



Human Development and Family Science Program
A joint program of the College of Education and Human
Development and the College of Humanities and Social Sciences
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HDFS 498.001 Internship and Analysis in HDFS (3:3:0) Summer Session 2015

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Course Description

First course in a two-course series that supports students in their internship and in transitioning from student to professional. Enables students to discuss work-related experiences within the context of developmental and family theories and research. Fosters and promotes professional development through class and small group discussions, activities, lectures, guest speakers, and practical assignments.

Course Requirements

See the *Handbook for Internships in HDFS* following this syllabus for internship procedures, policies, requirements, and evaluations.

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>].

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.
3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant reduction in the participation grade.
5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation

that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at <http://infoguides.gmu.edu/content.php?pid=39979> Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

97-100	A+	87-89	B+	77-79	C+	60-69	D	Below 60	F
93-96	A	83-86	B	73-76	C				
90-92	A-	80-82	B-	70-72	C-				

Grading Policy

All CEHD/CHSS undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>



College of Education and
Human Development

Bachelor of Arts in Human Development and Family Studies

A joint interdisciplinary degree program with the College of Humanities and Social Sciences

The Handbook for Internships in Human Development and Family Science

Human Development and Family Science
George Mason University

Faculty Advisors: Bethany Letiecq, Colleen Vesely, Betsy Levine Brown

Effective Summer 2015

Table of Contents

1. Introduction	2
2. Policies.....	3
3. Requirements of Student.....	6
4. Requirements of Community Preceptor	10
5. Requirements of Faculty Advisor.....	11
6. Evaluations.....	12
Form A. Preceptor's Mid-semester Evaluation of Student.....	13
Form B. Final Evaluation of Student by Self and Preceptor	15
Form C. Student Evaluation of Internship Placement and Preceptor	21
Appendices:	
Appendix A: Internship Agreement.....	25
Appendix B: Instructions for writing goals and objectives.....	26
Appendix C: Goals and objectives worksheet	27
Appendix D: Code of Ethics	28
Appendix E: Keeping a Reflective Journal	29
Internship information for future HDFS students.....	30
Internship tracking form.....	31

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- San Diego State University
- The University of North Carolina at Chapel Hill
- The University of Northern Colorado
- The University of Wisconsin at Stevens Point
- Western Kentucky University
- The William Paterson College of New Jersey

1. Introduction

The Human Development and Family Science program (HDFS) is committed to the preparation of students who will be able to effectively assume professional roles in HDFS fields. This cooperative experience is called internship or fieldwork. The internship component of the Human Development and Family Science (HDFS) program is considered to be one of the critical elements in the undergraduate program and is required of all students. It is the bridge between the academic present and the professional future. It is hoped that the internship experience will be equally beneficial to the community, the agency, and to the individual student involved with that agency.

An effective internship does not happen by chance, but rather, is the product of careful planning and implementation. If an effective collaborative effort is to be established and maintained, there should be a commitment to the concept of field training on the part of community service agencies, students, and faculty.

This internship training manual has been developed to serve as a reference for students, agency personnel, and HDFS faculty on the concept and activities associated with the field experience, in the hope of helping to establish mutually appropriate goals and expectations of the internship experience.

The manual includes the policies, guidelines, and procedures for the internship training experience.

2. Policies

Requirements:

Two 3 credit-hour internship experiences (totaling 6 credits) in an approved organization are required of all students in the HDFS program. Students must successfully complete an internship experience of 270 hours total under the joint supervision of the faculty advisor and the approved Preceptor in the work setting. Students fulfilling the internship requirement must register for HDFS 498 (3 credits minimum) and HDFS 499 (3 credits). Students can create two internship experiences or opt to complete all 6 credits within one organization. All experiences must be approved by an HDFS faculty member.

Schedule:

The internship is normally scheduled to take place during the last semester (or last two semesters) of senior year, which may include fall, spring, and/or summer (before or after senior year).

Individuals involved in the internship experience include:

Student: An undergraduate student in HDFS. HDFS majors must complete the 6-credit internship; however, HDFS minors can enroll in HDFS 498 (up to 6 credits).

Faculty Advisor: Faculty member affiliated with HDFS who advises, supervises, and is responsible for the student's internship grade.

