

HDFS 3730 and HDFS 4993
Field Training/Internship Handbook

University of Missouri
Department of
Human Development and Family Science

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Part I: Instructions

Using This Handbook

This handbook was designed to help guide you through making the necessary preparations for your HDFS field training/internship experience. Read it thoroughly to familiarize yourself with expectations and requirements.

The handbook has two parts:

***Part I: Instructions**

This section provides information to help you select and secure a field training/internship placement and describes responsibilities and assignments for the course.

***Part II: Forms**

This section contains the forms you will submit during the semester.

Purpose of the Field Training/Internship

As a student in the Department of Human Development and Family Science, you are expected to gain first-hand knowledge and skills working with the age group/population of interest in Family and Lifespan Development. This is the purpose of the field training/internship placement. In addition, this is an opportunity to bridge the gap between school and the work world to help you integrate classroom theory and learning with work experience. The premise is that there are opportunities for learning in the work world that cannot be duplicated in the classroom. This second goal is particularly central to the HDFS 4993 experience. As you complete your field training/internship, you will:

- *gain new knowledge about the age group and/or population of interest;
- *use academic knowledge and apply professional skills as you work with the age group and/or population of interest;
- *work with professionals who will serve as your mentors;
- *discover and enhance your strengths and identify and work to correct areas needing improvement; and,
- *evaluate potential career choices and further define your career goals.

In addition, it is your responsibility to:

- *analyze and integrate the broad range of experiences you will have;
- *communicate with the internship coordinator about your activities, successes, and any problems with which you need assistance; and,
- *provide the internship coordinator with information that will aid in evaluating your progress, performance, and overall experience.

Types of Placements

The field training and internship are largely independent undertakings. The success of your experience depends on several factors: what you want to learn, your approach and commitment to gaining new knowledge, how well your goals match those of your placement site, and how much effort you are willing to invest in accomplishing these mutual goals. The internship coordinator can work with you to design the kind of experience you want, but the quality of your overall experience is largely up to you.

Students may seek opportunities through many different agencies, programs, and projects. Field trainings/internships generally fall into one of the following categories and may include some of the tasks listed as examples:

- *Administrative – Work with non-profit agency administrators or support programs
- *Community Development – Network with referral agencies, community professionals
- *Intervention Programs – Learn intervention techniques, participate in home visits, staff emergency hotlines
- *Age-Related Programs – Perform developmental assessments, plan and implement activities for children, youth, or elders; or educate parents and caregivers
- *Parenting/Family Programs – Educate/provide support to parents or caregivers dealing with specific issues (e.g., caregiver support group, lending library)
- *Public Policy/Advocacy – Work with legislators, advocacy groups, or officials in city, county, or state government focused on particular age groups (e.g., child advocacy, LGBTQ issues, elder issues)

Field Training/Internship Eligibility

To be eligible to enroll in HDFS 3730, an undergraduate student must have been fully admitted into the department, and completed the following courses:

- *HDFS 1600 Foundations of Family Science
- *HDFS 2200 Research Methods (or equivalent)
- *HDFS 2300 Multicultural Study of Children and Families
- *HDFS 2400/2400W Principles of Human Development
- *Developmental Courses (e.g., HDFS 3420 Early and Middle Childhood OR HDFS 3050 Child Development Birth to 3 AND HDFS 3150W Child Development 4-8; HDFS 3430 Adolescence and Young Adulthood; HDFS 3440 Adulthood and Aging)

NOTE: Enrollment in HDFS 4993 should not occur until 9 out of 12 specialty credits are completed and senior status is obtained.

Required Hours per Credit

You will enroll in HDFS 3730 for 3 credits (unless advisor approves a different number of credits in special circumstances). For HDFS 4993, most students enroll for 3 credits, but you may enroll for up to 6. In both HDFS 3730 and HDFS 4993, you are required to complete 40 hours of work per credit hour; most students enroll for 3 credits and complete 120 hours. The most common reason for enrolling in more than 3 credits is to reach 120 overall credits required for graduation or to maintain full-time status. You can schedule the 120(+) hours in any way that suits you and your site supervisor, but during Fall and Spring semesters it must last at least 8 weeks and during the Summer it must last at least 6 weeks. Most students divide the total hours evenly by the number of weeks in the semester, but there is some flexibility. Prior to confirming a site, you need to ensure the site will have enough work for you to do to fulfill the requirements.

