or be withdrawn from the program if they do not perform the agreed-upon number of internship hours required by

the internship site. The exact number of internship hours will always be provided to the student before the internship begins.

Attitude

A positive attitude is essential for success. A cheerful, cooperative demeanor can help create a supportive environment for the inexperienced. The intern should remember at all times to be professional and to pay attention to detail. Behaving in a manner that upholds the ethics of the human service profession is crucial, especially in the areas of sensitivity, empathy, and client confidentiality.

Personal phone calls take away from valuable work time and do not reflect a hard-working attitude or image. Body language and facial expressions play an important role in personal presentation and in easing client discomfort. It is important to be aware of nonverbal signals that individuals use to send important messages.

Attire

Good taste and appropriateness of dress are very important. The student is expected to dress professionally at the internship site even if the atmosphere is friendly and relaxed. He or she must dress seasonally and according to the dress code as established by the Internship Site Supervisor.

Conduct

There are a wide variety of behaviors that are unwelcome in the workplace. Some of these include threatening other persons, causing physical injury to another, intentionally damaging, improperly using, or removing property from the internship site, carrying or concealing a weapon, creating fear or emotional upset in other people, or engaging in any type of harassment. Verbally abusing others, using profanity or making inappropriate demands for time or increased responsibilities is disruptive and will not be tolerated by the college or by the internship site.

Safety

Safety is of paramount importance to human services organizations and to the human service intern. As a newcomer to the internship site, the intern should become oriented to the protocols of the site in regards to fire, spills and leaks, chemicals, combustibles, health hazards, OSHA regulations, and other potential emergency situations. In addition, it is expected that the intern will take personal responsibility for controlling the spread of infection by presenting with appropriate immunizations, washing hands frequently, and by using standard and transmission-based precautions as necessary.

Other cautions may need to be considered depending upon the protocols of the site and the types of clients served.

Student Reassignment

It is expected that no intern will be asked to leave the internship site before completion of the Human Service Internship Program. The most common reasons why this could happen are unsatisfactory attitude, absenteeism, or behavior.

Seldom is an intern released for inadequate skills. An intern who is experiencing difficulties of any kind on the job should contact the Cambridge College Internship Coordinator who will suggest a course of action and will intercede with the site when appropriate. Depending upon the circumstances, an intern may be placed in another position or program, or he/she may be dismissed from the program. Interns asked to leave their assignments will ordinarily be expected to find a new internship on their own, subject to the approval of the Cambridge College Internship Coordinator.

Withdrawal from the Program or College

An intern withdrawing at any time during the program, whether in school or on the job, is responsible to Cambridge College for all tuition liability incurred. An intern who intends to withdraw from Cambridge College must report this information to his/her Cambridge College Internship Coordinator so that appropriate counseling and notification can be undertaken.

The Observation and Practicum

The observation and practicum components are crucial to your development as an intern; they not only afford you the opportunity to synthesize the concepts that you have learned and practiced in class, but they also pave the way for a successful employment experience.

Observation and Practicum Requirements

During the initial phase of the internship, the intern will complete three Observation Checklists and three Observation Summaries. He or she may choose the encounters or experiences that were most interesting and/or informative. The focus is on the relationships between the internship site supervisor, the client and the intern, cultural interactions, and notable moments in the exchanges among the parties. The anecdotal portion of the form may include information such as how the human services system functions, non-verbal communication techniques, and relevant issues of diagnosis, treatment, medication, counseling, and follow-up care as long as client confidentiality is protected.

At the end of this orientation period, the Internship Site Supervisor will fill out the Observation Evaluation. The objective is for you and Cambridge College to receive constructive feedback from an experienced professional regarding your professionalism as an observer and your ability to function in a professional environment.

Next the intern will enter the practicum period where he/she will be given the opportunity to interpret/interact between client and staff. Throughout this portion of the internship, the intern will keep an academic journal of various situations experienced during the internship. The written requirements for the practicum are outlined in detail in an upcoming section of this handbook.

Client Confidentiality

One of your primary ethical duties as both an observer and an intern is to safeguard client confidentiality at all times; therefore, no mention is made of the client's name or any other identifying characteristics of his/her encounter either orally or in writing. Out of respect for the comfort and security of the client, you will record NO information during the encounter. Therefore, recording devices, notebooks, or pens/paper are left outside the meeting place. Rather, you will rely on your memory to complete the Observation Checklist and Observation Summaries, preferably in private and as soon as possible after the observation when your recollections will be most accurate. Journal entries should be made off-site in an environment where the intern has the opportunity to reflect on what has been seen and heard and to contemplate what these experiences mean.

