

George Mason University
College of Education and Human Development
College of Humanities and Social Sciences
Human Development and Family Science

HDFS 498.002 – Internship Analysis in Human Development and Family Science
3 Credits, Summer 2018
Days: TBA Location: TBA

Faculty

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Prerequisites/Corequisites

HDFS 300

University Catalog 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. Notes: Students will have 135 contact hours for the semester; however, 125 will be in the field and 10 in the classroom. May not be repeated for credit.

Course Overview

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

Course Delivery Method

This course will be delivered using an internship format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Gain practical field experience and apply learned knowledge, skills, and abilities in an HDFS setting.
2. Prepare students for post-baccalaureate opportunities to include gainful employment or graduate study in an HDFS-related field.
3. Provide an opportunity for students to build their resumes and develop their career pathways.

Professional Standards

DRAFT Internship Training Manual Updated 3/14/18

Upon completion of this course, students will have met the following professional standards:
Not applicable

Required Texts

The *Handbook for Internships in HDFS*

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

- **Assignments and/or Examinations**

See the *Handbook for Internships in HDFS* – attached at the end of the syllabus.

Summary of Course Points

Assignment	Associated Points	Due Date
Agreement	10	Before beginning placement
Class Attendance	5	May 24 6pm
Goals and Objectives	5	June 8
Reflective Journals Mid-by midpoint 5 submitted, about 1 each week	17.5	June 29
Midpoint Evaluation	15	June 29
Site Log Hours	10	August 11
Reflective Journals Final- 5 additional submissions, about 1 each week	17.5	August 11
Final Evaluations	15	August 11
Additional Form A	5	August 11

- **Other Requirements**

See the *Handbook for Internships in HDFS* – attached at the end of the syllabus.

- **Grading**

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-				

Professional Dispositions

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

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

Ten hours of meetings with University Supervisor to be scheduled individually or in a group

Note: Faculty reserve the right to alter the schedule as necessary, with notification to students.

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.>

For additional information on the College of Education and Human Development, please visit our website: <https://cehd.gmu.edu/students/>.

For the College of Humanities and Social Sciences, please visit the website <https://chss.gmu.edu/>.

The Handbook for Internships in Human Development and Family Science

Human Development and Family Science
George Mason University

Human Development and Family Studies is a
joint interdisciplinary degree program with the
College of Education and Human Development
and the
College of Humanities and Social Sciences

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Appendices and Additional Forms are Posted on the Course Blackboard Site¹

¹ Appendices:

Appendix A: Internship agreements

Appendix B: Instructions for writing goals and objectives

Appendix C: Goals and objectives worksheet

Appendix D: Code of Ethics

Appendix E: Keeping a Reflective Journal

Additional Forms:

Additional Form A: Internship information for future HDFS students

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This manual was made possible by the generous sharing of others²

Additional Form B: Internship tracking form

² Faculty at the following colleges and universities:

Montana State University

East Stroudsburg University

James Madison University

Mesa Community College, Mesa, Arizona

New Mexico State University

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
HDFS Faculty, University Supervisors and CEHD EPO
DRAFT Internship Training Manual Updated 3/14/18

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. (In some cases, the first internship is waived given appropriate work experience or prior internships. See the HDFS Academic Program Coordinator to receive council on this process.) Each internship includes 125 hours under the joint supervision of the university and site supervisor in the work setting and 10 hours of classroom work under the instruction of the university supervisor. 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 mentor.

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).

Academic Program Coordinator¹: HDFS Academic Program Coordinator has responsibility to promote communication among students' Academic Advisors and Mentors as he/she plans the internship placement.

¹ As you will see on pages 10 and 11, the academic program coordinator provides guidance and oversight up to and including the sign off on the internship agreement. University supervisors take over at the beginning of the internship experience and complete the supervisory role directly in the internship. In the wording of the Internship Agreement roles of academic program coordinator and university supervisor are combined, this role is named "Faculty Supervisor" in the experiential learning application.

