



Deaf Studies Internship Manual For Supervisors and Interns

Thank you for agreeing to participate in the Deaf Studies internship experience in cooperation with Towson University. Enclosed you will find information pertinent to all internships. Please review this manual carefully. If you have any questions, please contact:

*Sheryl B. Cooper, Ph.D.
Deaf Studies and Internship Coordinator
Towson University
410/704-2436 v/tty
scooper@towson.edu*

Use of this Manual

This manual provides information regarding coordination of Deaf Studies internships between the Department of Audiology, Speech-Language Pathology, and Deaf Studies of Towson University and cooperating agencies. The internship is the time when the student begins to apply the knowledge of Deaf Culture and their mastery of sign language in a work situation. By coordinating the experience between the on-site supervisor and the Internship Coordinator, the student's internship should be beneficial and assist in the transition from student to worker. This manual also contains information pertaining to the responsibilities of the University and cooperating agencies, which are designed to make the internship experience a working relationship among all three parties – the student, the University and the agency.

Internship Overview

Interns work under the supervision of on-site supervisors who provide guidance for their activities and responsibilities. Activities should focus on providing services to, and interacting with, individuals who are deaf and hard of hearing to improve the intern's communication skills and understanding of the Deaf community and/or Deaf education. Activities may include tutoring, assistance with daily living skills, and tasks involving direct communication and interaction with students/clients. Interns are encouraged to be assertive and creative and begin to make their own contributions early in the semester as established by the on-site supervisor and cooperating agency. At least 30% of the internship experience should involve communicating with Deaf individuals through sign language.

Course Objectives

As a result of participation in this internship experience, students will:

1. Explore and confirm career choices;
2. Identify differences in roles and responsibilities specific to various careers;
3. Gain practical experience with an agency or school serving people who are deaf and hard of hearing;
4. Demonstrate appropriate sign language skills and understanding of the Deaf Community by interacting with people who are Deaf and hard of hearing;
5. Demonstrate in writing through journal entries careful analysis, problem solving, critical thinking skills, and reflection;
6. Demonstrate the ability to integrate knowledge learned in classes with on-site experiences for both the students' own experiences and those of fellow students;
7. Demonstrate appropriate professional behavior and dress and the ability to make a professional presentation;
8. Develop skills needed to seek professional employment after graduation;
9. Develop professional relationships to aid in the job search process upon graduation;
10. Provide services to consumers and colleagues at the internship site.

Paperwork, Responsibilities, and Due Dates Required for the Internship

<i>Form</i>	<i>Completed by</i>	<i>Date Due</i>
Agreement (contract)	supervisor/agency	within first week of internship
Site Info Form	student	second class meeting
Journal Forms	student	weekly
Midterm Evaluation	supervisor	upon completion of 1/2 required hours
Final Evaluation	supervisor	at completion of internship
Signed Time Log	supervisor	at completion of internship
Facility Evaluation	student	at completion of internship
Senior Portfolio	student	next to last week of class

Required Time at the Internship Site (determined at time of registration)

- 2 Credits = 60 hours during the semester
- 3 Credits = 90 hours during the semester
- 4 Credits = 120 hours during the semester

Pre-requisites for Internship

Students may not register for the Internship in Deaf Studies without completing all of the prerequisites. Completion of DFST 404 (ASL 4), DFST 345 (Deaf Culture), and DFST 210 (Career Exploration in Deafness), and a GPA of 2.5 or better are all required prior to the Internship.

Criminal Background Check

It is the responsibility of the agency to inform the student intern if a background check is needed, and to ensure that this is successfully completed.

Internship Schedule

The internship schedule (days and hours worked) is arranged between the supervisor and the student. The starting and ending dates for internships follow the Towson University academic schedule. However, the supervisor may request that the student start and/or end the internship a few days earlier or later. All internships must be a minimum of 12 weeks in length.