Enrollment Process

To enroll in HDFS 3730 or HDFS 4993, you must meet the eligibility requirements listed above. The internship coordinator will issue permission numbers. Note that the enrollment caps listed in myZou are typically lower than the actual number allowed to enroll. If you have a permission number, you will be able to enroll. During some semesters, there may be a mandatory meeting to attend, but other times you will be expected to meet with the internship coordinator to talk about requirements and expectations and to obtain your permission number. These details will be communicated prior to early enrollment, so be looking for emails from your advisor and/or the internship coordinator.

Placement Process

The selection of a field training/internship site that matches your interests and future plans is important. If you will be taking both HDFS 3730 and HDFS 4993 and have a good idea of your career interests, then selecting similar sites for both might be helpful. If, however, you are really undecided, then consider selecting dissimilar sites. You cannot use the same site for both courses, unless it is organized in such a way that it serves distinctly different audiences and would give you different experiences. Students can complete their field training and internship any semester and anywhere, as long as the placement site meets all requirements and is approved by the internship coordinator. Remember that it is your responsibility, not the internship coordinator's responsibility, to find an appropriate site for both HDFS 3730 and HDFS 4993.

There are a variety of ways to learn about possible sites. Talk with your advisor and/or the internship coordinator before or during early registration for the term you plan to enroll. In 314 Gentry, there is a binder containing past students' evaluations of some potential sites in and around Columbia, as well as some other locations. Talk with fellow students to see what types of sites they recommend. You might also find additional ideas on the MU Serves web site: <https://muserves.missouri.edu/>. If you plan to

complete your field training or internship away from Columbia and do not know about options, conduct an internet search using appropriate search terms. For example, include the location and type of HDFS-related area of interest (i.e., “CityName youth programs,” “CityName United Way,” “CityName parent programs,” etc.).

Approach your placement search much like a job search. Contact several sites of interest to see if they offer internships. Be persistent when making initial contacts. Ask supervisors when you should call back to follow up; do not expect them to reach out to you. For those seeking placements in and around Columbia, it is important to remember you may be in competition with students from other majors (e.g., Psychology, Sociology, and Social Work). Plan early and market yourself well! Whether or not you are selected will depend on potential sites’ needs and perceptions of the supervisor at the site. Research the site in advance to familiarize yourself with its mission and approach. Self-confidence, a well-developed personal and professional philosophy, professional appearance, and some knowledge of the agency are all key factors that can give you an edge. Remember your interactions are also a reflection of HDFS as a department.

The interview or initial meeting is an opportunity not only for the site supervisor to get to know you, but also for you to see if the site is a place you really want to work. Arrive with questions in mind so you can learn more about the site and to help demonstrate that you made an effort to learn about the site. Be sure to discuss field training or internship requirements, including total hours and what you hope to gain from the experience. HDFS 4993 students should also discuss project possibilities. This will help you determine if the site will be able to help you reach your goals. Confirm, too, that you can adhere to the required 75% of time being devoted to working with the target audience and directly applying your HDFS knowledge. No more than 25% of your time should be devoted to “support” activities like paperwork, photocopies, and filing. Offer to send a résumé in advance of your interview, or take a copy with you to your initial meeting. A well-written résumé will be essential in seeking a position after graduation, so this will give you a head start in that process. Typically résumés do not list specific coursework, but for your field training or internship résumé, you might consider listing relevant HDFS courses to give them a better idea of your qualifications. Visit the MU Career Center web site for résumé writing tips, as well as for information about preparing for job interviews: <https://career.missouri.edu/resumes-interviews/>. Note: As in a regular job search, it might be necessary to alter your résumé some to fit each site.

**Note that each of the forms and assignments explained below is to be submitted via Canvas unless the internship coordinator gives different instructions.*

Completing Required Forms

Form A: Field Training/Internship Agreement Form

This form should be considered your contract between yourself, your site supervisor, and the internship coordinator. The site supervisor should be someone who will be present to observe your efforts and progress throughout the semester. Form A should provide contact information for your site supervisor so your advisor or internship coordinator can contact him/her if needed throughout the semester. The goals and objectives and Form A should be submitted together.