Community Preceptor: The agency professional with whom the student works and to whom the student is responsible while participating in the field experience. The preceptor supervises the student during the internship process and submits a written evaluation of the student's performance to the faculty advisor.

Procedure for Selection of Field Site:

In consultation with one's faculty advisor, the student should make plans for the selection of an appropriate internship site one or two semesters prior to the proposed time of the internship. The decision on the specific field site should be based upon meeting responsibilities and competencies for entry-level HDFS graduates (see Appendix A), quality of program, and interest as well as availability of staff.

Potential Sites Include:

- ❖ Agencies (e.g. an agency who delivers Family Services)
- ❖ Mental Health Centers
- ❖ Early Childhood Care and Education settings

- ❖ County Health Departments or Clinics serving families
- ❖ Senior living or Rehab Centers
- ❖ Hospitals (e.g., Child Life Specialists)
- ❖ Local School Systems
- ❖ Social Service Departments
- ❖ Private/Public Volunteer Agencies
- ❖ Or other sites with a family-based focus

Evaluation/Grading of Internship:

Evaluation of the internship experience is considered a crucial component of the internship process. It provides an opportunity for the student, faculty advisor, and preceptor to assess their respective roles in the process and also provides opportunity for recommending any necessary changes in the internship experience. Evaluation forms are provided in this manual.

The faculty advisor is responsible for grading the student at the completion of the internship experience. HDFS 498 (3 credits) and HDFS 499 (3 credits) are graded as pass/fail based on:

- 1) The evaluation completed by the community preceptor on the student's performance in the internship.
- 2) The student's self-evaluation.
- 3) The special project completed under the direction of the community preceptor.
- 4) A written internship report, prepared by the student.
- 5) Attendance at bi-weekly or monthly course meetings (as set by faculty advisor) and completion and quality of assignments.

Internship Expenses and Financial Assistance:

Students are responsible for expenses incurred during internship except as agreed upon in advance between student and field placement agency.

Liability Statement:

The University assumes no responsibility for the student's personal liability. Agencies normally have liability insurance plans covering both staff and clients. Internship students should inquire of the agency whether liability insurance is carried or required and, if so, who is covered. ***Students are responsible for making arrangements for their insurance.***

While accidents and lawsuits are rare, no one is immune to liability suits. All interns are held personally accountable for their acts. Therefore, internship students are advised to become knowledgeable about legal liability.

The University accepts no responsibility for worker's compensation nor payment of the student for services rendered. If an agency wishes to compensate the student for services, it is a matter between the agency and the student.

3. Requirements of Student

Before Internship:

- A. Obtain this internship manual at least one semester prior to the time proposed for field work. Students are responsible to understand and comply with all information in this manual.
- B. Discuss with advisor the criteria for site selection. Personal preferences are taken into account; however, final selection must be suitable to academic goals and objectives.
- C. With faculty approval and support, contact the prospective agency concerning the feasibility of doing internship.
- D. Prepare a professional resume and attend an interview with the potential field preceptor to discuss placement.

You must provide a professional resume to your internship supervisor and to your faculty supervisor. Prepare your resume and take it to Career Services. They will sit down with you and go over your resume. Make changes to your resume and turn both the old and new resume to your faculty supervisor. You can also get help from career services on the web: <http://careers.gmu.edu/students/documents/>

- E. Obtain final approval for field site from faculty advisor prior to beginning internship. Complete the **Experiential Learning Agreement form** (Appendix A), turn into faculty advisor.

During Internship (Applies to both HDFS 498 and HDFS 499):

- F. With help from field preceptor, list goals and objectives for field placement. If you are completing all 6 credits at one placement site, you only need to complete the form once. If you are interning at two sites, you **MUST** complete the form twice, one for each site. Agreement of goals and objectives must be signed by the preceptor, faculty advisor and student by **end of second week of placement**. Preceptor, faculty advisor and student must have copies (see Appendix B for instructions on writing goals and objectives; Appendix C is a copy of the goals and objectives worksheet).
- G. During the course of the internship, the student is expected to carry out staff responsibilities determined by his/her preceptor. Under the direction of the preceptor, the student will participate in the on-going programs of the agency or organization.

