

Human Services

Internship Training

Spring 2026 | Psy 381 | In-Person: Snyder C302 | Prerequisite: Psy 101 | 3 credits

COURSE DESCRIPTION

This course is the first in a two-semester sequence designed to provide you with an opportunity to develop the specific skills needed when providing direct service to individuals in the community. We will apply theories underlying human behavior to real-world scenarios, sharpen empathy skills, and gain valuable experience interacting with diverse individuals and settings.



Professor:

Dr. Katie Clements

Pronouns: she/her

vadnais3@msu.edu

I will respond within
1 business day.



SnyderC302

Fridays 9:10am-
12:00pm



Office Hours – Fridays 2:00 – 3:00 or
schedule at calendly.com/drkvc

COURSE OBJECTIVES

Throughout this course, you will:

- ✓ Explore options and opportunities for internships and long-term careers in human services
- ✓ Develop service provision skills like effective communication, conflict resolution, active listening, and crisis intervention
- ✓ Understand the structural barriers facing people seeking services and practice strategies to reduce those barriers on individual and societal levels
- ✓ Obtain summer internship in human services

CLASSROOM PHILOSOPHY

I teach with these principles:

- ✓ We are whole people - I respect your “whole personness”
- ✓ We all must be active, engaged learners
- ✓ We co-create our classroom environment!
- ✓ We are all doing our best – it might look different than it was yesterday, or tomorrow, or someone else’s – but we are doing the best we can in this moment

OFFICE HOURS

- Office hours are informal ways to connect with your instructor – we can chat about anything!
- Bring your questions or comments
- Drop by in person or schedule at calendly.com/drkvc and note Psy 381

REQUIRED TEXT

- Goldstone, B. (2025). There is No Place for Us: Working and Homeless in America. Crown Books.
 - Library has it on hold too!
- All other material available via D2L

COURSE FORMAT

- Complete assigned reading prior to class
- Course is structured like a training seminar, rather than traditional university lecture
- Come prepared to talk, interact, and practice new skills out loud!



COURSE REQUIREMENTS

The following are the course activities and assignments. Full assignment instructions in D2L.



Scholarly Reflections (40%)

As part of meeting the course objective of understanding the challenges and barriers of people seeking services, you will complete reading reflection assignments. These are designed to build critical scholarly skills by applying concepts discussed in class to content assigned for independent reading.



Internship Prep Assignments (20%)

To help you obtain an internship, you will complete several assignments designed to provide you the materials and resources necessary to secure one. These include:

- Draft of resume and cover letter
- Revised resume and cover letter
- Potential internship sites
- Signed internship contract

Each of these are designed to support you on the path to securing an internship.



Small Group Discussion (35%)

As part of meeting the course objective of developing service provision skills, you will practice these in small groups during class meetings. We'll get comfortable with discomfort! There is just no better way to know how to respond to situations you have not encountered than to practice. Some of these activities will be role plays to practice specific skills, but some of these will be more traditional small group discussion activities.



Attendance (5%)

There is an attendance component to your grade. **You may only miss two classes to move on to PSY 382.** At the end of each class, you will complete a short journal entry for attendance credit. You may reflect on anything that has come up for you during the class meeting. There are no right or wrong responses, and these will not be graded for content or shared in any way. You may not submit a journal entry if you did not attend class.

Exceptions and Additions to the Grading System Criteria



Drops/Terminations

Should you drop or be terminated before the end of PSY 382, you will receive a 0.0 for PSY 381 and a 'No Pass' for PSY 382. Please come talk to me about your concerns or challenges before it gets to that point!



Ethics and Laws

There is potential for immediate termination (with a grade of 0.0 for PSY 381 and NP for PSY 382) due to illegal, unethical or improper behavior.



Instructors' right not to assign internship

I reserve the right to not assign/approve internships to students whom I feel have not demonstrated an adequate grasp of the course material or who have not shown adequate independence and responsibility. You are responsible for attending, participating, and contributing to the cultivation of our classroom environment. I will make every effort on my part to resolve the problem(s) first so every student can complete a human services internship.