NO credit will be given for any assignment that breaches client confidentiality in or out of the classroom. In addition, other sanctions may be applied including your needing to repeat either component of the program, being removed from the internship site, and/or being dismissed from the internship program for lack of professionalism.

All client information must be kept confidential, but even within this mandate, some situations are considered more sensitive than others. These include HIV services, reproductive health, behavioral health, teen clinic, elder services and substance abuse. The intern should never discuss a client's care with anyone who is not directly involved with that client's treatment. Special caution is advised when in public areas such as elevators, hallways, and the cafeteria. Client information must be safeguarded by preventing being overheard when on the telephone, by taking special care when photocopying or faxing documents, by referring requests for documentation to a higher authority, and by making sure that the client's record is only accessed by authorized persons on an as-needed basis.

Written Requirements

It is the responsibility of the intern to develop and maintain a Practicum Folder, which will include documents submitted by both the intern and the Internship Site Supervisor. The responsibilities for each are outlined below.

Intern	Internship Site Supervisor
Application Form	Participation Agreement
Intern Agreement	Observation Evaluation
Immunization Record	Practicum Evaluation
Completed Time Sheets	Signed Time Sheets
Observation Checklists (3)	
Observation Analyses (3)	
Practicum Journal	
Practicum Debriefing	
Resume	
Thank-you Note	

Approximately once a week, the intern will complete a time sheet indicating the hours worked per day, totaled for the week and signed by both the intern and the Internship Site Supervisor. In addition, the intern will record journal entries highlighting new skills learned or practiced, interesting experiences, areas needing improvement, goal setting for the subsequent weeks, and reflections on the internship experience.

Journal

The Journal constitutes the major written requirement of the course. Journals are evaluative tools that help the learner sharpen skills, relate the material being learned to his/her professional development, and provide an opportunity for the intern to share feelings about the internship process.

There is no special form on which to write the Journal. Rather, it should be prepared in journal format using dated diary-style entries. The entries should be descriptive, reflecting a range of reactions to the internship experience. The Journal is a work in progress which, when read from beginning to end, should show visible growth on the part of the intern.

Good journal writing is specific and detailed. It is also thoughtful and introspective. Using general adjectives like *challenging*, *scary*, *great* or phrases like "It seemed fine.", "I think I did well.", "I'll do better next time." do not communicate real meaning.

At the same time, the human services interpreter journal can have **NO** information that betrays the confidentiality of the client. **Never** use the client's name or other specific information or client identifiers in a journal entry.

Topics such as these frequently are included in a well written journal.

- regular duties**
- opportunities for professional growth**
- events observed**
- challenges encountered**
- new responsibilities**
- areas needing improvement**
- special assignments or situations**
- re-examination of initial impressions**
- meetings attended**
- new perspectives developed**
- interesting activities**
- analysis of own or others' interpreting techniques**
- unusual challenges**
- personal strengths**
- interpersonal relations**
- emotional responses**
- adjustments to the culture of human services work**
- goal setting for subsequent sessions**

It can be helpful to be introspective when composing journal entries by asking questions like these.

- What were my expectations?**
- What did I accomplish?**
- What worked well?**
- What difficulty did I have?**
- What do I need to do differently?**
- What distinguishes professional from non-professional behavior?**
- Have I formed meaningful relationships with clients and colleagues?**
- What have I learned from this experience?**

While it is important to record what the intern actually observed or did in an encounter, this information alone is insufficient. The observation or practicum experience should be related to course content and/or examined for meaning in order for it to constitute a satisfactory entry.

The following are examples of journal entries that are acceptable because they provide a synopsis of what transpired at the site, they protect the client's

confidentiality, they show range, and they are analytical. The best entries trace the intern's development across the following stages:

inexperience ~ to self-doubt ~ to acceptance of constructive criticism ~
to corrective action ~ to self-confidence ~ to growth