- H. Complete 45 hours of work for each college credit earned. A 3-credit internship course requires 135 hours; 6-credits total 270 hours.
 - I. Know and abide by the National Council on Family Relations (NCFR) code of ethics as well as the code of ethics deemed by your placement (e.g. if you are in an early childhood education setting, you should not only uphold the code of ethics determined by NCFR, but also by the National Association for the Education of Young Children (NAEYC) while carrying out field placement duties (Appendix D).
- See
https://www.ncfr.org/sites/default/files/downloads/news/ethicalguidelines_family_science.pdf
- J. Orientation within the agency and to the community should be as broad as is possible. When appropriate, student should attend staff meetings and conferences, program reviews, and administrative meetings.
 - K. Maintain a reflective journal during your placement. See Appendix E for information.
 - L. Accurately keep track of your internship hours.
 - M. Attend bi-weekly/monthly internship meetings (as determined by faculty advisor):

Requirements specific to HDFS 499 Advanced Internship:

During HDFS 499, the student is required to carry major responsibility for one independent project. This project should be developed by the student working in collaboration with their preceptor. The major project proposal must be approved by the preceptor. The project proposal must include goals and objectives, plan of action, methodology, criteria and method of evaluation.

In addition, HDFS 499 also requires the student to generate a list of referees, to complete a practice interview and to identify job opportunities or graduate school programs that will support their chosen career goals.

Required assignments for HDFS 499 include the following:

1. **Based on independent role, complete an internship report** reflecting learning, analysis, and evaluation of the field experience (Max 10 pages double-spaced, 1" margins, 12 point font). This paper is due to the faculty advisor the final week of school in the semester the student is in internship. Three copies of the report are to be prepared: one for the agency, one for your faculty advisor, and one for your records. The recommended report format is outlined below:

The report should include the following components:

Description (3-4 pages):

- ❖ of the community within which you worked during your internship, to provide the reader with a clear understanding of how your work related to the situation.
- ❖ of the agency. List the agency's major program goals, particularly those that related to your work.
- ❖ of your duties and responsibilities.
- ❖ of your work situation and environment.
- ❖ of your goals and objectives.
- ❖ of the special project(s) for which you had major responsibility. This should be a fairly detailed report in which you clearly identify your role in planning, implementing, selecting methods and resources, and evaluating the projects. You should analyze the project from the standpoint of your role, giving particular attention to problems encountered and how they were handled. In addition, a summary should be made of your perception of your professional strengths and weaknesses as they affected the project; state those activities that might be done differently should the experience be undertaken again. All materials used in the project should be noted, identifying specifically those you developed.
- ❖ of how the experience evolved and changed during the semester(s).
- ❖ of the skills you acquired as a result of this experience.

Evaluation (2-3 pages)

What did you learn from this experience,

- ❖ about the agency you worked in, the preceptor(s) you worked for?
- ❖ about the strengths and limitations of this agency in carrying out its responsibilities of the community?
- ❖ about yourself - your own strengths and limitations; about how this experience affected your own personal goals and career objectives?

Integration (2-3 pages)

- ❖ How has this experience changed what you thought you knew about this type of agency?
- ❖ How does what you experienced/learned affect your evaluation of our political system/society?
- ❖ How does what you experienced/learned affect your evaluation of your educational and professional goals?
- ❖ How would you change your educational and professional goals in light of your experience?
- ❖ How would you change the experience to make it a more valuable learning experience?

Appendix: Include various items which were pertinent and unique to the field work experience that are not included elsewhere in the report. These additional materials may be statistics, charts, photographs, or brochures.

2. Recommendations. Provide information on three people who would write letters of recommendation for you at this point in time. Describe who they are, how long you have known them, and in what capacity.

We have a form for HDFS students to prepare them for asking for letters of recommendation. Complete the form and provide it to the people who will be writing recommendations for you. Take time and effort to complete this. Make copies of this form for future use. It will help people provide informed recommendations for you.

3. Practice interviews. We want you to practice interviewing for a job. The GMU Career Services provides practice interview days. Visit the following link to view the schedule: <http://careers.gmu.edu/employers/events/practiceinterviews/>
4. Future plans. Find three job announcements within your field that interest you and are commensurate with your qualifications/experience. Put the job announcements in a format that can be submitted to your faculty advisor for evaluation. The web site for career services has links to jobs. If you are interested in graduate school, research and provide information on three schools to which you are interested in applying.