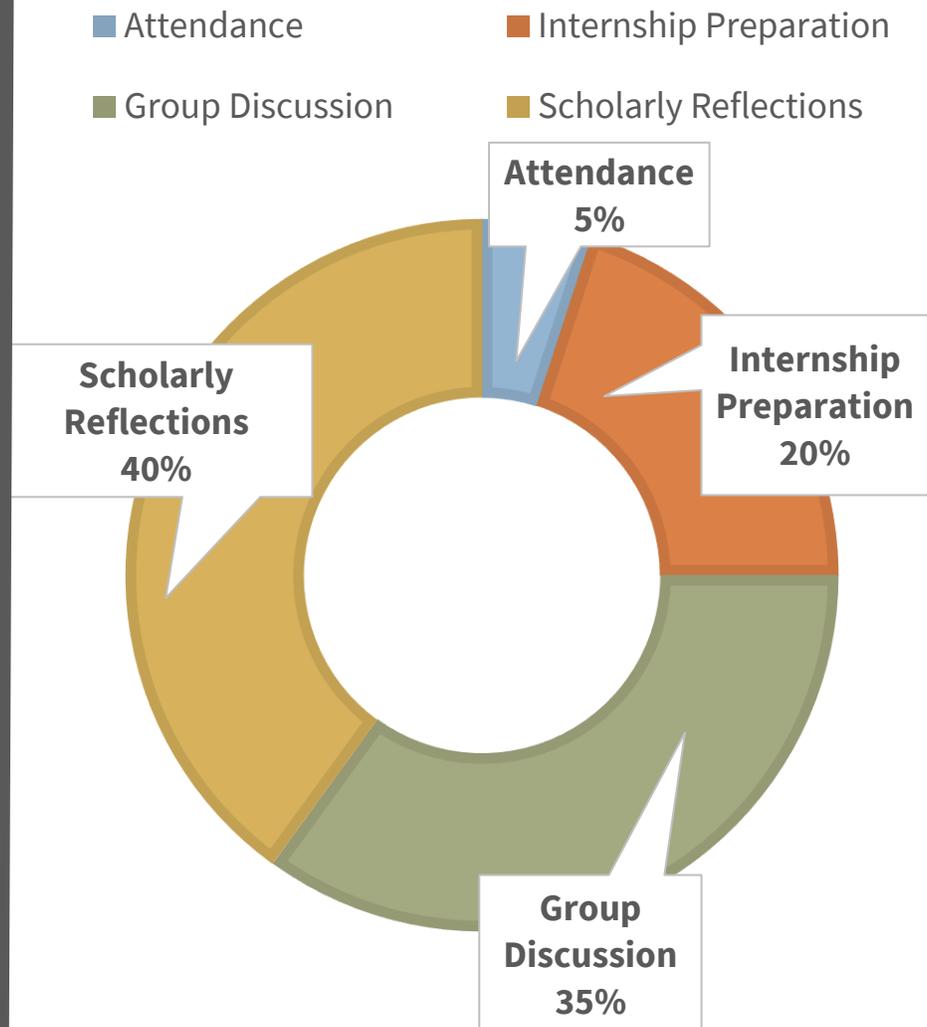
GRADING POLICIES

The grading scale and points allocated per assignment are shown below.

PSY 381 grades will be held until the end of the second semester (382) and will then be recorded on students' transcripts. Until that time, PSY 381 grades will be recorded as "ET." If this is a problem for anyone because of financial aid or scholarships, please see the instructor. Grades are calculated separately for PSY 381 and PSY 382. In the first semester (381) students will receive numerical grades based on their demonstrated understanding of the course material. Please note that the second semester of this course is graded on a Pass / No Pass basis.

Grading Scale	
Grade	%
4.0	89.5-100
3.5	84.5-89.4
3.0	79.5-84.4
2.5	74.5-79.4
2.0	69.5-74.4
1.5	64.5-69.4
1.0	59.5-64.4
0.0	<59.4

Assignment Distribution



POLICIES & EXPECTATIONS



Deadlines and Due Dates

- Class: Fridays 9:10am-12pm ET in person
- Most assignments due by class start

Note exceptions in the syllabus (e.g., journals).

I will make reasonable accommodations for students if notified in a timely manner.

- **Deadline to attend before you are dropped from course: Jan 22**
- **Deadline for you to drop course: March 9**



Extensions and Make-ups

This class is a skills-based course to prepare you for a specific kind of internship. According to the [National Association of Colleges and Employers in 2025](#), the top skills employers expect from graduates are problem solving, teamwork, and communication. Therefore, your ability to figure out how to manage your time, submit assignments, attend class, and actively participate make this an effective experience. These skills and the following policies prepare you for success in your internship, which is a professional workplace.

