

## H5P Drafting for INT

ID: 1

Question type: Multiple choice

Title: Goal of fieldwork

Question: The primary goal of an internship or fieldwork is... (LO1)

Answer options:

- Learning about and experience the duties of a profession (correct)
- Beginning to diagnose mental illness
- Assisting your local community
- Helping the organization make money

Answer feedback: Internships provide students with the opportunity to learn about their chosen profession and use what they learned in the classroom in real situations.

ID: 2

Question type: Multiple Choice

Title: Responsibilities of supervisors

Question: Your internship supervisor is responsible for... (check all that apply) (LO1)

Answer options:

- Modeling how to interact with clients and colleagues (correct)
- Guiding a student's sense of professional identity (correct)
- Providing mental health services to the student
- Observing students and providing feedback (correct)

Answer feedback: Supervisors are the heart of the internship experience, as they provide students with the learning opportunities, monitoring, and advice they need to develop their practice skills.

ID: 3

Question type: Multiple Choice

Title: CSHSE standards for internships

Question: CSHSE standards require human service internships to... (check all that apply) (LO2)

Answer options:

- Be more than 250 clock hours (correct)
- Pay students for their labor
- Use a learning agreement that specifies the details of an internship (correct)
- Directly supervise students in all client interactions

Answer feedback: Among the many rules imposed by CSHSE, internships must be at least 250 hours and use a learning agreement. Internships should include client hours that are both directly *and* indirectly supervised.

ID: 4

Question type: Multiple Choice

Title: Distinguishing between critical terms

Question: Which term best describes diversity? (LO3)

Answer options:

- The practice or quality of including or involving people from a range of different social and ethnic backgrounds as well as different genders, sexual orientations, etc. that may or may not intersect with each other.
- The quality of being fair and impartial and providing equitable access to different perspectives, lenses, and resources to all students.
- A way of looking at and acting on issues of justice to ensure that outcomes in the conditions of well-being are improved for marginalized groups, lifting outcomes for all. (correct)
- The practice or quality of providing equal access to opportunities and resources for people who might otherwise systemically be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups.

Answer feedback: Although diversity, equity, inclusion, and other terms broadly refer to similar efforts to make social systems more just, it is useful to understand how each contributes differently. While a diverse space may involve people from a range of backgrounds and identities, being diverse alone does not necessarily mean they will receive equitable treatment or feel included. Attention to each dimension is necessary.

ID: 5

Question Set Title: (only if your questions will be grouped in a set)

Question type: Multiple Choice

Title: SMART goals

Question: Which of the following is a SMART goal? (select all that apply) (LO1)

Answer options:

- I will make at least 20 client contacts in the next month. (correct)
- I will enhance my knowledge of rural poverty.
- I will become a child psychiatrist next year.
- I will develop a list of four potential mentors by the end of the semester. (correct)

Answer feedback: SMART goals are specific, measurable, achievable, relevant, and time-based. Vague (option b) or unachievable (option c) goals become barriers to practice because they do not focus services on what the client needs.

ID: 6

Question Set Title: (only if your questions will be grouped in a set)

Question type: Multiple choice

Title: Learning agreement

Question: Which of the following is true about a learning agreement? (LO1)

Answer options:

- It is completed prior to the student's arrival at the internship site.
- It cannot be modified after it is written.
- It is not treated like a contract.
- It specifies your job duties, work hours, and supervisor. (correct)

Answer feedback: The learning agreement is a written document that lists your job duties, hours, and supervisor. It is like a contract that binds the university, agency, supervisor, and

**Commented [1]:** This reads like the correct answer. Diversity - according to what I understand from the feedback - is about including people - but not necessarily providing equitable access or redressing marginalization.

**Commented [2]:** Is this the correct answer? It doesn't align with the feedback below.

**Commented [3]:** Is there anything that needs to be added here?

**Commented [4]:** SMART goals are about the person attempting to achieve them (the service provider in this instance), so I'm not sure this is about the client needs directly. My suggestion would be to rephrase this: "...they do not state concrete actions that you can take that advance your skills or serve your clients."

**Commented [5]:** Anything to add here? Or delete?

student to a set of expectations. Students must develop a learning agreement with their supervisor, and the university must approve it.

