

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

HDFS 498.003 – Internship Analysis in Human Development and Family Science  
3 Credits, Spring 2021

**Wednesday, January 27 9:30 am – 10:50 am**

**Wednesday, February 17 9:30 am – 10:50 am**

**Wednesday, March 10 9:30 am – 10:50 am**

**Wednesday, April 28 9:00 am – 11:30 am [PRESENTATIONS: Part 1]**

**Wednesday, May 2 9:00 am – 11:30 am [PRESENTATIONS: Part 2]**

**Faculty**

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**Prerequisites/Corequisites**

HDFS 300

**University Catalog Course Description**

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. First course in a two-course series that supports students in their internship and in transitioning from student to professional. Notes: Students will have 135 contact hours for the semester; however, 125 will be in the field and 10 in the classroom. Offered by Graduate School of Education. 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**

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 Assignments and Due Dates

Assignment	Due Date
Site Confirmation Agreement	December 18th January 11 <sup>th</sup>
Class Attendance	<b>Wednesday, January 27 9:30 am – 10:50 am</b> <b>Wednesday, February 17 9:30 am – 10:50 am</b> <b>Wednesday, March 10 9:30 am – 10:50 am</b> <b>Wednesday, April 28 9:00 am – 11:30 am [PRESENTATIONS: Part 1]</b> <b>Wednesday, May 5 9:00 am – 11:30 am [PRESENTATIONS: Part 2]</b>
Goals and Objectives	February 10 <sup>th</sup>
Biweekly Reports	February 12 <sup>th</sup> February 26 <sup>th</sup> March 12 <sup>th</sup> March 26 <sup>th</sup> April 9 <sup>th</sup> April 23 <sup>rd</sup>
Midpoint Evaluation	March 19 <sup>th</sup>
Final Paper	May 5
Site Log Hours	April 30
Final Evaluations	May 5

### Other Requirements

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

### Grading

Grading for HDFS 498 is on a satisfactory / unsatisfactory continuum. Satisfactory completion of the course is a requirement for completing the HDFS major or minor.

### 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://oai.gmu.edu/mason-honor-code/full-honor-code-document/>).
- 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

Updated: 1-11-2021

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This manual was made possible by the generous sharing of others<sup>1</sup> Additional Information is Posted on the Course Blackboard Site<sup>2</sup>

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<sup>1</sup> 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, Course Instructor’s and CEHD EPO