4. Requirements of Community Preceptor

HDFS faculty greatly appreciate the assistance of practicing colleagues in providing field experience to our students. It is the culmination of the academic experience and a crucial means to integrate material and concepts that have been developed in coursework. Your personal attention as a mentor provides the student with a role model and helps to polish his/her professional behavior and interpersonal skills. Community preceptors are volunteers and do not receive reimbursement for supervising HDFS students, no reimbursement is made to the agency in which a student is based during internship.

The faculty internship advisor is your liaison with the HDFS program and will assist you in any way possible. Questions and concerns should be addressed to the advisor responsible for your intern. The items below cover general procedural requirements in terms of planning and evaluating the intern's performance.

- A. Conduct a selection interview or meeting with students to further clarify position responsibilities of potential placement.
- B. Assist the student in writing goals and objectives for field placement. Complete and sign the *confirmation agreement form* (Appendix A) and *goals and objectives worksheet* (Appendix C).
- C. Supervise and monitor the student throughout the internship period to ensure progress toward completion of goals and objectives.
- D. Provide verbal feedback on performance and development to student at least weekly.
- E. Provide the student with feedback about performance throughout the internship period.
- F. Provide necessary resources for students to perform their responsibilities (e.g.: uniforms, activity supplies, office space).
- G. Complete the *midterm evaluation* (Form A) of the intern by the necessary date. Provide feedback to the intern on the content of the evaluation and the assessment of strengths and weaknesses. Assure the intern develops activities to strengthen weak areas.
- I. Submit a written evaluation to the faculty advisor at the end of the training period (Form B). Discuss evaluation with student.
- J. Inform the intern whether you are willing to act as a professional reference.

5. Requirements of Faculty Advisor

The faculty advisor is responsible for the following:

- A. Approve final selections and arrangements for the internship site.
- B. Discuss the internship expectations and requirements with students.
- C. Assist the student in setting goals and objectives and identifying an appropriate field setting.
- D. Assist the community preceptor in establishing plans for improving the field work experience for future students.
- E. Facilitate communication between the preceptor and individual students.
- F. Read and evaluate reflective journal, evaluation forms, and final paper.
- G. Evaluate the internship experience and assign a final grade.

6. Evaluations

Evaluations include:

Student: *final self evaluation* (Form B below), *student evaluation of internship placement and preceptor* (Form C below).

Community preceptor: *mid-semester progress report* (Form A below), *final evaluation* (Form B below)

Form A. Preceptor's Evaluation of Student

*Mid-Semester Progress Report**

Report for _____ Internship Site _____

Evaluation period from _____ to _____. Hours worked: _____

Please evaluate the student's progress and achievement so that the student has knowledge of their performance and can take steps to improve if needed. Please meet with the student to review this evaluation and send one copy to the faculty advisor.

Overall Performance

	Below Expectations	Meets Expectations	Exceeds Expectations	Comments
Punctual: arrives to work on time, on time for meetings/ events				
Dependability: prompt, trustworthy, follows directions, meets obligations				
Adaptability: catches on fast, follows detailed instructions, can switch tasks				
Ability to get along: cooperative, social, and emotionally stable				
Attitude: enthusiastic, a good team worker, desire to improve				
Initiative: ability to work without supervision, self-motivating				
Accepts suggestions: seeks assistance, follows through				

Do you think the student is performing well at this stage of the program? _____ Yes _____ No

Comments/Explanation:

If you were to assign a grade at this point, what would it be? _____

Thank you for your help!

Student Signature: _____ Date: _____

Community Preceptor Signature: _____ Date: _____

*Adapted from Center for Public Policy and Services, Mesa Community College

Form B. Final Evaluation of Student by Preceptor

Evaluation of Student Internship Performance – Preceptor Evaluation

Student's Name _____

Internship Agency _____

Community Preceptor _____ Date _____

This evaluation should be made with care for the interest of the intern. The student's strengths and weaknesses should be carefully assessed. Be as accurate and objective as possible. Consider the total internship experience rather than isolated incidents for the basis of your evaluation. Please share the evaluation with the student through an evaluation conference.