ID: 7

Question type: Multiple choice

Title: Getting started on a team

Question: How should you present yourself to the team at your internship? (LO3)

Answer options:

- Hide your confusion and act as if you do not need guidance.
- Only take on new tasks if and when you are directed to do so.
- Ask questions and volunteer for new tasks, even if you are uncomfortable. (correct)

Answer feedback: Students naturally want to avoid appearing incompetent. However, professionals know that interns don't know everything because they are starting something new. So, be open and genuine with your coworkers. Ask questions and volunteer for new tasks to integrate yourself into the work team. Humility and eagerness to learn are professional traits that reflect well on a student.

ID: 8

Question type: Multiple choice

Title: Confidentiality

Question: Which of the following is true about a student's responsibility to keep what happens at their internship confidential? (LO2)

Answer options:

- Students are not permitted to talk about the internship in class.
- Students are not permitted to share details about their internship that make it possible to identify clients. (correct)
- Students are not permitted to share their classroom experiences with their internship supervisor.
- Students are required to keep their personal lives confidential from clients.

Answer feedback: Students owe their clients confidentiality. Students can discuss their internships during class, but they must change any potentially identifying information including name, age, race, geographic location, and so forth.

**Commented [6]:** Since it seems to be ok to share some personal information with clients, it could be helpful to add a comment in the feedback section about what personal information is ok to share with clients.

ID: 9

Question type: Multiple choice

Title: Strategic plan

Question: Who creates the strategic plan for a nonprofit organization that provides clinical services? (LO 2)

Answer options:

- A board of directors (correct)
- Licensed clinicians
- Local government
- The workers providing direct services to clients

Answer feedback: Most organizations use a strategic plan created by the board of directors. Although clinicians, direct service workers, and supervisors may have some input into the strategic planning process, most organizations use a top-down approach to planning. Similarly, the government does not create a strategic plan for a nonprofit organization. Rather, it passes regulations about how to practice human service work and provides funding to support government priorities.

ID: 10

Question type: Multiple choice

Title: Organization and agency management

Question: Where would you locate information about who supervises your supervisor? (LO 2)

Answer options:

- The strategic plan
- The organizational chart (correct)
- Grant report
- None of the above

Answer feedback: The organizational chart is a document created by the agency to indicate the hierarchy of decision-making. Because most organizations use a top-down approach to management, the organizational chart starts with the most powerful individual at the top and moves down in power to the workers providing direct services at the bottom.

Commented [7]: Would "position" work better here?

ID: 11

Question type: Multiple Choice

Title: Policies, procedures, and practices

Question: Which of the following terms reflects the *practice* of how an agency processes criminal background checks for interns. (LO 2)

Answer options:

- All interns must pass an FBI background check for criminal history.
- Interns who commit a crime must notify their field internship office.
- Background clearances must be submitted to the agency at least two days prior to the start date of the internship.
- Human resources emails an alphanumeric code to the intern who then provides that code to the FBI during fingerprinting. (correct)

Answer feedback: Remember these three statements to help you distinguish between policy, procedure, and practice: Policy is the rule (options a and b). Procedure is the process of implementing the rule (option c). Practice is the rule in action (option d).

ID: 12

Question type: Sort the paragraphs

Title: Laws, regulations, and statutes

Question: Rank these in order of the highest level of authority, starting with the highest authority. (LO 3)

Answer options:

- Law

- Statute
- Regulation
- Accreditation

Answer feedback: Laws are cumulative and remain in effect until a new law is passed or an existing law is repealed. Statutes are also laws, but statutes are not cumulative. Regulations have the next higher level of authority and are generally developed within an act that the legislature passes. Accreditation is not done by the government, but governments rely on accreditors to ensure compliance with best practices and legal standards.

ID: 13

Question type: Multiple choice

Title: Intersectional framework

Question: Which of the following is true about identity? (LO 1)

Answer options:

- Race is more important than other identifiers like age or gender.
- One can add the oppressed and privileged identities to determine social status.
- "Women of color" is the only intersectional identity.
- Intersectionality describes the multiple, complex relationships between oppressed and privileged identities. (correct)

Answer feedback: The first three answers here refer to the single-determinant identity model and additive identity model. These are both incomplete views of identity because they oversimplify the complex relationships between identities. Interns must be aware that everyone's experience of oppression is unique, and the intersections of those identities do not neatly stack on top of one another.