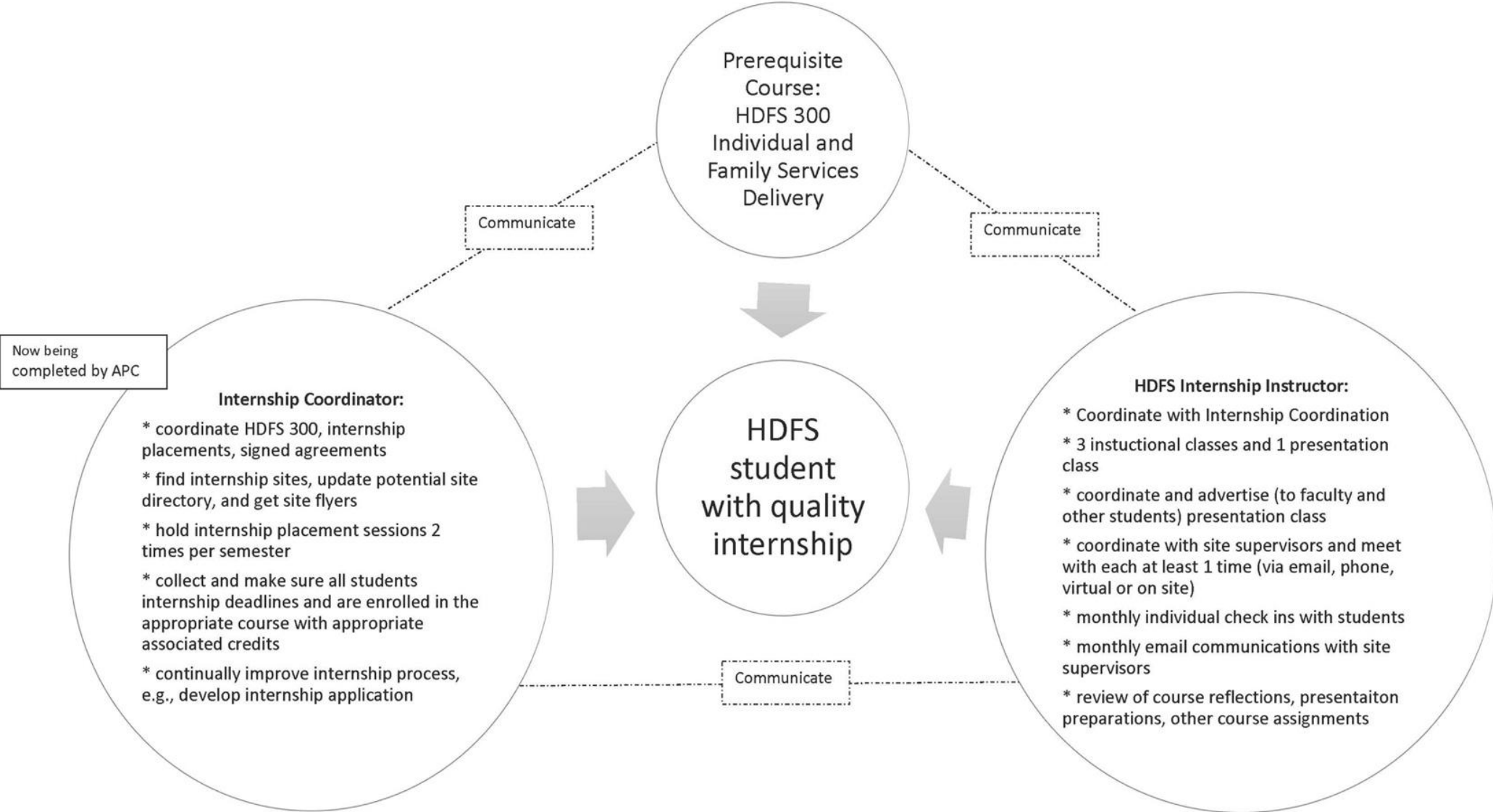
## **1. Introduction**

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. 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. With the goal of an effective collaborative effort established and maintained, there should be a commitment to the concept of field training on the part of community service agencies, students, and faculty. The figure on the next page depicts the process for your reference.

This internship training manual has been developed to serve as a reference for students, agency personnel, and HDFS advisors and faculty. Enclosed we detail 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.

**HDFS Internships**



## 2. Policies

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### 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 3 hours of credit requires 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 Course Instructor.** Students fulfilling the internship requirement must complete for HDFS 498 (3 credits) 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 academic program coordinator.

### 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:

**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 Coordinator<sup>21</sup>:** HDFS Academic Program Coordinator has responsibility to promote communication among students' Academic Advisors and Mentors as he/she plans the internship placement.

**Course Instructor<sup>31</sup>:** Instructor 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 Course Instructor.

### 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

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<sup>21</sup> As you will see on page 11, the academic program coordinator provides guidance and oversight up to and including the sign off on the internship agreement. Course Instructor's 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 (the legal document provided by the University for experiences such as internships) roles of academic program coordinator and Course Instructor are combined; this role is named "Faculty Supervisor" in the experiential learning application.



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)
- ❖ County Health Departments or Clinics serving families
- ❖ Early Childhood Care and Education settings
- ❖ Hospitals (e.g., Child Life Specialists)
- ❖ Local School Systems but **not** as student teachers
- ❖ Mental Health Centers
- ❖ Non-Governmental Agencies
- ❖ Private/Public Volunteer Agencies
- ❖ Senior living or Rehab Centers
- ❖ Social Service Departments
- ❖ 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, Course Instructor, 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.

The Course Instructor 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 Satisfactory/NoCredit:

- 1) The evaluation completed by the site supervisor on the student's performance in the internship. Course reports differ for HDFS 498 and HDFS 499. Requirements are specified later in this document. All students attend course meetings (as set by Course Instructor) and complete bi-weekly reports.
- 2) The student's self-evaluation.