University Liaison/Visitations

The Internship Coordinator will visit all new internship sites during the semester. Supervisors will be contacted by phone or email prior to the visit to arrange a time that is convenient for the supervisor, intern, and Internship Coordinator. The purpose of the visit is to (1) provide resources in terms of the supervision process for both the supervisor and the intern, (2) assess the progress of the intern, (3) deal with conflict resolutions if necessary, (4) gather information regarding currency of academic course work in relation to on-site practice. Please contact the Internship Coordinator at any time if you have any questions or concerns.

The Student Intern

Guidelines

Interns should view their internship experiences as opportunities to enhance their sign language skills and learn more about the Deaf Community. Interns are expected to with responsibilities commensurate with their capabilities. The following guidelines were developed to assist interns in obtaining beneficial field experiences:

1. Students who already have a heavy course load should consider arrangements to intern for the minimum hours in the field (2 credits) to alleviate stress.
2. Interns are expected to adhere to the policies, procedures, and working hours that apply to professional and administrative staff members of the agency/organization. Interns may be required to meet the specific requirements of the agency, i.e. insurance, background check, and drug test.
3. Interns should become familiar with the agency/organization prior to interviews.
4. Interns should prepare for interviews and be on time.
5. Interns should make every effort to meet at least weekly with the agency/organization supervisors to discuss progress, difficulties encountered, future plans, etc.
6. Interns will bring available informational materials about the agency/organization to class to keep and update agency file references for future interns.

Role and Responsibilities of the Intern

Internships afford students an opportunity to develop insight and experience in fields working with Deaf people. In order that interns receive the maximum benefit from this experience, they should assume the following responsibilities:

1. Consider the internship experience as an integral part of the program in Deaf Studies.
2. Contact the supervisor prior to the date that the internship begins.
3. Visit the internship site for purposes of becoming familiar with the center and meeting the administrative staff before the first day of internship.
4. Be prompt and regular in attendance.
5. Share with the supervisor the forms, routines and requirements required by the university.
6. Submit a weekly log of activities to the course instructor during the internship.
7. Read and/or research as necessary.
8. Examine available agency documents for purposes of gathering pertinent information that will aid in providing services to students, clients, or agency.
9. Observe, record and discuss techniques demonstrated by the supervisor.
10. Use agency and community resources available to provide services.
11. Attend agency and class meetings which are an integral part of the internship experience.
12. Confer when necessary with the Deaf Studies Internship Coordinator.
13. Develop objectivity in evaluating situations.
14. Develop skills in self-evaluation.
15. Behave in a professional and ethical manner at all times.
16. Maintain an awareness of the objectives developed throughout the semester and attempt to achieve them.
17. Dress in a professional manner at all times during the internship.
18. Notice class instructor in the event of unacceptable work conditions.

Department of Audiology, Speech-Language Pathology, and Deaf Studies (ASLD)

Role and Responsibilities of the Department

The responsibilities of the Department of the Audiology, Speech-Language Pathology, and Deaf Studies during the three phases of internship experience (planning, implementation, and evaluation) include:

- A. Planning for field work experience
 1. The Department of Audiology, Speech-Language Pathology, and Deaf Studies will assure that prerequisite courses for the internship are offered.
 2. Upon the student's submission of request for internship, the Department will verify that the student has successfully completed the required courses before the internship is scheduled.
 3. The Internship Coordinator will establish criteria and approve agencies/organizations that are not already posted through the Career Center.
 4. The course instructor will assist students in selecting agencies/organizations that will most likely meet their career goals and objectives.
 5. The Internship Coordinator or The Career Center will provide the written standard agreement form to the cooperating agency/organization.

- B. Implementation
 1. If special problems arise, these shall be resolved with the approval of the Internship Coordinator and the Chair of the Department of ASLD.

 2. The student's University advisor, agency/organization supervisor and the student will meet as necessary to provide ongoing coordinated supervision. These meetings will normally take place at the internship site.

