Pathways to Practice
A Family Life Education Internship/Practicum Handbook

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Foreword

This handbook came about as the result of our interest in the training of family life education (FLE) students, and in establishing more uniform standards in family life education practica and internships. When we surveyed family life education faculty about programs in educational institutions across the nation, we found that many had similar concerns. We held a Roundtable on this topic at the 2001 Annual Conference of the National Council on Family Relations (NCFR) in Rochester. Participants in the Roundtable were enthusiastic and made many good suggestions. After refining the proposed content, a second Roundtable was held at the 2002 NCFR Annual Conference in Houston. We presented a nearly finished draft at that time. Roundtable participants contributed additional ideas which helped to further refine the content.

Many family life educators contributed to this handbook, either by sharing their forms, documents and course material, or as participants in the two roundtables. We thank all who have been so generous with their time and materials.

The appendices in the handbook provide samples of documents that are used by instructors in FLE programs across the nation. You are encouraged to use them as a basis for preparation of material that fits your unique situation. We are especially grateful to those who provided materials and gave us permission to use them.

This handbook may be useful as a guide for putting a new program into place or enhancing an existing program. It is another step toward bringing continuity to a new field of human service that, in the next few decades, will be in the process of establishing more uniform standards in the education and training of FLE students and strengthening the professional certification processes.

This handbook is a work in progress. We hope to continually update the contents. Therefore, we encourage you to share any sample forms and suggestions for additions, modifications, etc. to improve this important publication.

We are especially grateful to Dawn Cassidy, who from her desk at NCFR, has been a very supportive cheerleader. The proceeds from this handbook will go entirely to the Certification Division of NCFR to help support the Certified Family Life Educator (CFLE) program.

Angie and Jan
Preface

Welcome to the family life education practicum/internship experience – an opportunity for students to make meaningful connections between theory, research, and professional experience in the community! It is our belief that the practicum/internship can benefit both the student and the placement site. Students bring energy, optimism, and new ideas to community organizations. At the same time, students will be able to build upon classroom knowledge and activities as well as expand their skill base through quality field experiences in the community. This handbook is designed to facilitate collaboration and communication between the field supervisor, the student, and college/university faculty. A framework of guidelines and forms for structuring field experiences in family life education is offered – with the expectation that you will modify them to meet your specific needs. This handbook is offered as a general guide to create, or evaluate and modify, the experiential education components necessary for preparing students to apply for certification as family life educators.

Distinction Between the Practicum and the Internship

It is not uncommon to sense confusion among students, site supervisors, and faculty regarding the distinction between the practicum and the internship. For many students, the practicum is the first hands-on experience working with individuals, families, and professionals in a community setting. The practicum is designed to provide supervised, hands-on experience that applies knowledge gained in academic courses to the work setting. In contrast, the internship is supervised field training of an advanced student who may already have field experience. The intern spends a greater amount of time in the organization than the practicum student and is expected to assume responsibility for various organizational tasks and to take on leadership roles. Even though the intern requires less supervision than the practicum student, the site supervisor and staff still must be committed to the training process and provide an environment for the intern to develop a distinct set of professional/managerial skills under supervision.

Acknowledgements

We wish to acknowledge the support and encouragement of Dawn Cassidy, M.Ed., CFLE, the Certification Director for the National Council on Family Relations, Minneapolis, Minnesota, Jeanne Strand, NCFR Executive Assistant, for providing the layout of this publication, the contributors, and the participants of the Roundtable Discussions at the 2001 and 2002 National Conferences of the National Council on Family Relations.
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Overview of Family Life Education

Over the past two decades, families have become increasingly fragmented in their daily lives. It has become more difficult for individuals and families to meet their personal and familial needs within the context of rapid social and technological change.

Research indicates that when individuals function at high levels in their personal and family lives, they are more productive students and workers. Family life educators are uniquely equipped to provide the education and training that empowers individuals and families as they face new challenges across the life course. Family life education (FLE) is not the same as family therapy. It is a prevention oriented, educational approach offered in many different settings and contexts. Family life education is the educational effort to strengthen family life through a family perspective. The objective of family life education is to enrich and improve the quality of individual and family life. FLE emphasizes processes which enable people to develop into healthy adults, to help people work together in close relationships, and to facilitate the ability of people to bring out the best in others. While various professionals assist families, it is the family life educator who incorporates a preventive and educational approach to individual and family issues (NCFR CFLE Brochure, 2003).

