

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

HDFS 499.002 – Advanced Internship Analysis in Human Development and Family Science

1 Credit, Fall 2019

Wednesday, August 28th at 1:30pm to 3:00pm JC

Wednesday, October 16th at 1:30pm to 3:00pm ONLINE

Conferences – individually scheduled

Faculty

Name: M. Susan Burns, PhD.

Office hours: By Appointment

Office location: Thompson Hall 2405

Office phone: 703-993-5343

Email address: mburns2@gmu.edu

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 45 contact hours for the semester; however, 42 will be in the field and 3 hours in the classroom.

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
Agreement	Before beginning placement (8/21)
Class Attendance	Wednesday, August 28 th at 1:30pm to 3pm JC Wednesday, October 16 th at 1:30pm to 3pm ONLINE, Blackboard Collaborate Conferences – individually scheduled
Goals and Objectives	September 4 th
Reflective Journals, one per month	September 30 th , October 31 st , November 30 th , December 11 th
Use Midpoint Evaluations in Handbook as Final Evaluations	December 11 th
Site Log Hours	December 11 th

Grading

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

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

Table of Contents

1. Introduction	6
2. Policies	7
3. Requirements of Student.....	10
4. Requirements of Site Supervisor.....	14
5. Requirements of Academic Program Coordinator.....	15
6. Requirements of "Course Instructor"	16
7. Evaluations	17
Form A. Site Supervisor's <i>mid-semester progress</i> and <i>final evaluation reports</i>	
Form B. Additional Information from Site Supervisor Regarding the Placement (completed at the end of the internship)	
Form C. Final self-evaluation	
Form D. Student Evaluation of Internship Placement and Site Supervisor	

Additional Information is Posted on the Course Blackboard Site¹

This manual was made possible by the generous sharing of others²

¹ Appendices:

Appendix A: Internship agreements

Appendix B: Instructions for writing SMARTIE Goals

Appendix C: SMARTIE Goals worksheet

Appendix D: Code of Ethics

Appendix E: Keeping a Reflective Dialog Journal

Additional Form:

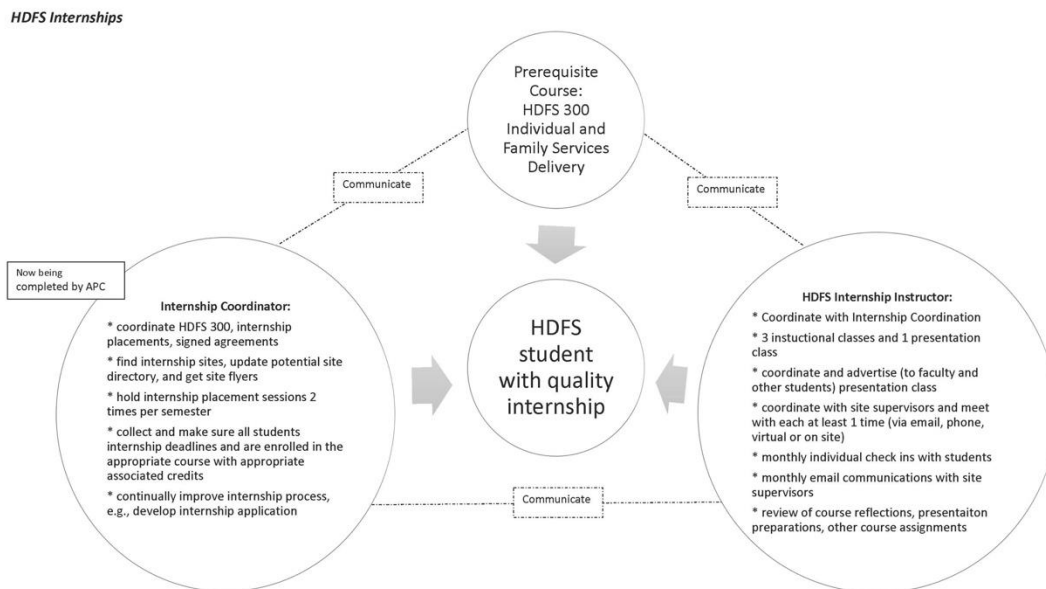
Additional Form A: Internship information for future HDFS students

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, 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 below 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.

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 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 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.

Course Instructor¹: 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. In a number of cases, the Course Instructor 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

¹ 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 roles of academic program coordinator and Course Instructor are combined, this role is named "Faculty Supervisor" in the experiential learning application.