Field Training/Internship Goals and Objectives

Your goals and objectives **must** be approved before you can begin accumulating hours. Goals are long-term plans you want to accomplish, and objectives are the specific tasks you will complete to achieve your goals. In other words, goals are the “what” and objectives are the “how.” In order to optimize your field training/internship experience, it is important to identify realistic, concrete, and achievable goals and objectives. Talk with the site supervisor about your interests and abilities so they can assign responsibilities and arrange experiences that will help you work toward your goals. Goals and objectives often go through a revise and resubmit phase before they are approved, so it is important to submit them as soon as possible after your site is secured so you can begin accumulating hours as close to the beginning of the semester as possible. This is especially important for students completing their field training or internship during summer semester.

Writing Your Goals and Objectives

Below are some examples of goals and objectives to help direct you. Given that your goals and objectives must be approved before you begin keeping track of your hours, you may not yet know your specific duties. Identify goals you hope to accomplish and talk with your supervisor about specific duties that might help you reach those goals.

*Develop specific job competencies: Gain experience interacting with persons of a particular age group and understanding the specific needs of these individuals.

*Apply HDFS coursework: Use notes from past HDFS classes, textbooks, or information from peer reviewed journal articles and apply that information in real life settings.

Under each goal, there must be at least one objective that addresses this example in order for your objectives to be approved

*Explore careers: Observe the daily work of professionals in your area of interest or gain knowledge of potential career opportunities.

*Practice interpersonal skills: Learn how to deal with stress in work relationships, how to communicate what you know to others, or learn how to handle constructive criticism.

*Learn from the local environment: Understand the unique history of an agency or organization, or become more familiar with other resources in your area.

*Take responsibility: Learn how to manage your time and effort to meet a demanding schedule, or how to take initiative in completing a challenging task.

Use action verbs to describe your objectives, such as:

integrate	interpret	obtain	conduct
improve	practice	prepare	identify
evaluate	develop	apply	communicate
determine	translate	analyze	organize
synthesize	observe	demonstrate	examine
differentiate	explain	articulate	assess

The goals and objectives document should be roughly one page and should follow the following format:

First, provide a brief paragraph describing your site, its mission, target audience, and how. Include a brief explanation of your responsibilities.

Next, identify about 3-4 overarching goals you have for your field training/internship experience. Think about what you would like to accomplish (e.g., learn professionalism, explore career options, understand how non-profit human service agencies work), or think about your primary tasks/responsibilities (e.g., to provide community resources to families, to guide at-risk youth, to plan a family services event). These will help you formulate the objectives.

Under each goal, identify 3-5 measurable, concrete, and attainable objectives required to accomplish the goals. Think about your actual responsibilities. For example, will you be shadowing professionals of different disciplines, completing an orientation or training, researching community resources, or interacting with clients or assessing their needs? Think also about the requirements of the internship, like meeting regularly with the site supervisor, completing all journals and paperwork by deadlines, assessing the needs of the agency and completing a project to meet that need (for internship students only). Ask yourself what people will see you doing that will demonstrate you are accomplishing a specific goal. Further, try to emphasize your work with family relationships, identify HDFS concepts/theories you foresee using during your experience, and identify skills that will be developed.

SAMPLE GOALS AND OBJECTIVES

- I. Provide community resources for families based on their needs
 - a. Talk with site staff to better understand common stressors clients face
 - b. Actively listen to clients to identify needs and awareness of available resources
 - c. Gain knowledge about available resources to help parents and families with needs, such as shelter, bus passes, and food
 - d. Consider client families' barriers given knowledge gained in HDFS 4700

This goal will allow me to help the families manage crises by providing referrals and resources to assist them in managing stressors. This objective will also allow me to apply my knowledge of stress and coping concepts and theory in order to identify families' needs and appropriate resources.

- II. Assess youth needs to promote positive youth development
 - a. Talk with youth enrolled in the program to understand their needs
 - b. Connect youths' environmental factors, such as availability of community resources, with the child's current state of well-being in my journals to explain the relationship between the two
 - c. Apply information learned in HDFS 3430 to help assess youths' behaviors

This objective will allow me to measure youth development and understand how factors such as family dynamics and environment can affect development.