The family life educator draws upon theory and research:

- to provide skills and knowledge to enrich individual and family life. It includes knowledge about how families work; the interrelationship of the family and society; human growth and development throughout the life span; both the physiological and psychological aspects of human sexuality; the impact of money and time management on daily life; the importance and value of education for parenting; the effects of policy and legislation on families; ethical considerations in professional conduct; and a solid understanding and knowledge of how to teach and/or develop curriculum for what are often sensitive and personal issues (NCFR CFLE Brochure, 2003).
Roles of the Family Life Educator

The family life educator serves individuals and families within a context of multiple and complex roles. He or she may function as a change agent, enabler, or “empower-er.” Specific roles played by the family life educator include:

- Educator
- Advocate
- Discussion Leader/Facilitator
- Resource Broker
- Curriculum Developer
- Program Evaluator
- Role Model
- Listener
- Conveyor of Values
- Trainer/Developer of Skills
- Support Person
- Resource for the Community

Competencies of the Family Life Educator

The family life educator plans, designs, implements, and evaluates family education curriculum, resources, programs, and events. Therefore, the following competencies and skills are essential:

- Ability to apply human and family development theories and research to the challenges facing individuals and families
- Self-awareness and emotional stability
- Interpersonal and group process skills
- Communication and teaching skills
- Problem-solving skills
- Cultural competence
- Knowledge of community support services
- Professional ethics and behavior
The Certified Family Life Educator (CFLE)

The National Council on Family Relations (NCFR) sponsors the only national program to certify family life educators. In addition to a baccalaureate degree and at least two years of experience in family life education, certification recognizes a proven background and understanding in each of ten family life substance areas:

- Families in Society
- Internal Dynamics of Families
- Human Growth and Development
- Human Sexuality
- Interpersonal Relationships
- Family Resource Management
- Parent Education and Guidance
- Family Law and Public Policy
- Ethics
- Family Life Education Methodology

“While CFLEs may work specifically in one discipline, such as parent education or marriage enrichment, their understanding of the many areas that affect today’s families enables them to be effective in many related areas, to provide education for individuals and families. The Certified Family Life Educator designation recognizes the educational, preventative, and enriching nature of their work.” (NCFR CFLE Brochure, 2003)

National Council on Family Relations

For additional information about Family Life Educator certification and membership in NCFR, see the NCFR web site: http://www.ncfr.org.
Chapter 2: Working Together

University Faculty and Community Organization Supervisors

Developing strong relationships between university and community-based organizations is essential to the long-term success of both practicum and internship programs that support the goals of Family Life Education (FLE), as described in chapter one of this handbook. However, developing and sustaining strong relationships depends in large part on creating a shared vision through partnerships, commitment of personnel and resources, and establishment of goal-directed policies and procedures. This handbook addresses factors that contribute to the success of student experiences in FLE practica or internships. It is intended as a supplement to general texts on field experiences, and is focused specifically on practica and internships for Family Life Education students.

Models of Experiential Education

There are variations in policies and procedures among the academic departments in institutions of higher education that offer field placements (which we define below and refer to hereafter as practicum and internship) for Family Life Education. Terms such as practicum, field experience, fieldwork, externship, apprenticeship, and internship are typical of the terms used to describe various kinds of experiential education undertaken by learners as part of an academic program. However, no matter what they are called, academically-based experiential education programs follow one of two major placement models – practicum or internship. For purposes of clarity, we will use only two terms for experiential education (i.e., practicum and internship).

In the first model, generally called “practicum,” students are placed or find placements at suitable community sites, for a specified number of hours, and work under the close supervision
of site supervisors. This is usually a required experience which is part of an academic class. The faculty coordinator provides orientation to the student and visits the site at least one time. Students attend supporting classes. Student evaluations are based on academic assignments and records of supervised experiential activities reported by the student as well as evaluative materials from the site supervisor.

The second and more comprehensive model, in which the learner functions in a more autonomous role, is the capstone experiential education experience for students generally referred to as an internship. Internships are most usually full-time work experiences in a community setting appropriate to the educational objectives of the student. They are undertaken for a specified period of time, during which the student functions in a fairly independent and professional manner. Assessment is based on actual work experience of the student intern and is usually a three-way process involving student, site supervisor, and faculty coordinator.

On-going partnerships are developed between the academic institution and community organizations in which the faculty and site supervisors work together to plan and provide appropriate professional work experiences, support students in their adjustment to the work setting, conduct various debriefing activities, and design academic projects which relate theory to practice through the lens of the academic discipline. The quality of both the practicum and internship is generally dependent on the level and commitment of resources by the department and university to support faculty involvement in experiential education.