- **Scholarly Reflections and Internship Prep:** We can arrange an extension with a documented university absence (e.g., athletics, grief absences) if notified in advance. Without this documentation, you may submit up to a week late with a daily late penalty on your earned grade.
- **Attendance:** You may only miss two classes to proceed to 382 (internship). If you have a documented university absence (e.g., athletics, grief, etc.), you may schedule a makeup class.
- **Small Group Participation:** This is the in-class interaction you have with your classmates; no extension or makeup option available.



Limits to Confidentiality

Please note that **the instructor of this course is a mandated reporter**. I am required to report all incidents of relationship violence and sexual misconduct that involve students, faculty, or staff, occurred at a University-sponsored event, or occurred on University property, and *even if these are reported in course materials*. Therefore, if you share such an experience, we will be required to share your name and the details of the disclosure to the Office for Civil Rights and Title IX Education and Compliance (OCR) and MSU Police:

- *Suspected child abuse/neglect, even if this maltreatment happened when you were a child;*
- *Allegations of sexual assault, relationship violence, stalking, or sexual harassment; and*
- *Credible threats of harm to oneself or to others.*

OCR will include these facts, (not your name) in the University's statistics on sexual and domestic violence. They will also reach out to you via email with additional university resources and may want to talk with you about the incident. It is your decision to use any of the provided services or even respond to the University's email.



Accommodations

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("VISA") form. Please email or have RCPD **send this form to me as soon as possible or at least two weeks prior to the accommodation date** (class, assignment, etc.). **VISAs are not retroactive**. You must submit them prior to the accommodation, so submit early **even if you're unsure if you will need it**.

Policies and Expectations (cont'd)



Academic Misconduct

Both students and faculty are responsible for "maintaining the integrity of scholarship, grades, and professional standards," per MSU's [Student Rights and Responsibilities](#) and the [Spartan Code of Honor](#). In addition, the Psychology Department adheres to General Student Regulations 1.0, Protection of Scholarship and Grades; the all- University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. **Your work must be your own original work, and all contributing ideas must be cited. If you are unsure, contact me.**

Turnitin: Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, Turnitin may be used to compare your application papers with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a "similarity score." The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. Students should **submit papers without identifying information included in the document itself (e.g., name or student number)**; d2l automatically shows this information with your submission, and it will not be retained by Turnitin. Student submissions will not be retained beyond the initial comparison.



Civility (Non-Academic Misconduct)

Developing a successful learning space requires extra attention to the *way* we engage each other. Our actions affect everyone in our community. Please remember that we all learn from the lens of our own experiences. If you challenge your classmates make sure it is with the goal of enhancing each other's learning. **Disruptive behavior:** Article 2.III.B.4 of the [Student Rights and Responsibilities \(SRR\)](#) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall . . . interfere with the functions and services of the University . . . Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action."



Student Privacy and Classroom Materials

It is important to promote a vibrant exchange of ideas while respecting the privacy of students taking this class. Comments taken out of context are often misleading and undercut the environment of trust and respect that is essential for learning. Given these factors and the importance of supporting one another, recordings of the class, lecture slides/notes, other materials created by the instructor, and screenshots of the class (including online discussions) should not be uploaded or shared to other online environments. Impermissible use of class recordings and lecture notes or other material may violate the rights of other students and the MSU Student Rights and Responsibilities Policy (<https://ossa.msu.edu/srr>).



Generative AI (Artificial Intelligence, e.g., ChatGPT)

This class is about developing and refining *your* understanding of the human services fields, the clients *you* will serve, and *your* own strengths and interests. Your work must be your own original work, and all contributing ideas must be cited in-text and in a references section. Consider this: If you are using AI to tell you how *you think and feel* about the people or issues you'll be encountering, can we trust you in that setting? This course is not graded very technically, most of your grade comes from sincerely practicing human services skills and thinking honestly about your role. **Please do not outsource your basic humanity.** **Use of generative AI (like ChatGPT) to complete any class assignment is considered academic misconduct in this class.** If you are unsure, contact me.

TIPS FOR SUCCESS

You should expect a 4.0 in this class. Do the following, and you will succeed!



Reading and Projects

Complete the assigned reading, watching, listening early in the week. They will help you develop an informed perspective to bring to class discussion. If you are confused about any part of the reading or have questions about what you read, bring those too! Your scholarly reflections are the second highest percentage of your grade and give you a chance to demonstrate your critical thinking and internship readiness. Please take your time to complete these with your best work and ask for help with reviewing and editing your written ideas at any time.



External resources

If accessing external resources like the book is a financial barrier for you, let me know as soon as possible – there is no threshold of need here! No one will go without the resources they need for this class and I don't want anyone to fall behind. Just email me that you need some help getting the materials. I'll make sure you get them.