Sample Journal Entries

- October 8 *My first case was a bit challenging. I had to interpret for a client who was unemployed and facing homelessness. The visit was very long and full of policies and regulations that I was unfamiliar with. I learned so much about the laws that apply to evicting a tenant. Even though I was familiar with some of these laws, I had to go home and do some Internet research in order to become more knowledgeable about these matters.*
- My supervisor told me that even though I got a very complex case, I did not show my inexperience.*
- October 15 *I have found myself going from task to task without feeling like I accomplished anything thoroughly; my goal for next week is to slow down a little and pay more attention to detail.*
- October 22 *My nerves got the best of me today. I kept forgetting simple things like the client's name; then when I would ask them to repeat things they had already told me, I could see they were annoyed and it made me feel inadequate. I have to pay closer attention. And also arrive a little early to get settled. And also get a good night's sleep the night before.*
- October 30 *Some clients are functionally illiterate, even in their own language. This made my job even more complicated because I had to be able to communicate with the case manager in English and at a professional level; then I had to communicate at a very low level for the client to understand. Then I filled out forms and made a lot of follow-up appointments, the most difficult one being for a psychiatric patient.*
- This was sort of frightening because I did not know how the client was going to react to me. The patient was hallucinating and out of reality. I tried to act professionally on the outside, but inside I was feeling increasing pressure.*

- November 5 *My internship here has been an extraordinary experience because I had to work with very professional people at all levels. I learned a lot from my own mistakes and I got good advice, like paying close attention to the way the encounter begins to get the session off to a good start and putting all distracting thoughts out of my mind.*
- November 8 *Today a client came in for counseling. He had to wait for almost four hours because the case manager was involved in an emergency situation elsewhere. He was very nervous, and the difficulty for me was to keep the client and myself calm. I did this by trying to keep my focus on the client's emotions, not on getting my own emotions into the equation.*
- November 15 *A client with cancer came in because since he can no longer work full time, his health insurance was cancelled. There were several meetings involved, all of which were very heavy. I was surprised to learn how many decisions are made by the insurance company and by people who do not even know the client. The client was surprised, too. That was the hardest part of the encounter. . . watching someone who was already in trouble get lost in the system.*
- Today was a reminder to me to always treat the client as a human being with feelings and not as a nameless, faceless statistic. I hope I never become so experienced that I act as aloof as some of the persons that I worked with today.*
- November 25 *My supervisor told me something that I will always remember. Accuracy is an ethical principle. Make sure you are correct before you communicate any information. Check and then recheck. I never thought of it that way before.*
- December 4 *Today the case manager said that I did very well in keeping up with a really hectic pace including a lot of unexpected, unscheduled clients. We were really backed up and no matter how fast we all went, more things kept happening and I really had to work hard and remember to be patient and courteous. Under pressure, that is harder than it sounds.*
- December 14 *This was the best week because I was more confident. Even when an 86-year-old man cursed at me because I asked him to repeat what he had said, I simply apologized, didn't take it personally and moved on to the next appointment. My supervisor gave me a compliment that I handled the situation very professionally. In the*

beginning, I would never have been able to look at things in this detached way.

Evaluation

As an intern, you should regard yourself as a representative of both Cambridge College and the Human Service Internship Program when interacting at an internship site. As a result, the following criteria are used to evaluate your success in this aspect of your program.

The intern will report to the site on time and as scheduled.

The intern will dress and conduct him/herself according to the ethics and standards of the profession.

The intern will take direction from internship site managers, supervisors, and staff.

The intern will observe an encounter only at the discretion of the client.

The intern's observations are objective, impartial and free of bias.

The intern is able to form meaningful relationships with clients and colleagues.

The intern will interpret/interact in an encounter as needed, as assigned, and as able in the judgment of the Internship Site Supervisor.

The intern will prepare all paperwork in a legible manner and to a professional standard.

The intern will complete and submit all paperwork on time.

The intern will participate in three debriefing sessions.

The intern takes full responsibility for the authenticity of hours reported and signatures submitted.

Throughout the internship program, the Cambridge College Internship Coordinator will visit the internship site, as needed, to observe, evaluate, and discuss the intern's progress at the workplace. Contact may also be made between the intern and Cambridge College by telephone or by e-mail.

The Internship Site Supervisor will complete the Observation Evaluation and Practicum Evaluation as well as sign the intern's time sheets which document that the required number of internship hours have been completed.

The Internship Site Supervisor's evaluation of work performance is an extremely important component of the program. In addition to verifying work skills, the evaluation will reflect the intern's ability to demonstrate positive work habits, such as punctuality, dependability, appropriate business attire, and a professional attitude.

The final grade for the Human Service Internship course will be based on:

Observation Evaluation and Practicum Evaluation	50%
Practicum Journal	25%
Practicum Folder	25%

The internship grade is considered to be a significant indication of the intern's readiness for employment as a human services worker.