- III. Practice professionalism in a youth services agency
 - a. Demonstrate professional qualities such as being punctual, dressing appropriately, and engaging with colleagues in a professional manner
 - b. Meet regularly with site supervisor for feedback
 - c. Uphold site policies, including client confidentiality
 - d. Challenge myself to demonstrate initiative in my efforts

This objective will allow me to practice skills necessary in my future career.

Note: When listing objectives, responsibilities, etc. on documents like this or your résumé, be consistent in tense. For example, above all bulleted items are present tense.

Form B: Course Completion Schedule

Because the course is highly individualized, Form B is designed to help you adhere to your deadlines throughout the semester. Because you know your schedule, you are expected to complete Form B and submit it to the internship coordinator so due dates can be monitored. Failure to comply with the deadlines set in Form B can result in an unsatisfactory course grade. Form B must be signed before it is turned in to the internship coordinator.

Form C: Time Sheets

Time sheets will be submitted with journals throughout the semester. Form C is provided to help you keep track of your hours. But some placement sites have their own record keeping system. If you can provide copies or images of those timesheets, they can be used in place of Form C. Your site supervisor will need to sign off on your hours each time they are submitted.

Form D: Supervisor Evaluations for Mid-term and End of Semester

Form D is to be completed by your site supervisor for both your mid-term and final evaluations. You and your site supervisor should discuss the completed evaluation together and then you both sign the forms. There is also space for you to write a reaction to the feedback. If specific areas of improvement are noted on your mid-term evaluation, be sure to focus on these areas during the remainder of the semester.

Form E: Student Site Evaluation

You will include a site evaluation in your final paper, but you are also required to complete Form E. Part A will give your description and evaluation of the site in general, including information that would be helpful for future students considering the site. Part B asks you to rate your placement on specific criteria. Your responses will help the internship coordinator monitor the quality of the site for future consideration.

Journals

Students must complete a journal about every 15-25 hours of work (i.e., the deadlines specified on Form B). Your descriptions should give a record of your accomplishments, experiences, observations, reactions, and insights, along with any questions you have as a result of your experiences. The goal of the journals is not to describe every observation or accomplishment, but rather to highlight information relevant to HDFS coursework. Unless otherwise specified by the internship coordinator, journals should be submitted via Canvas by the deadlines you list on Form B. Label the weeks by date and note the cumulative number of hours you have completed on each journal. Confidentiality of clients should be maintained through the use of initials or made up names when reference is made to specific clients or staff in your journal.

Journal Formatting Requirements:

Journals should be two to three full pages of text plus the reference page. Your journals should be typed, double-spaced, 12-point Times New Roman font with 1" margins. Each journal should include a brief introduction. The body of the journal should focus on two or three specific experiences that were significant to you and showcase how your HDFS background applies. For example, you could compare and contrast your experiences with what you learned in a particular course lecture or perhaps the results of a relevant research study. The conclusion should provide a brief summary of your paper and provide further insight into your experiences (e.g., new learning, challenges, progress in meeting your learning objectives).

Each journal should include in-text citations and a reference page in APA format (at least two references per each journal). All students are expected to reference at least one peer-reviewed journal article in each journal. Examples of peer-reviewed journals include: *Child Development*, *Journal of Adolescence*, *Journal of Aging and Health*, *Family Relations*, and *Journal of Marriage and Family*. Students may also reference course lecture notes and textbooks (course notes can be cited with the course number and date of the lecture).

Final Paper

The final paper summarizes the total experience of the field training/internship and its significance for you. During Spring and Fall semesters, the final paper is due no later than the Tuesday of finals week or within one week of your last day at the placement, whichever is sooner. You will submit a rough draft of your final paper at least 1 week prior to the due date of the final draft. The more complete the rough draft, the better feedback the internship coordinator will be able to provide. You are expected to review the internship coordinator's edits and feedback on the rough draft and use that to make any necessary revisions before submitting the final copy.