University Supervisor¹: Supervisor affiliated with HDFS who advises, instructs, supervises, and is responsible for the student's internship grade.

Site Supervisor: The agency professional with whom the student works and to whom the student is responsible while participating in the field experience. The site supervisor supervises the student during the internship process and submits a written evaluation of the student's performance to the university supervisor. In a number of cases, the university supervisor and site supervisor might be the same person.

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, university supervisor, and site supervisor 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.

¹ See above

The university supervisor 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 with a letter grade:

- 1) The evaluation completed by the site supervisor on the student's performance in the internship.
- 2) The student's self-evaluation.
 - a) The special project completed under the direction of the site supervisor.
 - b) A written internship report, prepared by the student.
 - c) Attendance at bi-weekly or monthly course meetings (as set by university supervisor) 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 interests, global internship goals and possible internship sites with academic advisor, faculty mentor and academic program coordinator. Align these interests, goals and objectives to define criteria for site selection. Personal preferences are taken into account; however, final selection must be suitable to academic goals and objectives.
- C. With academic program coordinator approval and support, contact the prospective agency concerning the feasibility of doing internship. There are three options for settings.
 - 1. Experiential learning at a site that is not a local school system
 - 2. On the job internship at a local school system
 - 3. Placement at local school system - If you are interested in this option you must first contact the Educator Preparation Office at 703-993-5899 before reaching out to a public school or public school division central HR office.
- D. Prepare a professional resume and attend an interview with the potential field Site supervisor to discuss placement.

You must provide a professional resume to your university supervisor and to your Site 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 university 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 academic program coordinator prior to beginning internship. Complete the Experiential Learning Agreement or On the Job form (Appendix A), turn into faculty advisor and HDFS Academic and Student Services Coordinator, Monica Mak, before beginning the internship.

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

- F. With help from university supervisor and field site supervisor, 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 site supervisor, university supervisor and student by ***end of second week of placement***. Site supervisor, university supervisor 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 site supervisor. Under the direction of the Site Supervisor, 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).
- 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 university supervisor):

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 site supervisor. The major project proposal must be approved by the site supervisor. 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:

- ❖ **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 university supervisor the final week of classes in the semester the student is in internship. Three copies of the report are to be prepared: one for the agency, one for your university supervisor, 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 site supervisor(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?
- regarding the goals and objectives you developed for this course?

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 program of study at Mason?
- 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.

- ❖ **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.

- ❖ **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/>

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 Site Supervisor

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. Site Supervisors 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 university supervisor is the site supervisor's liaison with the HDFS program and will assist you in any way possible. Questions and concerns should be addressed to the university supervisor 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 university supervisor 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 Academic Program Coordinator

The academic program coordinator is responsible for the following:

- Communicating with academic advisors and faculty mentors about students' internship interests, potential placements, etc.
- Approve final selections and arrangements for the internship site.
- Discuss the internship expectations and requirements with students.

6. Requirements of University supervisor

The university supervisor is responsible for the following:

- Assist the student in setting goals and objectives.
- Assist the Site supervisor in establishing plans for improving the field work experience for future students.
- Facilitate communication between the Site supervisor and individual students.
- Read and evaluate reflective journal, evaluation forms, and final paper (HDFS 499).
- Evaluate the internship experience and assign a final grade.

7. Evaluations

Evaluations include:

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

Student: *final self evaluation* (Form C below), *student evaluation of internship placement and Site supervisor* (Form D below).

Form A. Site Supervisor’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 university supervisor.

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:

Thank you for your help!

Student Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

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

Form B. Final Evaluation of Student by Site Supervisor

Evaluation of Student Internship Performance – Site supervisor Evaluation

Student's Name _____

Internship Agency _____

Site Supervisor _____ 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

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?

To what degree did the student's university supervisor serve as a liaison for the HDFFS program/University?