**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

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#### Before Internship:

- A. Discuss interests, global internship goals and possible internship sites with HDFS academic advisor, faculty mentor or 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.
- B. Successfully complete HDFS 300 Individual and Family Services Delivery. Please save your career map from HDFS 300 and bring it to all internship basics/application and placement sessions. If you substituted another class for HDFS 300 ask the Internship Coordinator for a copy of this assignment and review it and take notes on it as you prepare for internship.
- C. Attend an HDFS basics/application session to obtain this internship manual and a list of previous students' feedback on internship sites at least one semester prior to the time of proposed for field work. Students are responsible to understand and comply with all information in this manual.
- D. Prepare a professional resume and attend an interview with the potential Site Supervisor to discuss placement. You must provide a professional resume to your "Course Instructor" and to your Site Supervisor. When preparing your resume take it to Career Services for review. They will review your resume with you. You can also seek assistance from career services via the web: <http://careers.gmu.edu/students/documents/>.
- E. Following approval and support of the internship coordinator, contact the prospective agency concerning the feasibility of doing an internship that addresses individual development and families at one or more specified points across the lifespan. Get a verbal agreement of the internship possibility from the site supervisor **by the semester-based deadline.**
- F. Submit an internship contract **by the semester-based deadline.**
- G. Get a learning agreement for the internship. HDFS administrative support, Barbara O'Connell will help you decipher which agreement form needs to be signed to confirm your placement. Mrs. O'Connell will send you this document once you have a placement. Get the learning agreement completed and signed **by the semester-based deadline.**

You can do this ahead of the semester of the internship if possible, but internships cannot be started until the HDFS program has the agreement.

#### During Internship

**(Applies to both HDFS 498 and HDFS 499):**

- H. List the SMARTIE goals related to individual development and families for your field placement with assistance from the **Course Instructor and Site Supervisor**. Agreement of goals and objectives must be signed by the Site Supervisor, Course Instructor and student by the **end of the second week of placement**. (See SMARTIE GOALS instructions and worksheet provided in

course blackboard site.)

- I. Fulfill staff responsibilities determined by your Site Supervisor. Under the direction of the Site Supervisor, the student will participate in the on-going programs of the agency or organization.
- J. Complete 45 hours of work for each college credit earned. A 3-credit internship course requires 135 hours; 6-credits a total of 270 hours.
- K. 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 a child health wellness setting, you will uphold the code of ethics determined by NCFR, as well as the Association of Child Life Professionals while fulfilling field placement duties.
- L. Orient within the agency and to the community as broadly as possible. When appropriate, student should attend staff meetings and conferences, program reviews, and administrative meetings.
- M. Complete biweekly reports during your placement. Instructions for biweekly reports are provided on course blackboard site.
- N. Accurately record your internship hours on the Site Hours Log.
- O. Attend bi-weekly/monthly internship meetings (as determined by Course Instructor).
- P. Evaluations to be completed start on page 14 of the document. They include several to be completed by the site supervisor and by you. The schedule of due dates for submission of documents are in the syllabus and vary based on your credit hours of the course.

#### Requirements specific to HDFS 498 Internship

Complete an integrated internship report reflecting learning, analysis, and evaluation of the field experience (Approximately 6-8 pages double-spaced, 1” margins, 12-point font). This paper is due to the Course Instructor at the end of the semester.

The Internship Report is meant to be a summary and reflection of your internship experience in HDFS 498. As you detail your internship experience by explaining the agency (Part A), your roles and responsibilities (Part B) and future plans (Part C), consider how your HDFS coursework and knowledge of HDFS content has informed your summary and reflection. Look over all biweekly notes and use them to integrate HDFS major coursework including course content, readings, presentations, and assignments into your discussion. *(As a reminder, the HDFS program courses are HDFS 200: Individual and Family Development, PSYC 211: Developmental Psychology, HDFS 250: Family Finance and Resource Management, HDFS 300: Individual and Family Services Delivery, INTS 321: Parent-Child Relationships, SOCI 303: Methods and Logic of Inquiry OR PSYC 301: Research Methods in Psychology OR INTS 434: Research for Social Change, HDFS 400: Advanced Family Processes ,HDFS 401: Family Law & Public Policy and courses you have taken within your concentration or major electives.)*

The Internship Report should include the following components:

- A. Describe the Agency/organization/internship site
  - a. Explain the agency's mission, purpose and overall goals in your own words. (Do not copy and paste what is found on the website.)
  - b. Introduce your site supervisor and his/her roles in the agency
  - c. Highlight your responsibilities and contributions during your internship work. **Elaborate on the networking you did at the site in pursuit of understanding the agency.**
  - d. Introduce the community within which you worked during your internship. Provide the reader with a clear understanding of how your work related to individuals and families across the life span/course.
  - e. Intersection of Coursework and Internship (this section should include citations). Use your biweeklys to help support the writing of this section. You should be considering aspects of this write up across parts a-d above. It does not need to be its own sub section in part A.
    - i. What HDFS coursework informed your understanding of the internship roles, responsibilities, and experience?  
What theories or practices learned in your HDFS courses informed your project design, implementation, evaluation and/or contribution to the agency? Explain how.
- B. Review your experiences in the internship (order of items varies depending on how you choose to write this section in a manner that is meaningful to you). Include in an integrated manner (meaning you can talk about the items below in unison if that makes sense for your experience).
  - a. Your duties and responsibilities.
  - b. The work context and environment.
  - c. How the experience evolved and changed during the semester.
  - d. Your SMARTIE goals.
  - e. What you learned about the agency
    - i. the strengths and limitations of this agency in carrying out its responsibilities of the community,
    - ii. how the experience changed what you thought you knew about this type of agency and how they addressed individuals and families across the lifespan
  - f. The skills you acquired as a result of this experience
    - i. Your own strengths and limitations; about how this experience affected your own personal goals and career objectives (consider review of your biweeklys)How does what you experienced/learned affect your evaluation of your educational and professional goals addressing individuals and families across the life course? Please be specific here making clear connections to theories and practices addressed in HDFS courses.
    - ii. How does what you experienced/learned affect your evaluation of our political system/society and how it impacts individuals and families across the life course?
  - g. Connections to Mason and Intersection of Coursework (this section should include citations). Use your biweeklys to help support the writing of this section. You should be considering aspects of this write up across parts a-f above. It does not need to be its own sub section in part B.
    - i. How does what you experienced/learned affect your evaluation of your program of

- study at Mason?
- ii. How would you change the experience to make it a more valuable learning experience?
- iii. What was the best part of the experience?

C. Future Plans and Conclusion

- a. How has what you experienced/learned affect your evaluation of your educational and professional goals addressing individuals and families across the life course?
- b. How would you change the experience to make it a more valuable learning experience?
- c. How has this internship experience informed your next steps for HDFS 499? Where do you hope to intern next and why?
- d. What gaps did you notice in coursework that would have improved your internship experience?
- e. What more do you want to learn (consider integration of HDFS coursework ideas here and citing those remarks)?
- f. Wrap up and reflection on the overall experience

D. 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.

### Requirements specific to HDFS 499 Advanced Internship

During HDFS 499, the student is required to complete one independent project *focused on individual development and families at one or more specified points across the lifespan*. Students will follow the Mason Impact Learning Outcomes in this project. These are:

- **Understand knowledge creation:** Students will understand how knowledge is generated and communicated, and how it can be used to address questions or problems in disciplines and in society.
- **Engage multiple perspectives:** Students will be able to identify and negotiate multiple perspectives, work collaboratively within and across multiple social and environmental contexts, and engage ethically with their subject and with others.
- **Investigate a meaningful question:** Students will use inquiry skills to articulate a question; engage in an inquiry process; and situate the concepts, practices, or results within a broader context
  - Students will be able to ask increasingly complex questions about significant problems, debates, or challenges.
  - Students will be able to evaluate and choose inquiry methods that are appropriate to a project.
  - Students will be able to explain how a project has value to local, civic, professional, scholarly, or global contexts.
- **Complete a project:** Students will design and carry out an individual or collaborative project that explores an original question, seeks a creative solution to a problem, applies knowledge to a professional challenge, or offers a unique perspective. Students engage deeply in this original work.

- **Communicate and share outcomes:** Students will communicate knowledge from their project through presentation, publication, or performance to an audience beyond the classroom.