ID: 14

Question type: Multiple choice

Title: Implicit bias

Question: Someone who says they do not trust people from a specific ethnic group is expressing which of the following? (LO 1)

Answer options:

- Cultural humility
- Intersectionality
- Implicit bias
- Explicit bias (correct)

Answer feedback: Implicit bias refers to unconscious biases that are rarely, if ever, stated in such obvious terms. This is explicit bias. An intern keeping an intersectional frame of reference and remaining culturally humble will search for both explicit and implicit biases in their work.

ID: 15

Question type: Multiple choice

Title: Tokenism

Question: Which of the following terms refers to when someone from a minoritized identity is asked to represent their entire group? (LO 1)

**Commented [8]:** This feedback could use a rewrite. I'm unable to offer a suggestion, because I'm not entirely clear on what the author expects the reader to understand. For example, what does it mean for a law to be cumulative and a statute not? The word "act" is introduced - but it may not be clear to the reader that an "act" is the same thing as a "statute."

**Commented [9]:** I wonder if the question stem could be rephrased? The 3 incorrect answers clearly refer to "identifies / identifiers." The correct answer is focusing on intersectionality. So, something like: "How does one use the concept of intersectionality when understanding the impact of social identity on a person's life experiences?"

Answer options:

- Privilege
- Tokenism (correct)
- Social location
- Cultural competence

Answer feedback: Tokenism refers to the surface-level inclusion of diverse voices and identities without truly giving them any power. Often people are made to stand in for everyone of a given ethnicity or to fulfill a requirement for having a “diverse person in the room,” without making space for their ideas.

**Commented [10]:** symbolic?

**Commented [11]:** Wondering if this relates more to hypervisibility than tokenism? If so, then a possible revision: Tokenism exists when the goal is to fulfill a requirement for having a "diverse person" in the room rather than addressing inequities.

ID: 16

Question type: Multiple choice

Title: Transference

Question: When a client responds to a helping professional in a manner similar to the way they handled unresolved conflicts in their past, it is referred to as... (LO 2)

Answer options:

- Countertransference
- Overidentification
- Cultural competence
- Transference (correct)

Answer feedback: Transference refers to the client, and countertransference refers to the clinician. In transference, the client *transfers* thoughts and feelings from previous, unresolved conflicts onto the helper.

ID: 17

Question type: Multiple Choice

Title: Documentation

Question: Who may read your documentation as an intern? (select all that apply) (LO 3)

Answer options:

- Your instructor (correct)
- Your supervisor (correct)
- Your clients (correct)
- Health insurers (correct)

Answer feedback: Documentation is an official record you create for the client. Unlike written products from other college courses, documentation serves important functions for the agency. Your supervisors use it to bill insurance providers or document services for grant funders. Your clients can view their records, and records can be subpoenaed via the court system.

ID: 18

Question type: Multiple choice

Title: Compassion fatigue

Question: What is compassion fatigue? (LO 4)

Answer options:

- Exhaustion and stress from empathizing with clients in pain (correct)

- Resentment from the lack of support from supervisors
- Confusion from feeling ineffective in one's work
- A character flaw that can be overcome with specific practices

Answer feedback: Human service workers expose themselves to other people's painful and traumatic experiences as unavoidable parts of their job. Although feeling ineffective and unsupported can lead to burnout, compassion fatigue is the numbness that comes from exhausting one's capacity to open oneself to the pain of others.

ID: 19

Question type: Multiple Choice

Title: Learning agreement

Question: At a minimum, your learning agreement should include which of the following? (check all that apply) (LO 1)

Answer options:

- Your expected duties at the internship (correct)
- Your work hours (correct)
- Your supervisor & supervision time (correct)
- Your objectives & goals (correct)

Answer feedback: Although learning agreements vary in their specific format, all learning agreements should include your hours, duties, supervisor, and objectives/goals.