Final Paper Formatting Requirements:

The paper should be between 8-12 pages, typed, double-spaced, 12-point Times New Roman font with 1" margins. Pay attention to spelling, grammar, and punctuation. The paper should contain a clear introduction, body, and conclusion. Include headings and subheadings to help organize your paper. The body of the paper should address each of the following key points:

1. A synopsis of the site and your involvement. You should provide a brief description of the site, an overview of your position, and the nature of the work environment. Describe the target audience, provide an estimate of your time in direct work with the target audience and time you spent on support activities (e.g., paperwork, filing), how frequently you met with your supervisor, and any other information you feel would give insight into the nature of your field training/internship involvement. Use initials or made up names to protect client confidentiality.
2. Address your specific goals and objectives. Include the degree to which you feel each was achieved and what you learned in relation to each goal. Review your journals for help writing this section. Discuss any unanticipated learning.
3. Relate your field experience to your degree program and/or career goals. This section should stress the integration of HDFS coursework into your field training/internship experience. Relate what you learned or observed to various human development or family theories or other relevant HDFS concepts.
4. HDFS 4993-INTERNSHIP STUDENTS ONLY. Provide suggestions for the HDFS Department and for future interns who might consider your placement site. What HDFS course were most relevant to this experience? How prepared were you academically for this internship? If the department could add another course, what topic(s) would have helped you better complete your internship? What should future students know before pursuing an internship at this site? What do you wish you had known before your internship began?

Final Project and Project Paper for Internship Students (HDFS 4993)

Students enrolled in HDFS 4993 are expected to complete a project that clearly integrates knowledge gained in HDFS. This project must be approved by your site supervisor and the internship coordinator. The project should be new to the site and something you prepare individually or have a significant role in developing. If the site holds an annual event, assisting with the event cannot be your project. The project should be useful for the site, and ideally something sustainable. Given this, it is important to discuss with the site supervisor before or early in your placement.

Projects will vary greatly by site given the diversity of placement types and site needs. Just a few examples of potential projects include but are not limited to: resource binder, educational app, newsletter, brochure, bulletin board, workshop for target audience, or materials used to train staff on HDFS concepts. *If preparing written materials for a given site, ensure they are professional in appearance, free of spelling errors, etc. Consult with the internship coordinator for feedback before finalizing these types of materials. The internship coordinator needs to be able to view the final deliverable in some manner, so consult with him/her to learn how it needs to be submitted.

You will submit a paper describing the project and a sample of the final product/service (in the form of a “project-deliverable”). The project paper should be 3-6 pages (depending on project complexity), typed, double-spaced, 12-point Times New Roman font with 1” margins. Include headings to help organize the paper. The first section should provide a description of the project (including how you came up with the project, site needs addressed by the project, implementation steps, implementation evaluation, etc.). The second section is the literature-based rationale for your project. This involves you relating your project to **at least 3 specific articles from peer-reviewed journal articles** (some might be able to reference articles assigned in courses, but others might need to search library databases like Scopus, PsycInfo, Sociofile, etc. to find relevant articles reporting original research). Regardless of how you choose to include empirical literature, you will need to clearly describe the research and explicitly relate it to your project.

Final Grade Process

The field training/internship is graded as Satisfactory/Unsatisfactory. The internship coordinator will assign the grade based on your completion of journals, papers, and project, as well as your site supervisor’s evaluations. All paperwork must be submitted on or before the Tuesday of finals week during Spring and Fall semesters. If you are enrolled during the Summer, consult with the internship coordinator to learn the final day assignments will be accepted.

****Please note that your field training/internship is not complete until you receive your final grade.** Occasionally, students are notified that something is missing from the required paperwork, or that some part of the paper has to be revised to receive a passing grade. Please watch your student e-mail for such communication, even after classes have ended for the semester.

Maximizing Your Opportunities

1. Plan your field training/internship in advance. It takes time to locate a site and to develop goals and objectives. You should begin thinking about the placement process at least one semester before you plan to enroll. You may need to take some additional coursework to be well-prepared for the specific internship you plan to have. Consult with your academic advisor about this for suggestions. Most placements can accept a limited number of students, so you need to begin the process early.