- C. Evaluation

The Internship Coordinator will discuss the evaluation instruments with the students at the beginning of the semester. These will include the following:

 1. Agency supervisor's midterm and final evaluation of student performance.
 2. Student's evaluation of the internship with agency/organization.

Responsibilities of the Deaf Studies Coordinator

1. The Deaf Studies Coordinator will visit all new internship sites. Visits to continuing sites can be scheduled if needed.
2. Additional visits may be required if there are concerns/problems which the intern and site supervisor are unable to resolve.
3. The Deaf Studies Coordinator will conference with the student alone and then with the student and on-site supervisor if necessary.
4. In the case of problems at the internship site, every effort will be made to resolve them so that the best interests of all parties are addressed.
5. Problem resolutions may involve participation of the Deaf Studies Coordinator, on-site supervisor, facility administrator, and/or chairperson of the Department of Audiology, Speech-Language Pathology, and Deaf Studies

At any off-campus facility, the care and treatment of clients is the primary obligation of all involved. In order to provide quality care and preserve the reputation of the internship facility, it may on rare occasions be necessary to terminate an internship arrangement.

Cooperating Agency/Organization

Role and Responsibilities

The ultimate responsibility for client/patient care rests with the agency and not with Towson University. During the internship, the cooperating agency/organization has several responsibilities to the student and the University. They include but are not limited to the following:

1. Supervision of Student: This includes guidance and professional supervision. It should also include helping the student obtain additional opportunities for learning. Supervisors should be assigned who have the appropriate education and experience to carry out this function.
2. Agency/Organization Orientation: The agency/organization should orient the student to the agency/organization and orient the agency staff to the internship program in general and the student in particular.
3. Inter-agency Experience: The agency/organization should work with student to form liaisons with other agencies if possible.
4. Exposure to Deaf people and the use of sign language: Agency/organization should assign students to positions where they are working directly with Deaf students/clients and utilizing their sign language skills during a minimum of 30% of their internship hours.
5. Insurance Coverage: The agency shall have some form of liability coverage for those students who are open to any type of risk because of their duties. The agency or organization should let the Internship Coordinator know if insurance coverage is in effect or not.

Requirements for Cooperating Agency/Organization

1. Provide internship description to assist in the selection process.
2. Interview and meet with prospective students.
3. Assist students in establishing objectives for their particular experiences and meet at the end of the internship experience to discuss if these goals were met.
4. Provide necessary progress reports to the University and/or students on their performance on an ongoing basis if there are any concerns regarding the intern's performance.
5. At specified points, submit to the University, after reviewing with the student, the completed Midterm and Final Evaluation forms and time log. Final evaluation should include a discussion of whether objectives have been met.
6. When necessary, provide for conferences with Internship Coordinator.
7. Comply with the Agreement between the University and Agency.

Internship Supervisor

Role and Responsibilities

The supervisor facilitates the intern's experience. The facilitation includes direct teaching, self-evaluation, clinical analysis and problem solving skills. The supervisor is expected to assume the following responsibilities:

1. To create an atmosphere of friendliness, understanding and cooperation.
2. To outline expectations and requirements of the intern at the beginning of the internship. This should include such topics as scheduling, attendance, submission of written reports, mandatory meetings etc.
3. To assist in planning objectives for the internship experience.
4. To provide continuous feedback, both written and verbal, on the performance of the intern.
5. To assist in developing skills and strategies and to give feedback on the selection, administration and interpretation of assessments when appropriate. The supervisor may need to model specific procedures.
6. To describe documentation and record-keeping requirements unique to the agency.
7. To facilitate the intern's development of signed, verbal and written reporting skills by providing opportunities for practicing all types of activities.
8. To provide the student with current information, procedures and technology relating to working with Deaf people.
9. To model professional behavior and expect the same from the intern.
10. To submit a midterm and final evaluation of the intern's performance.
11. To notify Deaf Studies Internship Coordinator in the event of problems or concerns, and confer whenever necessary.