ID: 20

Question type: Multiple Choice

Title: Responsibilities of a supervisor

Question: You and your supervisor should agree on which of the following when it comes to supervision meetings? (check all that apply) (LO 2)

Answer options:

- How often and when you will meet (correct)
- What the agenda and purpose of meetings will be (correct)
- Whether meetings will be one-on-one or group sessions (correct)
- Whether there will be food served

Answer feedback: While there is no "one size fits all" model of supervision, an agreement on some of the basics is necessary. Some institutions will have clear expectations for supervision meetings, but many others will require the student to set the agenda, establish meeting times, and identify participants of supervision meetings.

ID: 21

Question type: Multiple Choice

Title: Managing up

Question: Which of the following describes how to manage up to one's supervisor? (LO 3)

Answer options:

- Developing a productive relationship with your boss (correct)
- Learning your boss's communication style and preferences (correct)
- Evaluating your boss's management or leadership style

- Developing your boss into a better manager or leader

Answer feedback: Managing up does not mean that you are seeking to change your supervisor's flaws or give them direct feedback. Rather, it means that students should learn how their supervisor prefers to communicate and identify ways to make the relationship more productive.

ID: 22

Question type: Multiple choice

Title: Professional ethics

Question: Which of the following statements are false about professional ethics? (LO 1)

Answer options:

- Professional ethics are like the law. (correct)
- Professional ethics must be passed by a legislature. (correct)
- Instructors and supervisors should advise students on ethical issues.
- Your personal ethics may sometimes conflict with your professional ethics.

Answer feedback: Professional ethics are not laws, and unlike regulations, they are not passed by a legislature. Instead, ethics relate to how the profession regulates itself. Your ethics may sometimes conflict with your profession's ethics, and ethical challenges require consultation with a supervisor or instructor.

ID: 23

Question type: Multiple choice

Title: Confidentiality

Question: At your human services internship, what should you consider before sharing confidential client information? (check all that apply) (LO 2)

Answer options:

- Changing the name and all other identifying information (correct)
- The purpose of sharing the information, like coordinating care with another provider (correct)
- HIPAA and other laws governing client privacy (correct)
- Whether a client might hear about your disclosure

Answer feedback: Your internship is an educational experience, and you are expected to share your experiences with peers, supervisors, and instructors. You must stay within the boundaries of HIPAA and other applicable laws. When communicating, you must follow professional ethics by changing all identifying information, providing only enough information to get your point across, and leaving out gossip.

**Commented [12]:** Assuming the name wouldn't be changed here...? If so, then I might suggest rephrasing the first option to: "Whether the name or other identifying information should be changed"

ID: 24

Question type: Multiple choice

Title: Overidentification

Question: What is the definition of overidentification? (LO 3)

Answer options:

- When an intern takes on too much of one identity
- Developing a similar practice approach to your supervisor

- Violating clients' boundaries
- Identifying too much with a client or situation (correct)

Answer feedback: When a helper overidentifies too closely with a client's issue, the client's boundaries may be violated. It should be managed through supervision and peer support.

ID: 25

Question type: Multiple Choice

Title: Conflict styles

Question: Which two dimensions of assertiveness and cooperativeness best represent the Collaborating conflict style? (LO 1)

Answer options:

- Assertive and Uncooperative
- Unassertive and Cooperative
- Unassertive and Uncooperative
- Assertive and Cooperative (correct)

Answer feedback: Collaborating is the preferred approach to overcome conflict. Each side attempts to satisfy the others' concerns through cooperation. Collaboration is improved by an assertive communication style that respectfully communicates key concerns.

ID: 26

Question type: Multiple choice

Title: Positive self-talk

Question: Which of the following are questions that can help you reframe a mistake and generate positive self-talk? (LO 2)

Answer options:

- What will I do differently next week, next internship, next job? (correct)
- What would you tell a friend in the same situation? (correct)
- Is this likely to impact my grade?
- What personal strengths can carry me through this learning experience? (correct)

Answer feedback: Students and interns make mistakes because they are still learning. Assuming no ethical codes or laws were violated, mistakes are learning experiences. Questions that can reframe negative self-talk after a mistake include those that address your personal strengths, your empathy for others and yourself, and your development as a practitioner over time.