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 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 Course Instructor) 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. Successfully complete HDFS 300 Individual and Family Services Delivery.
- B. Attend an HDFS internship information session to obtain this internship manual and a list of previous students' feedback on internship sites 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.
- C. 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. Make changes to your resume and turn both the old and newly revised resume to your "Course Instructor". You can also seek assistance from career services via the web: <http://careers.gmu.edu/students/documents/>.
- D. 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.
- E. Following approval and support of the academic program 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.
- F. Get an agreement for the internship. The academic program coordinator will help each student decipher which agreement form needs to be signed to confirm placement. **Please contact the academic program coordinator to receive this form (HDFS@gmu.edu)**. You can do this ahead of the semester of the internship if possible, but internships cannot be started until Monica Mak has the agreement.
- G. Complete an internship agreement form and turn into the to the HDFS Academic and Student Services Coordinator, Monica Mak, **before beginning the internship**.

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

- H. Bring your career map assignment from HDFS 300 to the first class.
- I. List the SMARTIE goals related to individual development and families for your field placement with assistance from the **Current course and Site Supervisor**. If you are completing all 6 credits at one placement site in one semester, 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, Course Instructor and student by **end of second week of**

placement. Site supervisor, Course Instructor and student must have signed copies of the final document. (See SMARTIE GOALS instructions and worksheet provided in course blackboard site.)

- J. 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.
- K. 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.
- L. 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 will uphold the code of ethics determined by NCFR, as well as the National Association for the Education of Young Children (NAEYC) while fulfilling field placement duties (provided on course blackboard site).
- M. 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.
- N. Maintain a reflective dialog journal during your placement. Reflections should occur on a weekly basis at a minimum (provided on course blackboard site).
- O. Accurately record your internship hours on the Site Hours Log.
- P. Attend bi-weekly/monthly internship meetings (as determined by Course Instructor).

Requirements specific to HDFS 498 Internship

Complete an internship report reflecting learning, analysis, and evaluation of the field experience (Approximately 10 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 should include the following components:

- A. Introduction (order of items varies depending on how you choose to write this section in a manner that is meaningful to you)
- B. Main Section to include a description of:
 - 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 course.
 - the agency. List the agency's major program goals, particularly those that are related to your work. Elaborate on the networking you did at the site in pursuit of understanding the agency.
 - your duties and responsibilities.
 - the work situation and environment.
 - your SMARTIE goals.
 - how the experience evolved and changed during the semester.
 - the skills you acquired as a result of this experience.
- C. Conclusion to include:

- What you learned from this experience including:
 - About the agency
 - the strengths and limitations of this agency in carrying out its responsibilities of the community,
 - the Site Supervisor(s) you worked for,
 - how the experience 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.
 - About you
 - your own strengths and limitations; about how this experience affected your own personal goals and career objectives,
 - the SMARTIE goals you developed for this course,
 - How does what you experienced/learned affect your evaluation of your educational and professional goals addressing individuals and families across the life course
 - About Mason
 - How does what you experienced/learned affect your evaluation of your program of study at Mason
- 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?
- What was the best part of the 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 (Capstone 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: (a) goals and objectives, (b) plan of action, (c) methodology, and (d) criteria and method of evaluation.

Capstone Project:

Complete a Capstone Project and present it to HDFS faculty and students at the end of the HDFS 499 experience through either a poster session/brief presentation. Within the presentation include:

- A. A **description** of the project for which you had major responsibility, including:
- planning
 - implementing
 - selecting methods and resources
 - identifying materials used in the project, specifically those you developed
 - evaluating the project
 - analyzing

- results of your evaluation
- problems encountered and how they were handled
- 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

B. Integration of your learning

- 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?
- 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?

C. Value of project to internship site and your future career goals

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

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.
- Assist the student in writing goals and objectives for field placement. Complete and sign the *confirmation experimental agreement form and goals and discuss SMARTIE goals*.
- 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 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 Course Instructor

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 entries in reflective dialog journals.
- 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 Monica Mak.

7. Evaluations

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)
 - c. Additional Form A

Form A. Site Supervisor’s Evaluation of Student

Mid-Semester and Final 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 “Course Instructor”.

Overall Performance

	Below Expectations	Meets Expectations	Exceeds Expectations	Comments
Understands, follows, and upholds agency rules and regulations				
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				
Shows imagination and creative thinking				
Ability to get along: cooperative and social				
Attitude: 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				
Accepts suggestions: 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 the Internship

Evaluation of Student Internship Performance – Site supervisor Evaluation

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

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.

Overall Performance

	Below Expectations	Meets Expectations	Exceeds Expectations	Comments
Understands, follows, and upholds agency rules and regulations				
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				
Shows imagination and creative thinking				
Ability to get along: cooperative and social				
Attitude: 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				
Accepts suggestions: 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 _____

Faculty Advisor _____

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 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 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
---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 site supervisors 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 site supervisor? | 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 site supervisor constructive? | Definitely
---1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 28 | Was the feedback offered by your Site supervisor tactful? | Definitely
---1-----2-----3-----4-----5-----NA | Somewhat | Not at all |
| 29 | Was the feedback offered by your site supervisor 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 | 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 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?

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