If it is to be successful, either model requires the collaboration of the following:

The academic unit, represented by:

- the Program Director (Oversight of program and coordination of placements),
- the Faculty Coordinator (works directly with student in fieldwork),
• motivated, well-prepared students, and
• an oversight and planning committee with representation from full time faculty, and administration.

The community that is represented by:

• specific representatives from community-based organizations,
• interested alumnae, and
• other invited stake-holders.

In many departments the program director and the FLE coordinator are the same person. In some cases the coordinator/program director is an adjunct, a situation which has been reported to create “back-burner” status for the FLE experiential education and field experiences programs. This makes it more difficult to secure the necessary department resources to establish and maintain a vital FLE experiential program. For these reasons it is suggested that at least one full-time faculty member (preferably a Certified Family Life Educator) and/or an oversight committee, or committee member, be involved directly with FLE field work, even when an adjunct (who is a Certified Family Life Educator) is secured to carry out the day to day supervision and liaison duties.

Faculty, community supervisors, and students work together through experiential education to accomplish what they cannot achieve alone. The process is enhanced by establishing consistent policies and procedures. The following factors must be made explicit:

• student learning outcomes,
• community organization and university expectations of the relationship, and
• the policies and procedures to be adhered to by all participants.
Chapter 3: Introduction to the Practicum

Overview and Definition of the Practicum Experience

For many students, the practicum is the first experience working with individuals, families, and professionals in a community setting. It is designed to provide hands-on experience that applies knowledge obtained in academic courses to the work setting. Therefore, the selection of a practicum site and supervisor is critical to the professional development of a family life educator. Colleges and universities may differ in their specific criteria for a practicum (such as number of hours on site). The general expectation, however, is that the practicum supervisor and site staff will be committed to the training process and provide ample opportunity for the student to develop a distinct set of professional skills under close supervision. The practicum should provide a context in which the student has opportunity to:

- Observe the interrelationship of theory, research, support, and intervention strategies.
- Develop an increasing appreciation for the diversity and complexity of human development, behavior, and relationships.
- Build professional skills and identity.
- Plan, design, implement, and/or evaluate family education programs.

Selecting Practicum Sites and Supervisors

Explore potential sites during the semester/quarter preceding enrollment in a practicum course. Gather information pertinent to the decision-making process:

- Are the supervisor and/or site personnel Certified Family Life Educators? Are they members of the National Council on Family Relations?
- In which professional organizations do the supervisor and site personnel hold membership?
- What is the educational background/professional training of the supervisor?
- What is the range of professional experience of the supervisor? Does the supervisor have experience in planning, designing, implementing, and evaluating family life education programs?
- What family life education resources are available to the practicum student?
• Who is the client population served and will the student have opportunity to participate in family life education activities and events?

• Will the supervisor be committed to the student and to the provision of a quality training experience?

**Approval of the Practicum Site**

The process for approval should begin at least three months before the anticipated start date. The request/application for practicum status should be supported by the following materials:

• Brochures and other printed materials describing the population served and the organization’s programs and services

• The site supervisor’s resume

• A supervision contract specifying student tasks/activities, hours per week, and type and frequency of supervision (see Appendix H)

• A statement briefly outlining the site supervisor’s specific responsibilities regarding the training process. This statement may be included in the supervision contract.

**Placement at Student’s Current Place of Employment**

Placement at a student’s current place of employment is not recommended. However, if a student requests a practicum placement at his/her current place of employment:

• Practicum activities must be separate from the student’s regular duties and work hours.

• The student is to function as a trainee during practicum hours.

• There must be no ethical conflicts of interest.

• The employer must be able and willing to recognize the student as a professional-in-training and to provide him/her with tasks and activities that meet the goals of the practicum experience.

• The boundaries between regular work and practicum tasks must be clearly spelled out in contractual agreements between the student, employer, supervisor, and faculty advisor.
The Supervision Contract
(See Appendix H)

The purpose of the contract is to clearly communicate the terms and conditions of training at the practicum site under the direction of the site supervisor as well as the responsibilities of the student and the supervisor. The supervision contract, at a minimum, should include the following:

- Duration of the practicum
- Days and times of supervision
- Supervisor’s expectations for training duties, assignments, and responsibilities to be carried out by the student
- Dated signatures of the site-supervisor, practicum student, and faculty advisor
- Supervisor and student resumes
- Organization/site training/orientation manual

Responsibilities of the Student
(See Appendices C, D, G, H, I)

The student represents an academic department and his/her educational institution. Furthermore, a practicum student is a guest of the training site. Therefore:

- Professionalism and respect for other trainees, site staff, and clients are of utmost importance.
- The student is expected to carry out assigned tasks under the supervision of organization staff and to seek help as needed.
- The student is expected to become familiar with and adhere to the organization’s rules, policies, regulations, and standards.
- Privileges and responsibilities extended to the student by the site and university can be revoked at the discretion of the site supervisor or faculty advisor if, in their professional opinion, the mission of the organization or university is at risk.
- The student will maintain a daily record of activities and create a portfolio or journal which reflects experiences and ties them to theory and research. (See Appendices C and D).
Practicum Training Manual  
(See Appendices F, G, H)

If the organization does not have a training/orientation manual, the learner may create one. The manual should include:

- the organization’s mission statement,
- a description of the organization’s client populations, services, and programs,
- organization/site policies including, but not limited to, client confidentiality, case management procedures, record keeping, expectations of practicum students, and general employee policies,
- the number of hours that the student is expected to be on site each week and the duties to be performed during the practicum hours,
- a description of the outcomes of the practicum experience for each service and program area to which the learner will be assigned, and
- a plan for evaluation of student performance.

Description of Site Supervisor

The supervisor plays a critical role in the preparation of a family life educator. It is important that the supervisor be sensitive to the needs of the student and makes a concerted effort to recognize and respond to those needs. It is expected that the site supervisor will:

- be a knowledgeable member of the community organization.
- play a critical role in the preparation of a family life educator.
- be sensitive to the needs of the student.
- have a strong interest in mentoring students.

Responsibilities of the Site Supervisor  
(See Appendices F, G, H, I)

The site supervisor provides a valuable service to the student, university, community, and family science department. The supervisor is committed to the intern and the mentoring/training process. It is expected that the site supervisor will:

- Accept responsibility for providing a context in which the student can gain new knowledge and skills related to family life education.
Collaborate with the student and university advisor in setting goals and objectives for the practicum period that are consistent with the supervisor’s competencies and areas of strength.

Work within the goals and objectives agreed upon by the site, the student, and college/university.

Provide an orientation to the organization and work environment.

Meet with the student at least once each week for feedback and further direction.

Provide timely and honest feedback to the student regarding his/her areas of strength as well as areas that need improvement.

Provide honest and timely evaluation of student skills to the college/university at the end of the designated practicum period.

Responsibilities of the Faculty Coordinator
(See Appendices A, B, D, G, H, I, J)

The faculty coordinator serves as a liaison between the student and the practicum site, and will monitor the practicum experience.

The faculty coordinator will review the training manual and supervision contract with the student and site supervisor no later than the end of the first week of the practicum period.

The student's progress will be reviewed with the site supervisor at midterm.

The site supervisor's final evaluation of the student's work and potential as a family life educator will be discussed during the last week of the semester/quarter.

The faculty coordinator will be available throughout the duration of the practicum as needed.

The faculty coordinator will provide guidance and evaluation for the preparation of the student's portfolio and other academic products assigned as part of the field work.

Provides directions to the student and site supervisor about procedures for reporting grievances (incidents and accidents), poor supervision, or inadequate performance of student.

Responsibilities of the Family Life Education Program Director
(See Appendices G, H, I)
Some departments, colleges, and universities designate a faculty member to coordinate practicum placements and provide oversight of the program. The family life education program director may have primary responsibility for:

- Teaching family life education courses for the department, college or university.
- Assigning and evaluating appropriate academic products.
- Overseeing the family education resource center.
- Identifying and recruiting additional training sites and supervisors.
- Reviewing sites and determining the ability of organizations to provide quality training experiences.
- Approving and orienting site supervisors.
- Evaluating the overall quality of the field experience program.
- Identifying and recruiting additional training sites and site supervisors.
- Working with the faculty coordinator in evaluating and assuring the overall quality of the practicum program.

The family life education program director serves as the primary liaison among students, site supervisors, program director, and department faculty.