2. Learn what you can from your supervisor, colleagues, target audience, and others. While participating in your field training/internship, you may have the opportunity to meet various professionals in your area of interest. Use this opportunity to help you begin cultivating a contact network. Talk with individuals who have positions that are of interest to you to learn their likes and dislikes, and to learn what courses or other internships they recommend you complete. Often they will be of assistance in helping you determine what skills and background are necessary to do well in that type of work.

3. If you don't know something, ask! One common evaluation comment is that students need to be more assertive or outgoing, especially early in the semester. One benefit of completing a field training/internship is it gives you the opportunity to gain new knowledge and skills in a work setting. You can't do this if you don't ask questions. However, choose the right time to ask questions of your supervisor. Pay attention to your supervisor's work style, busy times of day, and preferred method of communication. It is highly recommended that you schedule weekly conferences with your supervisor to address challenges and to ask questions and obtain feedback.

4. All jobs require routine work; do your share, but do not become a "gopher." Recognize that all jobs require some tedious work at times, but in many cases this menial work is just as important as the bigger tasks. Do these tasks efficiently to demonstrate your ability to complete more challenging assignments. Remember the 75/25 split of primary work and support work. If you find you are doing too much support work and are having difficulty achieving your goals and objectives, it is your responsibility to talk with your site supervisor and ask for additional responsibilities. If handled professionally, most supervisors will respect and appreciate your initiative and tactful assertiveness. If you have tried this approach and still believe you are not able to meet your stated goals and objectives, talk to the internship coordinator.

5. Look and act like a professional. If you dress and behave like a professional, you will more likely be treated with respect by your supervisor and others at the site. Always be punctual, work efficiently, take responsibility, and show initiative. Many sites prefer you wear business or business casual clothing, but others may have more relaxed standards. Dress professionally during your initial meeting and pay attention to how others are dressed in that setting. If you are not sure how you should dress, ask!

6. Be enthusiastic. Enthusiasm is contagious! You can make a real difference in the atmosphere at your site by showing genuine enthusiasm for your work. Enthusiasm is a quality that supervisors appreciate, and one that future employers will be looking for.

7. Set weekly goals. It is easy to lose sight of your overall goals and objectives if the only time you think about them is when you are filling out the agreement form or when writing your final paper. By setting weekly goals, you should accomplish more, and you can avoid the “waiting for work” trap. Be proactive and take the initiative to seek out opportunities to learn. Don't just wait for your supervisor to assign tasks to you; ASK to be included in activities of interest. If you take the responsibility to set weekly goals for yourself and communicate those goals to your supervisor, your internship should be a much better learning experience.

Conclusion

After you have completed your placement, write a letter of appreciation to each of the professionals with whom you worked closely. Recognize that they voluntarily accepted a responsibility to contribute to your education and devoted time and effort in addition to their normal workload to make it worthwhile for you.

If your regular feedback from your supervisor has been positive, you might request a letter of recommendation for use when seeking future internships or in your job search, especially if you are a senior. You might also want to ask if you can include him/her as a reference.

The faculty in the Department of Human Development and Family Science hope that your investment in the field training/internship experience will yield great returns. We wish you success and satisfaction in your work!

Form A: HDFS Field Training/Internship Agreement Form

Name: _____

Student number: _____

Please circle:

Course: HDFS 3730 HDFS 4993

Semester: Fall Spring Summer

Credits: 3 4 5 6

Site Supervisor Contact Information

Placement Site: _____

Address: _____

Site Supervisor Name: _____

Title: _____

Phone number: _____

Email address: _____

Form A (continued)

Division of Responsibilities

Student Responsibilities

1. Work _____ hours from _____ to _____ for _____ credits.
2. Locate an appropriate field training/internship site, discuss course requirements with site supervisor, and obtain internship coordinator's approval.
3. Submit completed Forms A, B, and the goals and objectives via Canvas (unless otherwise instructed). I understand the goals and objectives MUST be approved by the internship coordinator before I begin counting my hours.
4. Complete and submit journal assignments and time sheets via Canvas by the dates on Form B.
5. Complete and submit Form D-Supervisor Evaluations by the dates on Form B.
6. Complete and submit Form E-Site Evaluation by the date on Form B.
7. Write and submit my final paper draft at least 1 week before my final paper is due, and submit my final paper by the date on Form B.
8. HDFS 4993 students only – Speak with my site supervisor about a useful project; have my project proposal approved by the internship coordinator by mid-semester; submit my project draft and project paper draft at least 1 week before my final project is due; submit my final project and project paper by the date on Form B.
9. Meet regularly with my site supervisor to get feedback and put those suggestions into practice to improve my efforts.
10. Keep the internship coordinator informed about my progress, problems encountered, changes significant to the experience, new developments, and related matters.