Weekly Schedule

I recommend maintaining a weekly schedule of activities for this and any other courses with unusual schedules (online, once-a-week, etc.). It can be extra difficult for some students to hold themselves accountable in these course formats. The schedule below is just a suggestion, but I recommend sticking to something that works for you and helps spread out the work.



Monday: Read, annotate
Tuesday: Draft assignments
Wednesday: ~381 break~
Thursday: Edit assignments
Friday: Attend class



Undergraduate Resources

MSU provides many, many resources (<https://undergrad.msu.edu/resources>) to help you be successful in every way. Need help? Start here: <https://undergrad.msu.edu/resources/help>.



How to Email

I will make every effort to respond to emails within 1 business day. I expect you will extend the same courtesy and respond to emails from your instructors and classmates in a timely manner. Always include 'Psy 381' in your subject line so I can find your emails and respond appropriately. MSU is my professional workplace, and it's easy to email your professors respectfully. Follow these guidelines: [Email without being annoying](#)



Keep up with D2L!

What's on d2l? Everything!

- Weekly Announcements
- Most assignments
- Links to Pear Deck slides (full lectures!)
- Lecture slides (basic versions)
- Weekly checklists of tasks
- Gradebook
- An email inbox!

I post all course announcements on D2L. If you miss class or forgot something, check there first. Check D2L regularly for updates, and especially before you email – often I've already answered your question there! Set up your d2l profile (notifications) to forward your D2L inbox *and* announcements to your regular MSU email – and check it!



Personal Success

Please utilize me as a resource to help you succeed, in class and outside class. I want you to get a 4.0 and enjoy this class, do well at MSU, and still have a life with your friends, family, and hobbies. When life gets in the way of your success, let me know, and we will figure out what you need to get back on track. I am not here to judge you or evaluate why you need assistance. We are on the same team! The ability to ask for help is a beneficial life skill.

RESOURCES FOR STUDENTS

Please, save the **Mental Health and National Suicide Prevention Hotline number in your phone: 988**
You never know when you or someone you know may need to text or call it for support.

Most of these services are prepaid by you in your student fees or through donors. I can help you with needs pertaining to this course, and I will otherwise do my best to connect you to the right place.



MSU Campus Resource List

The Department of Psychology has also compiled a list of academic, mental health, culture, and identity resources around campus: <https://psychology.msu.edu/undergraduates/student-resources.html>



MSU Dependent Care Support

Michigan State University offers a dependent care support program for children or elders. Up to 40 hours of care per fiscal year are subsidized *per dependent*.
<https://studentparents.msu.edu/family-resources/sick-child-care/>



MSU Student Food Bank

The MSU Student Food Bank serves MSU students experiencing food insecurity by providing free food and related items. Website: <https://foodbank.msu.edu/> Email: foodbank@msu.edu.



Legal Services

Funded by student taxes, Student Legal Services provides free professional legal assistance and representation to eligible students through a contract with the law firm of Jeffries and Associates, PLLC. Call to engage services.
<http://studentlegalservices.com/index.html>.



Health Services

Students have prepaid for three visits to Olin Health Center each academic year. See this: [List of prepaid services](#) and schedule here: [Make an Appointment](#). Olin's providers can ensure you receive the care you need while away from home.



Student Basic Needs

Student Advocates for Basic Needs Security (SABNS) is a student organization that advocates on behalf of students for the equitable distribution and practice of providing for the basic needs of students. Basic needs as it relates to this purpose are defined as affordable housing, access to healthy food options, and access to the hygiene and other resources that contribute to student success. Their website and resource guide are located at: <https://socialwork.msu.edu/students/student-advocates-for-essential-needs-security.html>.



Confidential MSU Resources

There are resources available for students who would like confidential support, *without mandated reporting* to OIE or MSU Police. Most services are free.

MSU Counseling and Psychiatric Services (CAPS)

3rd Floor Olin Health Center Building
463 E Circle Drive
East Lansing, MI 48824
(517) 355-8270

MSU Center for Survivors (SA), Sexual Assault Healthcare (Sexual Assault Nurse Examiner 24/7)

Student Services Building
556 East Circle Drive
East Lansing, MI 48824
(517) 372-6666 (24-hour crisis line); [crisis chat link](#)
Website: <https://centerforsurvivors.msu.edu/>

MSU Safe Place (Domestic Violence)

(517) 355-1100
Email: noabuse@msu.edu
Website: <http://safeplace.msu.edu>

University Ombudsperson

354 Farm Lane, Room 129, North Kedzie Hall
East Lansing, MI 48824
(517) 353-8830
Email: ombud@msu.edu
Website: <https://ombud.msu.edu/>

COURSE SCHEDULE

Each week we will cover a scholarship or skill topic. See the attached reading list for each week.