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 C. Final Evaluation of Student by Student

Evaluation of Student Internship Performance –Student Evaluation

Student's Name _____

Internship Agency _____

Site Supervisor _____ 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 site supervisor 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

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

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

Form D. Student Evaluation of Internship Placement and Site Supervisor*

(Completed by student upon completion of internship)

Student _____ Date _____

Field Training/ Internship Agency _____

Site Supervisor _____

Faculty Advisor _____

Dates of Agency Affiliation _____

The purpose of this evaluation is to enhance future professional experience with your internship site and your site supervisor. 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 | Somewhat | Not at all |
| | | ---1----- | 2----- | 3-----4-----5-----NA |
| 2. | Does the agency receive community support and approval? | Definitely | Somewhat | Not at all |
| | | ---1----- | 2----- | 3-----4-----5-----NA |
| 3. | Does the agency have adequate areas, facilities, and equipment to conduct its programs? | Definitely | Somewhat | Not at all |
| | | ---1----- | 2----- | 3-----4-----5-----NA |

- | | | | | |
|----|--|------------|----------|----------------------|
| 4. | Does the agency employ a professionally prepared staff? | Definitely | Somewhat | Not at all |
| | | ----1----- | 2----- | 3-----4-----5-----NA |
| | | | | |
| 5. | Does the agency employ adequate staff to supervise student trainees? | Definitely | Somewhat | Not at all |
| | | ----1----- | 2----- | 3-----4-----5-----NA |
| | | | | |
| 6. | Does the agency provide a clear delineation of staff responsibility? | Definitely | Somewhat | Not at all |
| | | ----1----- | 2----- | 3-----4-----5-----NA |

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 theories, concepts, and philosophies developed and/or acquired through classroom experience? Definitely Somewhat Not at all
----1-----2-----3-----4-----5-----NA

19 As an intern, were you included in staff and/or board meetings? Definitely Somewhat Not at all
----1-----2-----3-----4-----5-----NA

20 Were you involved in the planning process within the agency? Definitely Somewhat Not at all
----1-----2-----3-----4-----5-----NA

21 Were you involved in a variety of program offerings by the agency? Definitely Somewhat Not at all
----1-----2-----3-----4-----5-----NA

22 As an intern, were you able to perform a variety of duties within the agency? Definitely Somewhat Not at all
----1-----2-----3-----4-----5-----NA

23 As an intern, were you able to perform a variety of leadership roles and/or techniques? Definitely Somewhat Not at all
----1-----2-----3-----4-----5-----NA

D. Evaluation of the student by the agency

24 Were you observed by your site supervisors in the agency as often as possible during actual on-the-job performance? Definitely Somewhat Not at all
----1-----2-----3-----4-----5-----NA

25 Were there regularly scheduled supervisory conferences or evaluations sessions between student and site supervisor? Definitely Somewhat Not at all
----1-----2-----3-----4-----5-----NA

26 Were suggestions provided for improvement, if needed? Definitely Somewhat Not at all
----1-----2-----3-----4-----5-----NA

27 Was the feedback offered by your site supervisor constructive? Definitely Somewhat Not at all
----1-----2-----3-----4-----5-----NA

28 Was the feedback offered by your Site supervisor tactful? Definitely Somewhat Not at all
----1-----2-----3-----4-----5-----NA

29 Was the feedback offered by your site supervisor objective? Definitely Somewhat Not at all
----1-----2-----3-----4-----5-----NA

- | | | | | |
|----|---|------------|----------|----------------------|
| 30 | Were various techniques and methods employed by the student and/or agency discussed? | Definitely | Somewhat | Not at all |
| | | ----1----- | 2----- | 3-----4-----5-----NA |
| | | | | |
| 31 | Was student self-evaluation encouraged? | Definitely | Somewhat | Not at all |
| | | ----1----- | 2----- | 3-----4-----5-----NA |
| | | | | |
| 32 | At the conclusion of the internship, were you given a final, objective evaluation with the assistance of appropriate staff members? | Definitely | Somewhat | Not at all |
| | | ----1----- | 2----- | 3-----4-----5-----NA |

E. Value of the Agency Experience to the Student

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

-
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 HDFFS as a career? Why?

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