**Completing the Practicum**

Evaluation is an important component of the practicum experience and should include:

- Evaluation by student
- Evaluation by site-supervisor
- Evaluation by faculty coordinator
- Exit interviews
  - Site supervisor/student
  - Faculty coordinator/student

See Appendix I for various evaluation forms.
The successful practicum includes cooperation among student, faculty, and community organizations.
Chapter 4: Introduction to the Internship

Overview and Definition of the Internship Experience

The internship differs from the practicum. Whereas the practicum is often the first hands-on experience and is designed to provide opportunity for the student to apply academic knowledge to the work setting, the internship is supervised field training of an advanced student who most likely has already had some field experience. The intern spends a greater amount of time in the organization than does the practicum student, is expected to function with only general supervision, and is expected to assume leadership responsibility for various organizational tasks. Even though the intern requires less supervision than the practicum student, the site supervisor and staff still must be committed to the training process and provide an environment for the intern to develop a distinct set of professional/managerial skills. The internship should provide a context in which the intern has opportunity to:

- Apply theory and research to prevention programs and intervention services.
- Develop cultural competence in working with diverse individuals and families.
- Collaborate/network with other community organizations.
- Build leadership/teaching skills.
- Learn how to allocate time, money, materials, space, and staff.
- Plan, design, implement, and evaluate family education programs.

Selecting Internship Sites and Supervisors

Explore potential sites during the semester/quarter preceding enrollment in an internship course. Gather information pertinent to the decision-making process:

- Is the supervisor a Certified Family Life Educator? Is the supervisor a member of the National Council on Family Relations?
- In which professional organizations do the supervisor and site personnel hold membership?
- What is the educational background/professional training of the supervisor?
- What is the range of professional experience of the supervisor? Does the supervisor have experience in planning, designing, implementing, and evaluating family life education programs?
• What family life education resources are available to the intern?

• Who is the client population served and will the intern have opportunity to plan, design, implement, and evaluate family education activities and events?

• Will the supervisor be committed to the intern and to the provision of a quality training experience?

Approval of the Internship Site
(See "Considerations for Choosing a Placement Site" in Appendix J)

The process for approval should begin at least three months before the anticipated start date. The request/application for internship status should be supported by the following materials:

• Brochures and other printed materials describing the population served and the organization’s programs and services

• The site supervisor’s Resume

• A supervision contract specifying intern tasks/activities, hours per week, as well as type and frequency of supervision (See Appendix H)

• Evaluation of the potential site supervisor’s commitment to mentoring the student through a quality internship experience

Placement at Intern’s Current Place of Employment

Placement at intern’s current place of employment is not recommended. However, if an intern requests placement at his/her current place of employment:

• Internship activities must be separate and substantially different from the intern’s regular duties and work hours. In addition, internship activities should require a level of competence not presently within the intern’s skill base or areas of expertise.

• The intern is to function as a trainee during internship hours.

• There must be no ethical conflicts of interest.

• The employer must be able and willing to recognize the intern as a professional-in-training and to provide him/her with tasks and activities that meet the goals of the internship experience.

• The boundaries between regular work activity and internship tasks must be clearly spelled out in contractual agreements between the intern, employer, supervisor, and faculty advisor.
The Supervision Contract
(See Appendix H)

The purpose of the contract is to clearly communicate the terms and conditions of training at the internship site under the direction of the site supervisor as well as the responsibilities of the intern and the supervisor. The supervision contract, at a minimum, should include the following:

- The duration of the internship
- Days and times of supervision
- The supervisor’s expectations for training duties, assignments, and responsibilities to be carried out by the intern
- Dated signatures of the site-supervisor, intern, and faculty advisor
- Supervisor and intern resume
- Organization/site training/orientation manual

Responsibilities of the Intern
(See Appendix C, D, G, H, & I)

The intern represents an academic department and his/her educational institution. Furthermore, an intern is a guest of the training site. Therefore:

- Professional behavior and respect for other trainees, site staff, and clients are of utmost importance.
- The intern is expected to carry out assigned tasks in a professional manner under the supervision of organization staff and to seek help as needed.
- The intern is expected to become familiar with and adhere to the organization’s rules, policies, regulations, and standards.
- Privileges and responsibilities extended to the intern by the community site and university can be revoked at the discretion of the site supervisor or faculty coordinator if, in their professional opinion, the mission of the organization or university is at risk.
- The student will maintain a daily record of activities and create a portfolio or journal which reflects experiences and ties them to theory and research. (See Appendices C and D).
Internship Training Manual
(See Appendices F, G, H)

If the organization does not have a training/orientation manual, the intern must create one. The manual should include:

- the organization’s mission statement,
- a description of the organization’s client populations, services, and programs,
- organization/site policies including, but not limited to, client confidentiality; case management procedures; record keeping; expectations of interns; and general employee policies,
- the number of hours that the intern is expected to be on site each week and the duties to be performed during the internship hours,
- a description of the expected outcomes of the internship experience for each service and program area to which the intern will be assigned, and
- a plan for evaluation of intern’s performance.