The following categories should serve as a guide in completing the evaluation report:

- 5 = Superior
- 4 = Above average
- 3 = Satisfactory
- 2 = Needs improvement
- 1 = Unacceptable
- 0 = Do not know/no basis for evaluation

A. *Professional Performance*

- _____ Establishes work goals
- _____ Achieves goals
- _____ Plans work to be accomplished
- _____ Displays ability to organize people and resources
- _____ Completes tasks on or before due date
- _____ Displays a marked capacity for work and production
- _____ Possesses skills commensurate with academic degree
- _____ Displays an increased skill level in all functions and areas
- _____ Critically evaluates own performance and quality of work
- _____ Motivates others
- _____ Displays ability to lead and direct
- _____ Conducts self well before groups
- _____ Displays ability to orally communicate ideas
- _____ Strives for quality on written expression
- _____ Gains and holds respect and confidence of participants
- _____ Gains and holds respect and confidence of associates
- _____ Demonstrates initiative in developing and conducting a program
- _____ Recognizes problems and proceeds on own initiative

- Delegates responsibility effectively
- Produces effective solutions to disciplinary problems

B. Professional Knowledge

- Displays an initial basic knowledge and understanding of HDFS as a profession
- Has displayed growth in knowledge and understanding of subject matter
- Ability to translate health facts into understandable concepts and consumer language
- Exhibits knowledge and application of program planning and implementation
- Exhibits ability to develop, implement and interpret evaluation methods.
- Ability to apply knowledge in a practical way
- Ability to think independently
- Has knowledge of scientific bases for healthy family relationships
- Displays knowledge of appropriate theories within the HDFS field
- Has knowledge of individual, small, and/or large group family service strategies
- Has knowledge of relevant family-based policies and practices at the state, federal, and local levels

C. Professional Behaviors

- Is enthusiastic
- Is courteous and tactful
- Displays mature judgement
- Is consistent but fair in relationships
- Is persistent but flexible
- Displays concern for others
- Is resourceful
- Is able to adjust to situations
- Displays diplomacy in relationships with colleagues
- At ease with people of different ages and stages
- Shows imagination and creative thinking
- Exhibits lack of discrimination associated with race, sex, age, sexual orientation, gender identity, religion, personal life styles, socioeconomic status
- Respects confidentiality of client data and information

D. Professional Attitude

- Displays initiative and imagination
- Displays zeal for the profession
- Accepts assignments willingly
- Actively seeks and is alert to potential learning situations
- Attends professional meetings
- Understands, follows, and upholds agency rules and regulations
- Accepts suggestions and criticisms willingly

If you had to assign a grade, what would it be? (circle one) A B C D F

Please comment on student's strengths and/or weaknesses and changes.

To what degree did the student's faculty advisor demonstrate student-agency support in preparing the student for their internship? (use scale from above) _____

Would you be willing to accept a student next year? ___ Yes ___ No

Please provide any additional comments about the internship program or suggestions for its improvement that you might have.

*Adapted from University of North Carolina Leisure Studies and Recreation Administration Internship Manual

Form B. Final Evaluation of Student by Student

Evaluation of Student Internship Performance –Student Evaluation

Student's Name _____

Internship Agency _____

Community Preceptor _____ Date _____

You should carefully assess your strengths and weaknesses. Be as accurate and objective as possible. Consider the total internship experience rather than isolated incidents for the basis of your evaluation. Please share the evaluation with your preceptor through an evaluation conference.

The following categories should serve as a guide in completing the evaluation report:

- 5 = Superior
- 4 = Above average
- 3 = Satisfactory
- 2 = Needs improvement
- 1 = Unacceptable
- 0 = Do not know/no basis for evaluation

A. *Professional Performance*

- _____ Establishes work goals
- _____ Achieves goals
- _____ Plans work to be accomplished
- _____ Displays ability to organize people and resources
- _____ Completes tasks on or before due date
- _____ Displays a marked capacity for work and production
- _____ Possesses skills commensurate with academic degree
- _____ Displays an increased skill level in all functions and areas
- _____ Critically evaluates own performance and quality of work
- _____ Motivates others
- _____ Displays ability to lead and direct
- _____ Conducts self well before groups
- _____ Displays ability to orally communicate ideas
- _____ Strives for quality on written expression
- _____ Gains and holds respect and confidence of participants
- _____ Gains and holds respect and confidence of associates
- _____ Demonstrates initiative in developing and conducting a program
- _____ Recognizes problems and proceeds on own initiative
- _____ Delegates responsibility effectively