ID: 27

Question type: Multiple choice

Title: Feedback

Question: To continuously improve your work, you should engage in professional development. What might a human service worker do for professional development? (LO 3)

Answer options:

- Talk with a mentor (correct)
- Read and reflect on their practice (correct)
- Start a public website about their specialization

**Commented [13]:** This title doesn't correspond with the content of the question.

- Create a self-care schedule

Answer feedback: Your development as a professional comes from many sources, including mentors and reflective reading about your specialization. Although public sharing and self-care are important tasks, they do not specifically develop your professional skills.

ID: 28

Question type: Multiple choice

Title: Self-reflection

Question: Identify all parts of the self-reflection process listed below. (LO 1)

Answer options:

- Reflecting on the beginning of your internship (correct)
- Identifying the lessons you learned (correct)
- Revisiting key moments (correct)
- Focusing only on the positive feedback, not the negative

Answer feedback: Self-reflection at the end of your internship should take into account your entire time at the agency. Think about both positive and negative feedback received, key moments, and lessons learned that will make you a better practitioner.

ID: 29

Question type: Multiple choice

Title: Self-advocacy

Question: Supervisors often ask for feedback from interns. What should interns consider when providing truthful and respectful feedback to their supervisors? (LO 2)

Answer options:

- Include both strengths and challenges (correct)
- Clearly identify quotes, dates, and other details of relevant experiences (correct)
- Offer suggestions the agency can reasonably implement (correct)
- Say thank you (correct)

Answer feedback: Students should make sure to provide balanced feedback, that includes both strengths and suggestions to overcome challenges. Gratitude is key. For difficult or important topics, try to identify specific quotes, dates, or other details that will help your supervisor understand what you are saying and the context in which the issue occurred.

**Commented [14]:** Does the textbook discuss the importance of recording daily notes during internship to help with this particular strategy?

ID: 30

Question type: True/False

Title: Jobs

Question: All successful internships end in a job offer. (LO 3)

Answer options:

- False (correct)
- True

Answer feedback: While a job offer is an indication of a successful internship, it is not the only one and should not be an expectation. Successful internships may conclude with job recommendations, a network of professional connections, a positive final evaluation, and other positive outcomes.

ID: 31

Question type: Multiple Choice

Title: Resume

Question: What is important to consider when building a resume? (select all that apply) (LO 1)

Answer options:

- Focus on the skills you acquired (correct)
- Consult with your college's career center (correct)
- Resumes are not often used when the application process is online. applying to digital positions
- Share it with your human service supervisor for feedback (correct)

Answer feedback: Resumes should focus on your skills, rather than tasks. For feedback, look towards professionals in your field and career advisors. Many jobs now *require* digital applications, so make sure the file format is compatible and it looks good in both print and digital formats.

**Commented [15]:** Keep this edit if the application process is online - if the position is "digital" - as in a remote role, then rephrase as "Resumes are not often used when applying for remote positions."

ID: 32

Question type: Multiple Choice

Title: Networking

Question: Networking is important to finding your first job. What are some good places to start networking with other professionals? (LO 1)

Answer options:

- Professionals at various agencies you encountered in your internship (correct)
- Your supervisor or a colleague at your internship (correct)
- Resumes and cover letters
- Training, conferences, and other formal presentations (correct)

Answer feedback: "It's not what you know, but who you know" when it comes to employment opportunities. Your professional network should build from your internship to the training and presentations in your local community. Identify key decision-makers and try to build a personal map of the human service agencies in your area.

**Commented [16]:** Your...network should be built through your internship and through your participation in training and presentations in your local community. (Unsure if this is what was meant by this sentence.)

ID: 33

Question type: True/False

Title: Interviewing skills

Question: You should avoid asking questions during a job interview as it demonstrates a lack of confidence. (LO 1)

Answer options:

- False (correct)
- True

Answer feedback: You should prepare questions for your job interview that demonstrate you researched the agency, your interviewer, and the job announcement. You should also demonstrate commitment to the agency by asking about advancement opportunities, training, and professional development.

**Commented [17]:** Also here - how does identifying key decision makers relate to building a map of the human service agencies in the area?