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 and the course instructor. The project proposal must include: (a) goals and objectives, (b) plan of action, (c) methodology, (d) criteria and method of evaluation, and (e) a deliverable or output for the internship site . ***The Internship Project will be presented to HDFS 498 and 499 classmates, Internship Site Supervisors, and HDFS faculty and students*** at the end of the HDFS 499 experience through either a poster session/brief presentation or an online video conference.

A. Include a description of the project for which you had major responsibility, including detailed report in which you clearly identify your role in:

- Title page - your project title and internship site
- Introduce self, internship site and site supervisor
  - Provide organization's mission/purpose/overall goals
  - Highlight your roles and responsibilities during internship
  - SMARTIE goals
- Design and planning of the project topic - setting the stage for the project
- Goals and purpose of the project
  - Data collection selecting methods and resources
  - timeline for collecting data / resources / literature
- Evaluating the project
  - results of your evaluation
  - problems encountered and how they were handled (consider limitations of the project design, access to data, etc)
  - your perception of your professional strengths and weaknesses as they affected the project
  - activities that might be done differently should the experience be undertaken again
- Project Outcomes
  - deliverables developed from the project
  - how the internship site will use the project outcomes
- Future Goals
- Appreciation comments for internship experience and site supervisor
- References
- Questions

B. Across the project presentation include **integration** of your HDFS learning. Consider the following for how you can address integration of HDFS course work, theories, assignments, class activities, etc across the entire presentation.

- What HDFS coursework informed your understanding of the internship roles and responsibilities?
- What theories or practices learned in your HDFS courses informed your project design, implementation, evaluation and/or contribution to the agency?

- How has this project changed what you thought you knew about this type of agency and how they addressed individuals and families across the lifespan?
- How does what you experienced/learned affect your evaluation of our political system/society and how it impacts individuals and families across the life course?
- How does what you experienced/learned affect your evaluation of your program of study at Mason? Please be specific here making sure you include theories and practices from courses.

C. Future Goals - at the end of your presentation discussion your future professional goals with the audience and denote how the internship experience informed those goals. Consider the questions below in what you plan to share about your next steps.

- How does what you experienced/learned affect your evaluation of your educational and professional goals addressing individuals and families across the life course?
- 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?

***Highly Recommended:***

**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. Complete the HDFS recommendation 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. The web site for career services provides links to specific jobs. If you are interested in graduate school and research, provide information on three schools to which you are interested in applying.



#### 4. Requirements of Site Supervisor

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HDFS faculty greatly appreciate the assistance of practicing colleagues in providing field experience to our students. The internship involves 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 Course Instructor 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 Course Instructor responsible for your intern. The items below cover general procedural requirements in terms of planning and evaluating the intern's performance.

- Conduct a selection interview or meeting with students to further clarify position responsibilities of potential placement.
- Complete and sign the *confirmation experiential learning agreement form*.
- Assist the student in writing *SMARTIE goals* for the work at your site.
- Supervise and monitor the student throughout the internship period to ensure progress toward completion of goals and objectives.
- Provide verbal feedback on performance and development to student at least weekly.
- Provide the student with feedback about performance throughout the internship period.
- Provide necessary resources for students to perform their responsibilities (e.g., uniforms, activity supplies, office space).
- Complete the *midterm and final evaluations* (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.
- Submit a written evaluation to the Course Instructor at the end of the internship experience (Form B). Discuss evaluation with student.
- Inform the intern whether you are willing to act as a professional reference.

## 5. Requirements of Internship Coordinator (Academic Program Coordinator)

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The internship coordinator (academic program coordinator) is responsible for the following:

- Communicating with academic advisors and faculty mentors about students' internship interests, potential placements, etc.
- Host two internship basics/application sessions per semester. These sessions inform students of the various processes involved in the internship.
- Host two internship placement sessions per semester. These sessions guide students in finding an internship site.
- Approve final selections and arrangements for the internship site.
- Discuss the internship expectations and requirements with students.