Responsibilities of the Internship Site Supervisor

1. Supervise the intern throughout the internship period provided that his/her performance is satisfactory.
2. Orient the intern to the job.
3. Expose the intern to a variety of interpreting/support experiences, as appropriate.
4. Make suggestions to the Cambridge College Internship Supervisor for further development of the student.
5. Report any excessive intern absences, tardiness or performance issues to the Cambridge College Internship Supervisor.
6. Comply with state and federal regulations regarding occupational hazards.
7. Evaluate the intern periodically, discuss the evaluation with the intern, and submit a final written evaluation.
8. Encourage the intern to ask questions, to clarify instructions, and to avoid

mistakes.

9. Notify the Cambridge College Internship Coordinator if the student is not progressing satisfactorily.
10. Consider the intern for full-time employment after graduation if the intern's performance has been satisfactory and an appropriate opening exists.
11. Provide to Cambridge College any attendance and/or evaluation records regarding Cambridge College's human services interns.

Responsibilities of the Intern

1. Discuss internship and career plans with Cambridge College's Internship Coordinator and program staff.
2. Be punctual for both classes and internship.
3. Notify the appropriate persons as far in advance as possible if unable to report to school or internship.
4. Inform the Cambridge College Internship Coordinator of any difficulties at the internship site.
5. Maintain a satisfactory job performance.
6. Remain placed with the same organization throughout the internship.
7. Participate in three debriefing sessions and submit Practicum Folder, completed and on time, at the third scheduled debriefing session.
8. Abide by the rules, regulations, and policies of both Cambridge College and the internship site.
9. Understand that working the minimum number of 30 hours is necessary to maintain financial aid eligibility and to graduate from the human services interpreter program.

OBSERVATION CHECKLIST I

Intern's Name _____ Telephone _____

Internship Site _____ Date _____

KEY: Did Observe (DO) Did not Observe (DNO) Not Applicable (NA)
THE HUMAN SERVICES INTERN:

- ____ 1. Accurately conveyed everything that was said by either party to the other party.
- ____ 2. Recognized the need for clarification of a message.
- ____ 3. Was aware of cultural beliefs, traditions and/or values as barriers to communication and acted as culture broker when appropriate..
- ____ 4. Assessed non-verbal messages given by the client as well as the service provider.
- ____ 5. Placed him/herself in a way that promoted direct interaction between client and service provider.
- ____ 6. Assisted the patient in being comfortable in asking questions of the provider or interpreter.
- ____ 7. Displayed a working knowledge of the problem (s) presented by the client.
- ____ 8. Displayed a working knowledge of specialized terminology pertaining to the human service field where the service is provided.
- ____ 9. Displayed a working knowledge of diagnostic tools used in social work, as well as case management methods where applicable.
- ____ 10. Displayed a working knowledge of the organization's departments and protocols.
- ____ 11. Displayed effective listening strategies.
- ____ 12. Was able to concentrate under distracting conditions.
- ____ 13. Was impartial.
- ____ 14. Reassured the client and provider that confidentiality would be maintained at all times.
- ____ 15. Respected the role of the provider as the technical content expert.
- ____ 16. Supported the client in his/her right to ultimate control over the decision-making process.

OBSERVATION ANALYSIS I

Intern's Name _____ **Telephone Number** _____
Internship Site _____ **Date** _____

How was the beginning of the session defined?

How did the provider introduce him/herself to the client?

In what ways did the provider conduct him/herself in an ethical and professional manner?

How did the arrangement of the environment help to facilitate interactions?

In what way(s) did the provider need to function as a cultural broker?

Was the client given adequate time to respond to and/or ask questions?

Was anything said that was not transmitted to the other party?

What were the particular demands/challenges of this encounter from an intern's point-of-view?

Did you observe any cultural assumptions, biases, and/or prejudices in the encounter?

Did the provider intervene to ensure that communication was taking place?

How did the provider respond to the initiations of the client?

Appendix B: Observation Evaluation

OBSERVATION EVALUATION (to be completed by Internship Site Supervisor)

Intern Name _____ Date of Observation _____
Internship Site _____
Internship Site Supervisor _____ Telephone Number _____

Directions: Please rate the intern on the following aspects of his/her professionalism and include any comments that you feel might be helpful. You may discuss your impressions with the intern. The intern will submit this Observation Evaluation to his/her instructor at Cambridge College.

Key: E (Excellent) G (Good) F (Fair) N (Needs Improvement) N/A (Not Applicable)

- _____ 1. The intern arrived on time and as scheduled.
- _____ 2. The intern was dressed appropriately for a professional interaction.
- _____ 3. The intern used appropriate tone and volume of voice.
- _____ 4. The intern took direction from the internship site staff.
- _____ 5. The intern demonstrated self-control at all times.
- _____ 6. The intern did no notetaking during the observation session.
- _____ 7. The intern observed the protocols of the clinical setting.
- _____ 8. The intern observed professional boundaries between self, patient and staff.
- _____ 9. The intern observed the principles of client confidentiality.
- _____ 10. The intern displayed the demeanor of a human services professional.