Responsibilities of the Site Supervisor
(See Appendices E, F, H, I)

The site supervisor provides a valuable service to the student, university, community, and family science department. The supervisor is committed to the intern and the mentoring/training process. It is expected that the site supervisor will:

- Accept responsibility for providing a context in which the intern can build upon his/her knowledge and skill base related to family life education.
- Collaborate with the intern and FLE program director in setting goals and objectives for the internship period that are consistent with the supervisor’s competencies and areas of strength.
- Provide appropriate office/work space so that the intern can work effectively and efficiently and can draw upon the organization’s resources.
- Provide orientation materials and experiences that familiarize the intern with the organization’s mission, objectives, and client populations.
- Provide timely and honest feedback to the intern and college/university regarding his/her areas of strength as well as areas that need improvement.
• Arrange for intern involvement in appropriate staffing, administrative, planning, and informational meetings.

• Be available to the intern “as needed.”

**Responsibilities of the Faculty Coordinator:**
(See Appendices A, B, D, G, H, I, J)

The faculty coordinator serves as a liaison between the student and the practicum site, and will monitor the practicum experience.

• The faculty coordinator will review the training manual and supervision contract with the intern and site supervisor no later than the end of the first week of the internship period.

• The intern’s progress will be reviewed with the site supervisor at midterm.

• The faculty advisor will meet with the site supervisor for final evaluation of the intern’s work and potential as a family life educator during the last week of the semester/quarter.

• The faculty coordinator will assign and evaluate students' academic products that are part of the internship program.

• The faculty coordinator will be available throughout the duration of the internship as needed.

**Responsibilities of the Family Life Education Program Director**
(See Appendices G, H & I)

Some departments, colleges, and universities designate a faculty member to coordinate practicum and internship placements. The family life education program director may have primary responsibility for:

• Teaching family life education methods courses students take as part of the internship experience

• Identifying and recruiting additional training sites and supervisors

• Reviewing sites and determining the ability of organizations to provide quality learning and practicing experiences

• Approving site supervisors and providing appropriate orientation for mentors. Establishing good cooperation and sharing unified goals

• Evaluating the overall quality of the internship program
The family life education program director serves as the primary liaison among interns, site supervisors, FLE coordinator and department faculty.

**Completing the Internship**

Evaluation is an important component of the internship experience.

- Evaluation by intern (see form in Appendix I)
- Evaluation by site-supervisor (see form in Appendix I)
- Evaluation by faculty coordinator (see Appendix I)
- Exit interviews: (See Appendix I)
  - Site supervisor/intern
  - Faculty coordinator/intern

See Appendix I for various evaluation forms.

A successful internship requires collaboration among students, faculty and community organizations.
CHAPTER 5: PROFESSIONALISM

Professional Issues in the Workplace

This is often the first personal encounter for students with what it means to be a professional in the workplace. Presumably interns have had some field experiences, but since they will be working with less supervision than that of practicum students, they still need a complete review of both general and site specific policies. Review of general and site specific procedures and policies is an important part of both practicum and internship orientations in order that there be a minimum of misunderstandings. Student orientation should cover the following professional issues.

Enhancement of professional status in the workplace

- Appropriate role-modeling of the best qualities of mentors and advisors
- Building quality relationships with professionals and support staff in the workplace
- Exhibiting willingness to collaborate
- Displaying outward signs of professionalism, such as orderly work habits, appropriate dress, adherence to work rules and expectations, respectful treatment of all co-workers and clients, willingness to adapt exhibiting ethical behavior at all times.

Potential problems

- Review the procedures and policies of your host organization as they relate to identifying and reporting harmful or illegal behavior such as:
  - Discrimination
  - Sexual harassment
  - Child abuse
  - Elder abuse
  - Violence

Liability

- Student and organization liability must be clearly described and liability insurance in place for both.
- Practicum students may not be covered by the organization's liability insurance. This issue must be addressed and an agreement between the student and organization should be put in writing in the. (See Appendix H)
- Interns are expected to require less supervision and be competent to do the duties expected of them by the sponsoring/training organization. Thus it is critical that liability be clearly addressed in the internship-organization agreement. (See Appendix H)
Safety

Review necessary safety precautions particular to the site and/or situations or conditions of work. Examples of topics to be addressed are:

- Client characteristics
- Emergency or threat procedures
- Safety for after-hours appointments
- Precautionary measures for handling clients
- Other concerns peculiar to the organization

Ethical Conduct and Standards

Students must follow the Ethical Principles and Guidelines for Family Scientists* developed by the National Council on Family Relations. In brief summary, this document addresses six general areas:

- Competence
- Integrity
- Professional and Scientific Responsibility
- Respect for People’s Rights and Dignity
- Concern for the Welfare of Others
- Social Responsibility

* See Appendix A for complete document. The NCFR Ethical Principles and Guidelines for Family Scientists is also available on the NCFR website at http://www.ncfr.org/about_us/g_governance_ethical.asp)
Establishing Collaborative Relationships with Organizations

Initial Contact

Some university programs have a faculty coordinator who identifies and initiates contact with community organizations that appear to be potential partners in developing Family Life Education practicum or internship experiences. In other programs it may be the faculty advisor who makes the initial contact. In either case, the initial identification of appropriate practicum/internship experiences occurs through many channels, such as the organization’s reputation, deliberate networking on the part of faculty and administrators, or through general inquiry.

Programs may also obtain potential partners by advertising the academic preparation and skills of their FLE students, thus encouraging community organizations to seek out practicum/internship placements with the university’s academic coordinator. Students can contribute to the process by identifying appropriate sites through their own contacts or interests. It is during the initial contact that the faculty coordinator or supervisor assesses the suitability of the site as a placement opportunity for FLE students.
Initial On-site Visit by Faculty Advisor/Coordinator

The Purpose of the On-Site Visit is to:

- Establish collegial relationships with potential community partners;
- Explain the academic goals of the Family Life Education practicum/internship;
- Describe the benefits of the practicum/internship for the organization and for the student;
- Obtain information about the needs and expectations of the organization;
- Discuss potential job descriptions and assist the organization with the development of these descriptions if necessary;
- Offer to list the organization as a potential site for one or more practicum and/or internships;
- Set a date for an orientation meeting with the organization director, potential site supervisor(s), faculty advisor and faculty coordinator;
- Discuss the characteristics that potential site supervisors for FLE students should possess; and
- Provide printed materials that might be helpful to site supervisors in their work with FLE students.

Follow-up to Initial On-Site Visit

Phone call and letter to confirm the following:

- That the organization will be listed as a potential site for FLE student practicum/internships.
- The date and time for an orientation meeting with the academic coordinator, faculty supervisor, and site supervisors from the organization.
- That the organization’s director will work with individuals chosen as site supervisors and will provide position descriptions for practicum/internship students.

Invite questions or comments from organization representatives. Continuous dialog is very important.
CHAPTER 7: ORIENTATION AND MAINTAINING ON-GOING RELATIONSHIPS

Orientation for Site Supervisors

The orientation is an important step in establishing and maintaining a collaborative relationship with community organizations and should emphasize the critical role of the site supervisor in educating FLE students in the workplace. If desired, students may be included as participants in the orientation meeting for site supervisors.

Summary of Goals for Site Supervisors:

- Become familiar with the goals of the college/university’s FLE practicum/internship.
- Become familiar with college/university and organizational policies that impact on the students or community organizations.
- Review information that both the site supervisor and faculty supervisor will need to convey to or emphasize with the students.
- Provide copies of the organization’s position descriptions for students.
- Establish the dates and times for interviewing students for the practicum/internship.

Faculty Responsibilities for Orientation Meeting:

- Designate an agreed upon time and place for the orientation. Make the orientation as accessible as possible for the community organization. (Holding the orientation at the community site may be advisable.)
- Explain the content areas of FLE, and outline the certification program.
- Explain the goals of FLE, ethics of FLE, and specific training goals related to designing, presenting, evaluating family life education. (See Appendix A)
- Demonstrate to site supervisors ways in which they can help FLE students chart their practicum/internship experiences in various content areas. (See Appendix C)
- Provide information about past and current partnerships with other organizations to reinforce the idea that the site supervisors are part of a larger effort.

- Review the standards and expectations for practicum/internship experiences. These should be available in writing for distribution to all parties.

- Review FLE practicum/internship handbook and other materials related to:
  - Responsibilities of student
  - Responsibilities of academic/faculty supervisor
  - Responsibilities of site supervisor
  - Mediation of problems
  - Orienting, training, supervising, evaluating students
  - Agreement/contract between student and organization
  - Schedule for paperwork to be completed by students and site supervisors

*Students may be included in all or part of the orientation meeting, particularly if the site supervisors have a limited amount of time to attend meetings. In some cases it is very desirable for the students, site supervisors and faculty to attend the same orientation meeting.*

See Appendices C through I for forms and documents useful in creating your own documents and forms.