Descriptors of "Worst Supervisor"

- Not supportive
- Unprofessional
- Unapproachable ("sink or swim" philosophy)
- No Communication
- Didn't give clear expectations
- Criticized, not critiqued; only given negative feedback
- Authoritative/controlling
- Never acknowledged improvement
- Never returned calls

Descriptors of "Best Supervisor"

- Good listener
- Provided guidance, approachable
- Supportive
- Experienced, good hands-on techniques, willing to teach
- Positive, enthusiastic
- Role model
- Good organizer (Good time management)
- Gave clear idea of job performance/expectations
- Showed interest in the profession
- Allowed independence with guidance for success
- Gave sincere compliments; made me feel important/special

**Philosophy
Towson University
Deaf Studies Program
Department of Audiology, Speech-Language Pathology, and Deaf Studies**

It is the philosophy of the Department of Audiology, Speech-Language Pathology, and Deaf Studies that our responsibility as educators is to facilitate students' development of critical thinking and analytic skills, and to encourage independent learning by teaching the process of information gathering and synthesis.

In keeping with this philosophy, students' pre-professional education should be broadly based in liberal arts and sciences with emphasis on written and oral communication skills, scientific method, information gathering including library skills, observation, and the ability to evaluate information sources. At the undergraduate level, students are continuing to develop their communication skills and their understanding of the lives of Deaf people.

Students should be helped to develop personal characteristics (e.g. independence, confidence, empathy, self-esteem, and flexibility) that provide the basis for work as a professional. Special emphasis should be placed on the student's own communication skills, helping the students to develop their potential to the highest level.

Throughout the academic program, courses are sequenced and integrated. The theoretical and research bases of the profession are emphasized, illustrated and balanced with real-world application. The curriculum includes issues such as culturally diverse populations. Students have the opportunity to enhance their learning through observation and participation in activities in related programs throughout the University and community.

Students should be exposed to the process of information synthesis that is required for preparation and presentation of professional workshops, seminars and papers. Additionally, students should be encouraged to participate in faculty research and preparation of publications and in designing and implementing their own research projects. These educational experiences should be initiated with the goal of helping students to become involved, competent, confident professionals who will continue learning and sharing their knowledge after graduation.

Due Process for Interns at Risk

Supervisors should follow due process if student is at risk of failing.

1. Give adequate notice to a student who is demonstrating poor performance and may be at risk of failing.
2. Notify the Deaf Studies Coordinator.
3. Intern Supervisor and Deaf Studies Coordinator will meet to define problems.
4. Discuss with student specific recommendations for improving performance.
5. Provide educational opportunities for student to practice and improve.
6. Provide specific feedback (verbal and written) throughout the process.
7. Document the steps taken and the outcomes.
8. Provide the Deaf Studies Coordinator with updated information on the progress and outcome of the student's performance.

Medical Requirements

Internship facilities vary as to the medical requirements. Some placements may require the students to have had a recent physical examination, specified inoculations, Hepatitis B workshop, proof of a negative tuberculin test and CPR training. Some facilities provide free inoculations and CPR training. Students must comply with the medical requirements of their internship sites.

Attendance Policy

Interns are expected to attend all assigned days at their internship sites. There are no authorized absences. In the case of serious or contagious illness, death in the family religious observances, professional conferences and valid emergencies, students are expected to make up the missed time prior to the beginning of the next semester. Students missing their obligations without written, verifiable documentation will be subject to disciplinary measures, which could include lowering of the clinical internship grade. University holidays and vacations do not apply to the students during their internship experiences. Students will observe the holiday schedules of the facilities to which they are assigned.

Grades

Midterm and final grades will be assigned using the formula in the DFST 410 syllabus. Evaluations should be viewed as opportunities to identify strengths and growth areas in order to increase overall competency in any given internship setting. If a grade of less than “C” is awarded, the internship must be repeated. According to the university policy, incompletes may be granted toward the end of the term and only for verifiable medical reasons or for documented circumstances beyond the control of the student. This will be considered by the Deaf Studies Coordinator, on a case-by-case basis.