W	Date	Topic	Assignments Due by start of class
1	1/16	Introduction to Human Service Internships Syllabus, D2L exploration	
2	1/23	Ecological Perspectives Person-First Language	
3	1/30	Locating Internship Sites Résumés & Cover Letters	
4	2/6	Trauma Mental Health	Draft résumé and cover letter
5	2/13	No Class, 2/13 Memorial Day	
6	2/20	Contacting Potential Internship Sites Interviewing for Internships	Reading Reflection 1 – Wks 2 and 4 topics
7	2/27	Strengths-based Approaches	Revised résumé and cover letter
8	3/6	<i>Spring Break!!</i>	
9	3/13	Structural Inequalities Power and Privilege	3 Potential Internship Sites
10	3/20	Ethics Substance Use	Reading Reflection 2 – Wk 9 topics
11	3/27	Ineffective Communication Values Clarification, Motivational Interviewing	
12	4/3	Active Listening Advocacy	
13	4/10	Crisis & Suicide Intervention Securing Placements	Client Experiences Paper
14	4/17	Case Management Securing Placements	
15	4/24	Boundaries, Secondary Trauma	Group Participation Rubric Signed Internship Contract – due 4/24
16	4/28	Final Exam Time – 3:00 – 5:00 on 4/28 Class Meeting: Prep for 382	No Place for Us Paper due Tues, 4/28 5:00pm

Syllabus Clause: This syllabus is subject to change. You are responsible for staying current on syllabus announcements.

WEEKLY reading/watching/listening

All materials outside of the book will be linked on D2L. This list of tasks is subject to change.

Week 01: 1/12 – 1/16 – What is this course all about?

1. Read: Syllabus
2. Between weeks 1-2, Read: Goldstone, B. (2025). Part One: Chapters 1-5. In *There is No Place for Us*. (p 1-47).

Week 02: 1/19 - 1/23 – Ecological Perspectives, Person-First Language

1. Read: Jimenez, T. R., Hoffman, A., & Grant, J. (2019). Theories. In L. A. Jason, O. Glantsman, J. F., O'Brien, & K. N. Ramian (Eds.) *Introduction to Community Psychology: Becoming an Agent of Change*. (Ch. 5, pp. 83-96).
2. Snow, K. *People First Language. Disability is Natural*, www.disabilityisnatural.com.

Week 03: 1/26 - 1/30 – Locating Internship Sites, Résumés & Cover Letters

1. Read: Goldstone, B. (2025). Part Two: Chapters 6-9. In *There is No Place for Us*. (p 48-100).

Week 04: 2/2 - 2/6 – Trauma, Mental Health (looks like a lot but it's not!)

1. Watch: Film, *Resilience* (2015) (via library and in D2L)
<https://ezproxy.msu.edu/login?url=https://video.alexanderstreet.com/p/570WrMM0A>
2. Review: *Tips for survivors of a traumatic event*. U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration
3. Read: Kirst, M., Aery, A., Matheson, F. I., & Stergiopoulos, V. (2016). Provider and consumer perceptions of trauma informed practices and services for substance use and mental health problems. *International Journal of Mental Health and Addiction*, 15, 514-528.
4. Read: Goldstone, B. (2025). Part Two: Chapters 10-11. In *There is No Place for Us*. (p 101-120).

Recommended, not required viewing:

5. Watch: Film, *Paper Tigers* (2015), via library and in d2l
<https://ezproxy.msu.edu/login?url=https://video.alexanderstreet.com/p/28J9oAwXP> Content warning: trauma, sexual assault, child abuse/neglect, drug abuse, suicidality

Week 05: 2/9 - 2/13 – No Class Meeting, just keep reading!