_____ Produces effective solutions to disciplinary problems

B. Professional Knowledge

_____ Displays an initial basic knowledge and understanding of community health education as a profession

_____ Has displayed growth in knowledge and understanding of subject matter

_____ Ability to translate health facts into understandable concepts and consumer language

_____ Exhibits knowledge and application of program planning and implementation

_____ Exhibits ability to develop, implement and interpret evaluation methods.

_____ Ability to apply knowledge in a practical way

_____ Ability to think independently

_____ Has knowledge of scientific bases for family engagement

_____ Displays knowledge of appropriate theories in HDFS field

_____ Has knowledge of individual, small, and/or large group family service strategies

_____ Has knowledge of relevant policies and practices at the state, federal, and local levels

C. Professional Behaviors

_____ Is enthusiastic

_____ Is courteous and tactful

_____ Displays mature judgement

_____ Is consistent but fair in relationships

_____ Is persistent but flexible

_____ Displays concern for others

_____ Is resourceful

_____ Is able to adjust to situations

_____ Displays diplomacy in relationships with colleagues

_____ At ease with people of different ages and stages

_____ Shows imagination and creative thinking

_____ Exhibits lack of discrimination associated with race, sex, age, sexual orientation, gender identity, religion, personal life styles, socioeconomic status

_____ Respects confidentiality of client data and information

D. Professional Attitude

_____ Displays initiative and imagination

_____ Displays zeal for the profession

_____ Accepts assignments willingly

_____ Actively seeks and is alert to potential learning situations

_____ Attends professional meetings

_____ Understands, follows, and upholds agency rules and regulations

_____ Accepts suggestions and criticisms willingly

If you had to assign a grade, what would it be? (circle one) A B C D F

Please comment on your strengths and/or weaknesses and changes.

*Adapted from University of North Carolina Leisure Studies and Recreation Administration Internship Manual

Form C. Student Evaluation of Internship Placement and Preceptor*
(Completed by student upon completion of internship)

Student _____ Date _____

Field Training/ Internship Agency _____

Preceptor _____

Faculty Advisor _____

Dates of Agency Affiliation _____

The purpose of this evaluation is to enhance future professional experience with your internship site and your Preceptor. A thoughtful and candid evaluation is appreciated.

Directions: Following are a series of 34 questions, which seek your judgment. You are asked to circle the numeral from 1 to 5 which best reflects your judgement. If not applicable or you don't know, circle NA

A. Agency Qualifications

- | | | | | |
|----|---|--|----------|------------|
| 1. | Does the agency have recognized standing in the state and/or community? | Definitely
----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 2. | Does the agency receive community support and approval? | Definitely
----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 3. | Does the agency have adequate areas, facilities, and equipment to conduct its programs? | Definitely
----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 4. | Does the agency employ a professionally prepared staff? | Definitely
----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 5. | Does the agency employ adequate staff to supervise student trainees? | Definitely
----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 6. | Does the agency provide a clear delineation of staff responsibility? | Definitely
----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |

7. Did the agency have previous experience with student interns? Definitely Somewhat Not at all
 ---1-----2-----3-----4-----5-----NA

B. Student Orientation to the Agency

8. Were the goals and objectives of the agency clearly stated? Definitely Somewhat Not at all
 ---1-----2-----3-----4-----5-----NA

9. Were you, as an intern, introduced to the staff in a manner that insured you professional status? Definitely Somewhat Not at all
 ---1-----2-----3-----4-----5-----NA

10. Was the internship program explained to the staff? Definitely Somewhat Not at all
 ---1-----2-----3-----4-----5-----NA

11. As an intern, were your responsibilities clearly identified? Definitely Somewhat Not at all
 ---1-----2-----3-----4-----5-----NA

12. Did the agency provide in-service or educational training? Definitely Somewhat Not at all
 ---1-----2-----3-----4-----5-----NA

13. As an intern, were you provided with existing resources, materials, facilities, and/or equipment? Definitely Somewhat Not at all
 ---1-----2-----3-----4-----5-----NA

14. As an intern, were you provided with adequate guidance? Definitely Somewhat Not at all
 ---1-----2-----3-----4-----5-----NA