A score of less than 70% (105 points out of 150) on the supervisor’s final evaluation of the intern will supercede the above grading scale and result in the need for the intern to repeat an internship.

Supervisors should be aware that our standards are high for our interns. An evaluation of straight 3’s (satisfactory) yields a score of 60%, which is not a passing grade.

Professional Appearance

Students are expected to dress in a professional manner in the style generally accepted by other professionals in the facility. Business casual is usually accepted at most placements, but interns should check with supervisors regarding appropriate attire. Interns are expected to dress in modest clothing that does not expose unnecessary skin.

Deaf Studies Code of Ethics

A Code of Ethics is being developed for Deaf Studies interns. Until it is complete, we will base our definitions of ethical behavior on the National Association of Social Workers Code of Ethics. This can be found on the NASW web site.

**Towson University
Deaf Studies Internship
Supervisor Certification
Work Hours Completed**

(Intern's name) _____ has successfully completed an internship for

(Semester) _____ at (Facility) _____

The total number of hours completed is _____.

Supervisor Signature

Date

Internship in Deaf Studies: Midterm Evaluation

Your evaluation of your student intern provides important feedback necessary for student's development and faculty assessment. Please rate your intern's performance, **review the evaluation with your intern**, and then return the form to the Deaf Studies Internship Coordinator. Using the scale provided, please evaluate your intern's performance. The rating scale is:

1=Poor, 2=Marginal, 3=Satisfactory, 4=Very Good, 5=Exceptional, N/A= Not Applicable

Preparation

1. Provided a persuasive, informative resume	1	2	3	4	5	N/A
2. Demonstrated effective interviewing skills	1	2	3	4	5	N/A
3. Showed appropriate initiative and follow up	1	2	3	4	5	N/A
4. Showed ability to relate course work to experience	1	2	3	4	5	N/A

Communication Skills

5. Provides accurate, complete and persuasive written Communication	1	2	3	4	5	N/A
6. Communicates effectively with team members and supervisors	1	2	3	4	5	N/A
7. Demonstrates good sign language skills	1	2	3	4	5	N/A
8. Shows respect to individuals of all cultures and disabilities	1	2	3	4	5	N/A

Critical Thinking

9. Uses problem-solving techniques and develops solutions to problems	1	2	3	4	5	N/A
10. Uses adaptable, flexible thinking	1	2	3	4	5	N/A
11. Uses critical thinking to produce comprehensive, supported conclusions	1	2	3	4	5	N/A
12. Uses creative thinking methods to produce ideas	1	2	3	4	5	N/A
13. Distinguishes fact from opinion and critical from non-critical information	1	2	3	4	5	N/A
14. Demonstrates continuous learning	1	2	3	4	5	N/A
15. Takes initiative appropriately	1	2	3	4	5	N/A
16. Does careful and thorough work	1	2	3	4	5	N/A
17. Shows common sense	1	2	3	4	5	N/A

Leadership Development and Ethics

18. Accepts responsibility for his or her actions	1	2	3	4	5	N/A
19. Resolves interpersonal and team conflicts	1	2	3	4	5	N/A
20. Open-minded to other views and values and displays positive attitude	1	2	3	4	5	N/A
21. Demonstrates effective team skills, works well with others	1	2	3	4	5	N/A
22. Displays appropriate business behavior	1	2	3	4	5	N/A
23. Displays appropriate appearance at all times	1	2	3	4	5	N/A
24. Manages time and tasks	1	2	3	4	5	N/A
25. Attends work regularly and is punctual	1	2	3	4	5	N/A
26. Shows aptitude for this type of work	1	2	3	4	5	N/A
27. Carried out assignments efficiently	1	2	3	4	5	N/A
28. Overall, intern is considered an asset to this organization	1	2	3	4	5	N/A
29. Intern's recommendation for employment if a position were available in this organization	1	2	3	4	5	N/A
30. Intern is meeting objectives developed at beginning of internship experience	1	2	3	4	5	N/A

Please provide us with any constructive comments. An explanation of any 1 or 2 ratings will be essential to student development.