Comments:

Internship Site Supervisor

Date

Appendix C: Practicum Evaluation

PRACTICUM EVALUATION
(to be completed by the Internship Site Supervisor)
(adapted from MMIA Standards of Practice)

NAME OF STUDENT: _____ **SUPERVISOR:** _____

INTERNSHIP SITE: _____ **DATE:** _____

Please use the following checklist to evaluate the student's interpreting performance based on the following rating scale:

5. Fulfills the expectation completely and consistently, with ease and fluidity
4. Fulfills the expectation in a mechanical way
3. Performs the expectation but with hesitation and lack of confidence.
2. Performs inconsistently; lapses into behaviors which demonstrate lack of mastery
1. Is unable to perform the task; exhibits behaviors which demonstrate lack of mastery

SECTION I: INTERPRETATION							
	RATING						COMMENTS
Introduce self to client and provider and explain role	5	4	3	2	1	na	
Position self so as to encourage direct communication between client and provider	5	4	3	2	1	na	
Respect client's privacy when necessary	5	4	3	2	1	na	
Preserve the client's register and style of language	5	4	3	2	1	na	
Address the client's comfort needs in relation to interpreter regarding age, gender, and other potential areas of discomfort	5	4	3	2	1	na	
Use appropriate mode of interpretation (consecutive, simultaneous, first or third person)	5	4	3	2	1	na	
Transmit information between client and provider accurately and completely	5	4	3	2	1	na	
Ask for clarification, repetition or explanation when needed	5	4	3	2	1	na	

	RATING						COMMENTS
Encourage direct communication between client and provider	5	4	3	2	1	na	
Ensure that the listener understands the message	5	4	3	2	1	na	
Manage conversational turn-taking	5	4	3	2	1	na	
Ask speaker to pause when necessary	5	4	3	2	1	na	
Address cultural issues appropriately	5	4	3	2	1	na	
Keep personal issues separate from the encounter	5	4	3	2	1	na	
Respect each participant's role in the encounter	5	4	3	2	1	na	
Manage conflict between client and provider appropriately	5	4	3	2	1	na	
Identify and correct own mistakes	5	4	3	2	1	na	
Help provider with interview closure	5	4	3	2	1	na	
Ensure concerns raised during interview are addressed and referred to appropriate resources	5	4	3	2	1	na	
Complete appropriate documentation	5	4	3	2	1	na	
Follow up as necessary	5	4	3	2	1	na	

SECTION II: CULTURAL INTERFACE							
	RATING						COMMENTS
Use culturally appropriate behavior	5	4	3	2	1	na	
Recognize and address the need for intercultural inquiry to ensure understanding	5	4	3	2	1	na	

SECTION III: ETHICAL							

BEHAVIOR							
	RATING						COMMENTS
Maintain confidentiality	5	4	3	2	1	na	
Maintain impartiality	5	4	3	2	1	na	
Respect client's privacy	5	4	3	2	1	na	
Maintain professional distance	5	4	3	2	1	na	
Maintain professional integrity	5	4	3	2	1	na	
Deal with discrimination	5	4	3	2	1	na	

SECTION IV: HUMAN SERVICES PRINCIPLES							
	RATING						COMMENTS
Understands nature, characteristics and philosophy of the agency (internship site)	5	4	3	2	1	na	
Demonstrates ability to follow up and follow through on assigned tasks and/or projects	5	4	3	2	1	na	
Demonstrates ability to identify and work with resources within the agency	5	4	3	2	1	na	
Demonstrates willingness and ability to work cooperatively with the service team	5	4	3	2	1	na	
Demonstrates basic understanding of client assessment and intervention issues	5	4	3	2	1	na	

Please evaluate the student on the following personal attributes based on the following rating:
E excellent, G good, F fair, P poor, N/A not applicable

SECTION V: PERSONAL ATTRIBUTES		
	RATING	COMMENTS
Displays a positive attitude	E G F P N/A	
Shows enthusiasm for learning	E G F P N/A	
Takes initiative	E G F P N/A	
Can function as part of a team	E G F P N/A	
Communicates effectively	E G F P N/A	
Demonstrates professional appearance	E G F P N/A	
Handles emergencies, pressure, multiple priorities	E G F P N/A	
Attendance	E G F P N/A	
Punctuality	E G F P N/A	

Supervisor Signature

Date