15. As an intern, were you provided with adequate supervision? Definitely Somewhat Not at all
 ---1-----2-----3-----4-----5-----NA

C. Student Opportunities Within the Agency

16. During your internship, were you helped to gain an understanding and appreciation of the role, duties, and responsibilities of the full-time practitioner? Definitely Somewhat Not at all
 ---1-----2-----3-----4-----5-----NA

17. Throughout the internship, were you provided with experience to assist in discovering your strengths and weaknesses as a professional practitioner? Definitely Somewhat Not at all
 ---1-----2-----3-----4-----5-----NA

18. Were you given the opportunities during the internship to field test Definitely Somewhat Not at all
 ---1-----2-----3-----4-----5-----NA

theories, concepts, and philosophies developed and/or acquired through classroom experience?

- | | | | | |
|----|---|--|----------|------------|
| 19 | As an intern, were you included in staff and/or board meetings? | Definitely
----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 20 | Were you involved in the planning process within the agency? | Definitely
----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 21 | Were you involved in a variety of program offerings by the agency? | Definitely
----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 22 | As an intern, were you able to perform a variety of duties within the agency? | Definitely
----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 23 | As an intern, were you able to perform a variety of leadership roles and/or techniques? | Definitely
----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |

D. Evaluation of the student by the agency

- | | | | | |
|----|---|--|----------|------------|
| 24 | Were you observed by your preceptors in the agency as often as possible during actual on-the-job performance? | Definitely
----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 25 | Were there regularly scheduled supervisory conferences or evaluations sessions between student and preceptor? | Definitely
----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 26 | Were suggestions provided for improvement, if needed? | Definitely
----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 27 | Was the feedback offered by your preceptor constructive? | Definitely
----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 28 | Was the feedback offered by your preceptor tactful? | Definitely
----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 29 | Was the feedback offered by your preceptor objective? | Definitely
----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 30 | Were various techniques and methods employed by the student and/or agency discussed? | Definitely
----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |

- | | | | | |
|----|---|---|----------|------------|
| 31 | Was student self-evaluation encouraged? | Definitely
---1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 32 | At the conclusion of the internship, were you given a final, objective evaluation with the assistance of appropriate staff members? | Definitely
---1-----2-----3-----4-----5-----NA | Somewhat | Not at all |

E. Value of the Agency Experience to the Student

- | | | | | |
|----|---|---|----------|------------|
| 33 | Did association with your agency expand your knowledge of the field of HDFS? | Definitely
---1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 34 | Could your experiences with the agency be helpful in regard to future advancement in the field of HDFS? | Definitely
---1-----2-----3-----4-----5-----NA | Somewhat | Not at all |

35. List recommendations for improving the field placement experience.

36. Did your involvement with the agency encourage or discourage future pursuit of the field of HDFS as a career? Why?

*Adapted from the University of North Carolina at Chapel Hill Leisure Studies and Recreation Administration Internship Manual.

Appendix A: Experiential Learning Agreement

http://favs.gmu.edu/downloads/experiential_learning.pdf

Appendix B: Instructions for writing goals and objectives*

An educational plan can be thought of as a "blueprint" that maps out what you hope to learn/accomplish as a result of your internship experience. It includes specific learning objectives that provide some means of measuring progress toward completion of educational goals. Learning objectives are brief statements that define results expected in a special period of time. They should:

1. Be specific as to exactly what is to be accomplished.
2. Be scheduled for accomplishment in a definite period of time.
3. Define results to be accomplished.
4. State the expected results in measurable terms.
5. Be realistic, but challenging.

KIND OF LEARNING OBJECTIVES

1. Knowledge/Understanding

Gaining knowledge implies acquisition of information, facts, concepts, theories, or ideas. It also implies retention (memory) as well as exposure. Gaining understanding implies an ability to apply information to problem-solving situation; seeing patterns and relationships, developing categories, using knowledge for reasoning, judging, analyzing, and synthesizing to extend learning beyond information acquisition.

Example:

To gain knowledge about how clients are processed through the STD clinic.
To develop an understanding of the psychology used in writing fund-raising letters.