Work-site Supervisor's Signature _____ Date _____

Intern (Please print) _____ Date _____

Please return this midterm evaluation promptly upon completion of half of the intern's hours to:

*Sheryl B. Cooper, Ph.D.
 Deaf Studies Internship Coordinator
 Towson University
 8000 York Road
 Towson, MD 21252
 fax: 410-704-4131*

Internship in Deaf Studies: Final Evaluation

Your evaluation of your student intern provides important feedback necessary for student's development and faculty assessment. Please rate your intern's performance, **review the evaluation with your intern**, and then return the form to the Deaf Studies Internship Coordinator. Using the scale provided, please evaluate your intern's performance. The rating scale is:

1=Poor, 2=Marginal, 3=Satisfactory, 4=Very Good, 5=Exceptional, N/A= Not Applicable

Preparation

1. Provided a persuasive, informative resume	1	2	3	4	5	N/A
2. Demonstrated effective interviewing skills	1	2	3	4	5	N/A
3. Showed appropriate initiative and follow up	1	2	3	4	5	N/A
4. Showed ability to relate course work to experience	1	2	3	4	5	N/A

Communication Skills

5. Provides accurate, complete and persuasive written Communication	1	2	3	4	5	N/A
6. Communicates effectively with team members and supervisors	1	2	3	4	5	N/A
7. Demonstrates good sign language skills	1	2	3	4	5	N/A
8. Shows respect to individuals of all cultures and disabilities	1	2	3	4	5	N/A

Critical Thinking

9. Uses problem-solving techniques and develops solutions to problems	1	2	3	4	5	N/A
10. Uses adaptable, flexible thinking	1	2	3	4	5	N/A
11. Uses critical thinking to produce comprehensive, supported conclusions	1	2	3	4	5	N/A
12. Uses creative thinking methods to produce ideas	1	2	3	4	5	N/A
13. Distinguishes fact from opinion and critical from non-critical information	1	2	3	4	5	N/A
14. Demonstrates continuous learning	1	2	3	4	5	N/A
15. Takes initiative appropriately	1	2	3	4	5	N/A
16. Does careful and thorough work	1	2	3	4	5	N/A
17. Shows common sense	1	2	3	4	5	N/A

Leadership Development and Ethics

18. Accepts responsibility for his or her actions	1	2	3	4	5	N/A
19. Resolves interpersonal and team conflicts	1	2	3	4	5	N/A
20. Open-minded to other views and values and displays positive attitude	1	2	3	4	5	N/A
21. Demonstrates effective team skills, works well with others	1	2	3	4	5	N/A
22. Displays appropriate business behavior	1	2	3	4	5	N/A
23. Displays appropriate appearance at all times	1	2	3	4	5	N/A
24. Manages time and tasks	1	2	3	4	5	N/A
25. Attends work regularly and is punctual	1	2	3	4	5	N/A
26. Shows aptitude for this type of work	1	2	3	4	5	N/A
27. Carried out assignments efficiently	1	2	3	4	5	N/A
28. Overall, intern is considered an asset to this organization	1	2	3	4	5	N/A
29. Intern's recommendation for employment if a position were available in this organization	1	2	3	4	5	N/A
30. Intern met objectives developed at beginning of internship experience	1	2	3	4	5	N/A

Please provide us with any constructive comments. An explanation of any 1 or 2 ratings will be essential to student development.

Work-site Supervisor's Signature _____ Date _____

Intern (Please print) _____ Date _____

Please return this final evaluation promptly upon completion of all of the intern's hours to:

Sheryl B. Cooper, Ph.D.
Deaf Studies Internship Coordinator
Towson University
8000 York Road
Towson, MD 21252
fax: 410-704-4131