Site Supervisor Responsibilities

1. Orient the field training/internship student to the site.
2. Provide opportunities for the fulfillment of the student's goals and objectives.
3. Meet regularly with the student and provide individual guidance.
4. When feasible, facilitate the student's participation in staff/employee activities of a professional nature.
5. Contact the internship coordinator regarding any concerns or to discuss ways the internship coordinator may assist the student achieve his/her goals and objectives.
6. Complete a written evaluation of the student (mid-term and final).

Internship Coordinator Responsibilities

1. Assist in the field training/internship placement process and give final site approval.
2. Evaluate all written assignments and evaluations.
3. Maintain contact with the student and site supervisor (as needed).
4. Assign a grade (satisfactory/unsatisfactory) after student completes his/her field training/internship.

Student:

Placement Supervisor:

Internship Coordinator:
(or via Canvas)

_____ (date)

_____ (date)

_____ (date)

Form B: Course Completion Schedule

Student: _____

_____ HDFS 3730 _____ HDFS 4993

Site: _____

Site Supervisor: _____

PLEASE NOTE: After confirming your field training/internship schedule, enter dates below. Journals are due about every 15-25 hours. Most students will only write 6, but some might need to complete 8. Rough drafts must be submitted for the final paper and final project; they must be uploaded to Canvas at least 1 week before the final draft is due (unless otherwise specified by internship coordinator). All coursework must be completed on or before the Tuesday of finals week during Spring and Fall semesters. Students cannot complete field training/internships in less than 8 weeks during Spring and Fall semesters.

ITEM DUE	DATE DUE
Journal 1	
Journal 2	
Journal 3	
Journal 4	
Journal 5	
Journal 6	
Journal 7 (optional)	
Journal 8 (optional)	
Site Supervisor Mid-term Evaluation (Form D)	
Final Paper Draft	
Final Paper	
HDFS 4993: Project Proposal	
HDFS 4993: Project and Project Paper Draft	
HDFS 4993: Project and Project Paper Final	
Site Supervisor Final Evaluation (Form D)	
Student Site Evaluation (Form E)	

Student signature: _____ Date: _____

Form C: Field Training/Internship Time Sheet

Student: _____

Site: _____

WEEK # _____	DATES	HOURS WORKED
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
WEEKEND		

WEEK # _____	DATES	HOURS WORKED
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
WEEKEND		

Cumulative total to date: _____

Student signature _____

Supervisor signature _____

Form D: Field Training/Internship Site Supervisor Evaluation

Student's Name _____ Date _____

Site _____

Supervisor's Name _____

Phone _____ Email _____

Please Check: Mid-term Evaluation _____ Final Evaluation _____

Please assess the student's performance using the following scale:

1=Poor 2=Below Average 3=Average 4=Good 5=Excellent

A. Work Performance

1. Competency and thoroughness in work	1	2	3	4	5	NA
2. Initiative in completing assigned work	1	2	3	4	5	NA
3. Ability to meet deadlines	1	2	3	4	5	NA
4. Ability to communicate orally	1	2	3	4	5	NA
5. Ability to write clearly, accurately	1	2	3	4	5	NA
6. Ability to work independently	1	2	3	4	5	NA
7. Ability to seek assistance when needed	1	2	3	4	5	NA
8. Promptness/punctuality	1	2	3	4	5	NA
9. Positive attitude/interest/enthusiasm	1	2	3	4	5	NA
10. Ability to put theory into practice	1	2	3	4	5	NA
11. Produced work reflective of a professional	1	2	3	4	5	NA

B. Professional Relationships

1. Ability to work cooperatively with other staff	1	2	3	4	5	NA
2. Ability to accept constructive criticism	1	2	3	4	5	NA
3. Ability to handle work frustrations	1	2	3	4	5	NA