## 6. Requirements of Course Instructor

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The Course Instructor is responsible for the following:

- Assisting the student in setting SMARTIE goals and objectives.
- Communicating (or if possible visiting) with the internship site to establish relationship with Site Supervisor.
- Facilitating communication between the Site Supervisor and individual students.
- Assisting the Site Supervisor in establishing plans for improving the field work experience for this student and for future students.
- Reading and responding to student biweekly reports.
- Reviewing evaluation forms and taking actions as needed.
- Assisting HDFS 499 students to prepare context for final presentations
- Read and evaluate final paper.
- Hosting classes (face to face or virtual) for students to check-in on internship experiences, coursework, etc.
- Evaluating the internship experience and assigning a final grade.
- Making sure all agreement forms are turned into, Barbara O'Connell, [bocome@gmu.edu](mailto:bocome@gmu.edu).

## 7. Evaluations

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### Evaluations include:

1. **Site Supervisor**
  - a. Mid-semester progress and (Form A)
  - b. Final evaluation reports (Form A & B)
2. **Student**
  - a. Final self-evaluation (Form C)
  - b. Student evaluation of internship placement and site supervisor (Form D)

**Form A.**

Site Supervisor’s Evaluation of Student

(To be filled in by supervisor, twice)

Mid-Semester and Final Progress Report\*  
(Complete at both evaluation points.)

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 “Course Instructor”.

Overall Performance

	Below Expectations	Meets Expectations	Exceeds Expectations	Comments
Understands, follows, and upholds agency rules and regulations				
<b>Punctual:</b> arrives to work on time, on time for meetings/ events				
<b>Dependability:</b> prompt, trustworthy, follows directions, meets obligations				
<b>Adaptability:</b> catches on fast, follows detailed instructions, can switch tasks				
Shows imagination and creative thinking				
Ability to get along: cooperative and social				
<b>Attitude:</b> enthusiastic, a good team worker, desire to improve				
Establishes work goals, achieves goals, plans work to be accomplished, completes tasks on or before due date				

Displays ability to organize people and resources				
<b>Accepts suggestions:</b> seeks assistance, follows through				
Ability to apply academic knowledge in a practical way				

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

Comments/Explanation:

Please comment on student's strengths and/or weaknesses and changes over the evaluation period.

Thank you for your help!

Student Signature: \_\_\_\_\_ Date:

Site Supervisor Signature: \_\_\_\_\_ Date:

\*Adapted from Center for Public Policy and Services, Mesa Community College; University of North Carolina Leisure Studies and Recreation Administration Internship Manual

**Form B.**

**Additional Information from Site Supervisor Regarding the Placement Provided at the End of Internship**

Site supervisor Evaluation (provided with Final Evaluation)

**Evaluation of Student Internship Performance**

Student's Name

Internship Agency

Site Supervisor

Date

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 "Course Instructor" serve as a liaison for the HDFS 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.

**Form C.**

**Final Evaluation of Student by Student**

(Completed by student upon completion of internship.)

**Student Evaluation - Final Evaluation**

**Evaluation of Student Internship Performance**

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.

**Overall Performance**

	Below Expectations	Meets Expectations	Exceeds Expectations	Comments
Understands, follows, and upholds agency rules and regulations				
<b>Punctual:</b> arrives to work on time, on time for meetings/ events				
<b>Dependability:</b> prompt, trustworthy, follows directions, meets obligations				
<b>Adaptability:</b> catches on fast, follows detailed instructions, can switch tasks				
Shows imagination and creative thinking				
Ability to get along: cooperative and social				
<b>Attitude:</b> enthusiastic, a good team worker, desire to improve				
Establishes work goals, achieves goals, plans work to be accomplished, completes tasks on or				



before due date				
Displays ability to organize people and resources				
<b>Accepts suggestions:</b> seeks assistance, follows through				
Ability to apply academic knowledge in a practical way				

Do you think you are performing well at this stage of the program? \_\_\_\_\_ Yes \_\_\_\_\_ No

Comments/Explanation:

Please comment on your strengths and/or weaknesses and changes during the internship.