2. Skills

Gaining skills implies becoming able to do some activity; skills improve with use and practice; skills and the results of their use are observable. Skills may be mental or physical and can pertain to activities carried out with people (interviewing, public speaking, counseling), with things (computers), or with data (analyzing or preparing reports, gathering research information).

Example:

To develop skill in interviewing clients at the outpatient unit of the hospital.

3. Attitudes/Values

These objectives usually involve the formulation and/or clarification of personal values or feelings. Think in terms of the personal convictions you think will be affected by this experience. What opinions, attitudes, or feelings do you hope to clarify.

Example:

To clarify my feelings about the moral issues surrounding the debate on anonymous testing for HIV.
To clarify my opinion about the use of the Norplant implant method of birth control.

*Adapted from Student Guide for Service Learning, Mesa Community College, Mesa, AZ

Appendix C: Goals and objectives worksheet

Agency: _____

Student: _____

This agreement outlines the specific activities in which the student will be involved during the course of the internship.

We the undersigned agree with the validity of the learning objectives listed above. The preceptor and the faculty advisor agree to provide the necessary supervision and counseling to insure that the maximum educational benefit may be achieved for the student's internship experience.

Student's signature and date

Preceptor's signature and date

Faculty advisor's signature and date

Appendix D: NCFR Code of Ethics

https://www.ncfr.org/sites/default/files/downloads/news/ethicalguidelines_family_science.pdf

Appendix E: Keeping a Reflective Journal*

One useful way of keeping track of what you are learning and the kind of service you are providing to the community is to keep a personal journal or log of your activities. This will force you to think about your experiences and can help provide insight into what you are experiencing and how you are feeling about it. From your faculty advisor's standpoint, this is where we can see your development as a health professional and see if you are applying the conceptual material you have learned in class.

Your journal can take many different forms. However, a few ingredients are essential. Probably the most important advice to journal writers is that you do not edit as you write. Instead, you should write your thoughts freely, without regard for syntax, spelling or punctuation. Editing can be done later, if you wish. The point is not to stop the flow of your thoughts. Other requirements of journal writing are candor and keen use of your senses and observational skills. Not only will your writing be more interesting as you develop your senses and observational powers, but your experience will be enhanced as well.

Remember, it is important that you not think of your journal only as a work log in which you itemize and record events, tasks and statistics. Your journal, as a reflective and analytic activity allows you to grapple with problems and frustrations as well as identify your accomplishments and other positive learning experiences. The journal is your means of daily charting your growth and development both academically and personally.

You will find the journal less of a chore if you take a few minutes at the end of each day to review your learning objectives and reflect upon your experiences of the day.

Suggestions for a Daily Journal

What's the best thing that happened today/this week?

What's the most difficult/satisfying part of your work? Why?

What do you think is your most valuable/valued contribution?

Tell about a person there who you find interesting/challenging to be with.

How do people there treat you? How do they see your role? Is this congruent/in conflict with how you see your role?

What kind of person does it take to be successful at the kind of work that the agency does? Could you do this?

Did you take or avoid taking risks this week?

Did you receive any compliments/criticisms? What did you learn from this?

*Adapted from the Student Guide for Service-Learning, Mesa Community College, Mesa, AZ

Internship information for future Human Development and Family Science students
(turn in with final report)

Internship site: _____

Dates of internship: _____

Internship supervisor/community preceptor: _____

Describe the type of supervision you had with this person: _____

Why would you recommend this internship site? _____

Why would you recommend against this internship site? _____

What is the best way to contact this agency? _____

**Human Development and Family Science
Internship Tracking
HDFS 498/499**

Faculty Advisors: Bethany Letiecq, Colleen Vesely, Betsy Levine Brown

Student name: _____

Address and phone number: _____

Internship site and supervisor: _____

Number of credits: _____ **Number of hours to work:** _____

Confirmation form and resume due: _____

Goals and objectives worksheet due: _____

Mid-semester progress report, recommendations, and recommendation form due:

Evaluations:

- 1 copy filled out by supervisor, 1 copy filled out by student;
- Journal: # of hours worked this day / # of hours total
- Final evaluations, journal, internship information sheet, internship report due:

Received copies of confirmation form, goals and objectives worksheet, evaluation forms, and journal and paper requirements: (student initial) _____

Student signature: _____ **Date:** _____

Faculty member signature: _____ **Date:** _____