C. Professional Role

1. Use of professional judgment	1	2	3	4	5	NA
2. Ethical behavior	1	2	3	4	5	NA
3. Personal appearance	1	2	3	4	5	NA
4. Ability to evaluate self and own work	1	2	3	4	5	NA
5. Academic preparation for field training/internship	1	2	3	4	5	NA
6. Professionalism in manner and performance	1	2	3	4	5	NA

Form D (continued)

D. General

- | | | | | | | |
|------------------------------------|---|---|---|---|---|----|
| 1. Overall performance | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Potential in professional field | 1 | 2 | 3 | 4 | 5 | NA |

E. What do/did you value most about this student?

F. In what ways can the student improve herself/himself?

G. Other comments.

H. Student reaction to supervisor evaluation:

Supervisor Signature

Date

Student Signature

Date

***NOTE: This form can be returned to the student for submission,
or if preferred it may be sent to the internship coordinator via email*

Form E: Student Evaluation of Field Training/Internship Site

Student _____ Date _____

_____ HDFS 3730 _____ HDFS 4993

Site _____

Location _____

PART A – Please provide details that may be useful to future students considering the site

1. Briefly summarize your work and activities.

2. What was your most valuable experience during your field training/internship?

3. What prior courses, knowledge, or skills would you suggest to another student considering this field placement?

4. What would have made this experience more valuable to you?

PART B – Site Evaluation

Please rate site using the following scale:

1=Poor 2=Below Average 3=Average 4=Good 5=Excellent

A. Responsibilities

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. Specified job responsibilities clearly | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Assigned tasks in accordance with my ability | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Gave opportunities for increasing responsibility | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Set high but reasonable work performance standards | 1 | 2 | 3 | 4 | 5 | NA |

B. Training

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. Provided initial orientation to organization | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Geared training to my level of need and understanding | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Planned training that was organized and informative | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Given training as frequently as needed | 1 | 2 | 3 | 4 | 5 | NA |

C. Supervision

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. Provided access to supervisor when needed | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Provided assistance in fulfilling goals and objectives | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Provided constructive criticism at appropriate times | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Given clear directions on specific tasks | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Given encouragement and help when needed | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Evaluated clearly | 1 | 2 | 3 | 4 | 5 | NA |

D. Work environment

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. Effective leadership by management | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Harmonious working relations among employees | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Appropriate resources available to carry out responsibilities | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Adequate work space available to carry out responsibilities | 1 | 2 | 3 | 4 | 5 | NA |

E. Summary

- | | | | | | | |
|---|---|---|---|---|---|----|
| 1. Adequacy of planning for successful experience | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Amount of work expected | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Amount of learning gained from experience | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Overall evaluation of this placement site to provide a quality field experience for students | 1 | 2 | 3 | 4 | 5 | NA |

F. What suggestions do you have for how to improve the effectiveness of this placement?

Form F: Field Training/Internship Flowchart

- Locate site and submit site description to internship coordinator for approval
 - Complete and submit Form A and your goals and objectives to internship coordinator as instructed; revise as instructed until approved
 - Receive approval for goals and objectives from internship coordinator
- ***YOU CAN NOW BEGIN TO ACCUMULATE HOURS***
- Upload Form B to Canvas as soon as possible for internship coordinator to enter due dates
 - Complete journals and time sheets per the Form B schedule
 - HDFS 4993 students: Receive project approval
 - Submit Form D: Mid-term Supervisor Evaluation
 - Submit draft of the final paper and final project paper (HDFS 4993 only) per Form B
 - Submit final paper, final project paper, project deliverable, and final forms (C, D, and E) per Form B

Tips: Try to keep to the deadlines on Form B. It is a hassle for both you and the internship coordinator if you do not treat these deadlines as actual deadlines. Although there is no face-to-face component, it is still very important to comply with the deadlines you set for yourself. Prioritize your work for this course and treat your deadlines as you would for any other face-to-face course.

All forms, journals, and papers should be submitted via Canvas unless otherwise instructed by internship coordinator. Depending on the format of project deliverable, make arrangements with the internship coordinator to determine how it should be submitted – whether via Canvas or if it needs to be seen in person. Note that site supervisors may submit their evaluations via email if preferred.