1. Read: Goldstone, B. (2025). Part Two: Chapters 12-15. In *There is No Place for Us*. (p 121-168).

Week 06: 2/16 - 2/20 – Contacting Potential Internship Sites, Interviewing

1. Read: Goldstone, B. (2025). Part Three: Chapters 16-18. In *There is No Place for Us*. (p 169-206).

Week 07: 2/23 - 2/27 - Strengths-based Approaches in Human Services

1. Read: Cooper, E.J. & Driedger, S.M. (2018). Creative, strengths-based approaches to knowledge translation within indigenous health research. *Public Health*, 163, 61-66. doi: 10.1016/j.puhe.2018.06.020
2. Read: Walton, Q. L. & Oyewuwo-Gassikia, O. B. (2017). The case for #BlackGirlMagic: Application of a strengths-based, intersectional practice framework for working with Black women with depression. *Journal of Women and Social Work*, 32(4), 461-475. doi: 10.1177/08886109917712213

Week 08: 3/2 - 3/6 – Spring Break!! See more sun, drink more water, have more fun

Week 09: 3/9 - 3/13 – Structural Inequalities, Power & Privilege

1. Read: Davidson, W.S. & Hankins, S. (2017). Understanding the Systems of Oppression (handout on D2L)
2. Read: Palmer, G. L, Fernández, J.S., Lee, G., Masud, H., Hilson, S., Tang, C., et al. (2019). Oppression and Power. In L. A. Jason, O. Glantsman, J. F., O'Brien, & K. N. Ramian (Eds.) *Introduction to Community Psychology: Becoming an Agent of Change*. (Ch. 9, pp. 160-182).
3. Read: Nenga, S. K. (2011). Volunteering to give up privilege? How affluent youth volunteers respond to class privilege. *Journal of Contemporary Ethnography*, 40(3), 263-289. doi: 10.1177/0891241611400062

Optional Reading for students interested in counseling:

4. Read: Owen, J., Tao, K. W., Drinane, J. M., Hook, J., Davis, D. E, & Kune, N. F. (2016). Client perceptions of therapists' multicultural orientation: Cultural (missed) opportunities and cultural humility. *Professional Psychology: Research and Practice*, 47(1), 30-37. Doi: 10.1037/pro0000046

Week 10: 3/16-3/20 – Ethics, Substance Use

1. Read: NASW Code of Ethics and Principles of Ethical Practice. Available online at <http://www.socialworkers.org/pubs/code/code.asp>.
2. Review: Miller, W.R. *Alcohol and its effects on behavior*. Center for Alcoholism, Substance Abuse, and Addiction.
3. Read: Goldstone, B. (2025). Part Four: Chapters 19-20. In *There is No Place for Us*. (p 207-233).

Week 11: 3/23 – 3/27 – Ineffective Communication, Values Clarification, Motivational Interviewing

1. Read: Become a better listener (psychcentral.com) in D2L
2. Watch: Assigned video tutorials in D2L
3. Review: Motivational Interviewing Reminder Card, D2L
4. Read: Goldstone, B. (2025). Part Four: Chapters 21-23. In *There is No Place for Us*. (p 234-270).

Week 12: 3/30 – 4/3 – Active Listening and Advocacy

1. Read: Barksy, A. (2014). Chapter 2: Advocacy (p 216-236). In *Conflict Resolution for the Helping Professions*. Oxford University Press.

Week 13: 4/6 – 4/10 – Crisis & Suicide Prevention, Securing Placements

1. Read: Goldbach, J. T., Rhoades, H., Green, D., Fulginiti, A. & Marshal, M. P. (2019). Is there a need for LGBT-specific suicide crisis services? *Crisis*, 40(3), 203-208.
2. Read: Standley, C. J. (2020). Expanding our paradigms: Intersectional and socioecological approaches to suicide prevention, *Death Studies*, 1-9. doi: 10.1080/07481187.2020.1725934
3. Read: Goldstone, B. (2025). Part Five: Chapters 24-25. In *There is No Place for Us*. (p 271-300).

Week 14: 4/13 – 4/17 – Case Management, Securing Placements

1. Read: Goldstone, B. (2025). Part Five: Chapters 26-28. In *There is No Place for Us*. (p 301-324).
Optional Reading for those with placements involving case management:
2. Read: Berg, C. J. (2009). A comprehensive framework for conducting client assessment: Highlighting strengths, environmental factors and hope. *Journal of Practical Consulting*, 3(2), 9-13.

Week 15: 4/20 - 4/22 – Boundaries, Secondary Trauma

1. Read: Wagaman, M. A., Geiger, J. M., Shockley, C., & Segal, E. A. (2015). The role of empathy in burnout, compassion satisfaction, and secondary traumatic stress among social workers. *Social Work*, 60(3), 201-209.
2. Read: Goldstone, B. (2025). Part Five: Chapters 29-30. In *There is No Place for Us*. (p 325-350).