**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 \_\_\_\_\_

Course Instructor \_\_\_\_\_

Dates Affiliated with Agency \_\_\_\_\_

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 (DEFINITELY) to 5 (NOT AT ALL) 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<br>----1-----2-----3-----4-----5-----NA |
| 2. Does the agency receive community support and approval?                                 | Definitely<br>----1-----2-----3-----4-----5-----NA |
| 3. Does the agency have adequate areas, facilities, and equipment to conduct its programs? | Definitely<br>----1-----2-----3-----4-----5-----NA |
| 4. Does the agency employ a professionally prepared staff?                                 | Definitely<br>----1-----2-----3-----4-----5-----NA |
| 5. Does the agency employ adequate staff to supervise student trainees?                    | Definitely<br>----1-----2-----3-----4-----5-----NA |
| 6. Does the agency provide a clear delineation of staff responsibility?                    | Definitely<br>----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,      Definitely      Somewhat      Not at all  
 ---1-----2-----3-----4-----5-----NA

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

- |    |   |  |          |            |
|----|---|--|----------|------------|
| 19 | As an intern, were you included in staff and/or board meetings?                         | Definitely<br>----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 20 | Were you involved in the planning process within the agency?                            | Definitely<br>----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 21 | Were you involved in a variety of program offerings by the agency?                      | Definitely<br>----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<br>----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<br>----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |

**D. Evaluation of the student by the agency – See Item #37 for Additional comments**

- |    |   |  |          |            |
|----|---|--|----------|------------|
| 24 | Were you observed by your site supervisors in the agency as often as possible during actual on-the-job performance? | Definitely<br>----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 25 | Were there regularly scheduled supervisory conferences or evaluations sessions between student and site supervisor? | Definitely<br>----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 26 | Were suggestions provided for improvement, if needed?   | Definitely<br>----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 27 | Was the feedback offered by your site supervisor constructive?  | Definitely<br>----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 28 | Was the feedback offered by your Site supervisor tactful?   | Definitely<br>----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 29 | Was the feedback offered by your site supervisor objective?   | Definitely<br>----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<br>----1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 31 | Was student self-evaluation   | Definitely   | Somewhat | Not at all |

encouraged? ----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 – See Items #38-40 for additional comments**

33 Did association with your agency expand your knowledge of the field of HDFS? 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 HDFS? 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 HDFS as a career? Why?

37. Describe the type of supervision you had with this person.

38. Why would you recommend this internship site?

39. Why would you recommend against this internship site?

40. What is the best way to contact this agency?

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

## 8. BI-WEEKLY REFLECTION REPORT

(Completed by student across the internship experience.)

For Intern Reflection and Feedback

**Intern Name:** \_\_\_\_\_

**Reporting Period:** \_\_\_\_\_ to \_\_\_\_\_

**Site Supervisor:** \_\_\_\_\_ **Internship Site:** \_\_\_\_\_

*Note:* The intern completes each question. The course instructor comments on the intern's responses. The intern reviews course instructor's feedback and shares with site supervisor.

<p><b><u>Intern:</u></b> Reflect on each of your internship goals for this period. Look at what you wrote in the last biweekly and how things have changed/evolved since your last bi-weekly. What were areas of success on each goal for this period of time? Areas of difficulty on each goal for this period? What progress did you make towards each goal in this period of time? Highlight the SMARTIE components of your goals that are relevant to changes addressed during this period.</p>	<p><b><u>Course Instructor:</u></b></p>
<p><b><u>Intern:</u></b> Consider your HDFS coursework. The HDFS program courses are HDFS 200: Individual and Family Development, PSYC 211: Developmental Psychology, HDFS 250: Family Finance and Resource Management, HDFS 300: Individual and Family Services Delivery, INTS 321: Parent-Child Relationships, SOCI 303: Methods and Logic of Inquiry <b>OR</b> PSYC 301: Research Methods in Psychology <b>OR</b> INTS 434: Research for Social Change, HDFS 400: Advanced Family Processes, HDFS 401: Family Law &amp; Public Policy and you have taken concentration or major electives. How do course contents, readings, presentations, assignments connect to your internship experiences? How</p>	<p><b><u>Course Instructor:</u></b></p>

do you feel these connections contribute to your overall applied knowledge of HDFS to the field? **Cite** where appropriate.

**Intern:**

- a) You have been career mapping since HDFS 300. How have your career interests evolved/adjusted/modified from your internship experience?

**Course Instructor:**

b) How has the internship experience, within this time period, supported your professional skills and dispositions?

c) What professional challenges have you encountered that have informed your professional growth?



**Intern:** Any other updates or pressing information to share?

**Course Instructor:**