**Maintaining an Ongoing Relationship with Organizations and Site Supervisors**

Make appropriate plans to express thanks and good will towards organization and site supervisors, through symbolic rewards (such as certificates), and public recognition (such as media coverage, inclusion in alumni news). Other examples which enhance ongoing relationships are: sending supervisors newsletters; adding the organization to mailing lists and listservs; inviting supervisors and/or organizational representatives to university functions, banquets and open
houses, and inviting supervisors or organizational representatives to speak in classes and at student functions.

- Ask site supervisors for an evaluation of their own experiences, as well as their evaluation of the student.
- Recognize site supervisor’s suggestions quickly and take them under consideration in a spirit of partnership.
- Ask faculty to agree to give professional service to the cooperating organizations in appropriate ways, such as short consultations, speaking engagements.
- Maintain an attitude of respect toward the community organization and the site supervisors.
- Discuss any unusual problems that might occur at the practicum/internship site or with supervision of the student, with the director of the organization. The director is the agent who entered into the placement agreement with the student and who designates the responsibilities of the site supervisor.

For additional information about structuring, carrying out, terminating and evaluating field instruction see:

National Council on Family Relations
Ethical Principles and Guidelines for Family Scientists

These “Ethical Principles and Guidelines for Family Scientists” were drafted by the Family Science Section of National Council on Family Relations (NCFR) and adopted by the NCFR Board of Directors at its 1998 spring board meeting. The approach of providing general principles with illustrative guidelines was implemented because the guidelines are meant to be educational and sensitizing rather than a legalistic code with enforcement potential.

It is natural for guidelines to evolve as new issues and circumstances arise. Examples are offered because different concerns arise at various historical times. Thus, the examples help to identify specific issues so family scientists can become sensitive to them. When modifications or additions to the principles and guidelines seem appropriate, family scientists should make known their concerns or ideas to officers of the Family Science Section of NCFR. Although the Family Science Section is the professional association vehicle that helps to clarify and publicize ethical principles and guidelines, this document is intended for all individuals who consider themselves family scientists. This may include university students, social service professionals, educators, therapists, and administrators.

Purpose: These ethical principles and guidelines were developed to

- inspire and encourage family scientists to act ethically,
- provide guidance in dealing with often-complex ethical issues,
- provide ethical guidance in areas that family scientists may overlook, and
- enhance the professional image and status of family scientists by increasing the level of professional consciousness.

The principles that apply to family scientists in all their professional situations are included in the first section. The remaining sections relate to family scientists in specific professional arenas.

I. General Principles for Family Scientists

This section identifies general ethical principles that are relevant to family scientists in all professional settings.

Family scientists are respectful of all individuals, do not unethically discriminate, do not develop inappropriate intimate personal relationships in their role as family scientists, are sensitive to the complications of multiple role relationships, protect the confidentiality of their students or clients, and do not engage in sexual harassment.

Guidelines

1.01 Family scientists are respectful of others, show sensitivity to the dignity of all humans, and avoid all forms of exploitation.

1.02 Family scientists are not unethically discriminatory on the basis of gender, sexual orientation, age, marital status, race, religion, national origin, ethnicity, disability or socioeconomic status. We recognize that discrimination occurs in our society, and when done
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wisely for positive purposes it may be appropriate. For example, we may allow a student with a vision impairment to sit in the front row of the classroom.

1.03 When attempting to influence the behavior or attitudes of students or clients, family scientists should not use methods that involve undue influence, such as coercion or manipulation.

1.04 Family scientists segregate intimate personal relationships from their role as family scientists. Therefore, they do not develop inappropriate personal relationships with students, clients, or research subjects.

1.05 Family scientists are sensitive to the complications in dual and multiple role situations and are ethical in those roles. For example, family scientists may teach classes in which a son or daughter is enrolled. Others may have professional colleagues in a workshop where some form of personal evaluation is an expected outcome.

1.06 Family scientists protect confidentiality in their professional role as family scientists, whether it be in teaching, service, public speaking, writing, or consulting activities. For example, if family scientists share information with students about others, the confidentiality of those involved should be protected. This can be done by changing identifying information, creating composite cases, or summarizing information.

1.07 If information is shared with a family scientist that mandates reporting (such as child abuse or the possibility of extreme harm), such information is to be reported to the appropriate authorities. Whenever possible, individuals should be informed in advance of the family scientist’s need to report.

1.08 Family scientists avoid sexually harassing all persons with whom they come in contact in a professional or personal setting. Sexual harassment involves unwelcome intimate and sexual advances, requests, or other conduct of a sexual nature that is used as grounds for providing benefits or services for terms of or conditions of employment, or for the purpose or effect of unreasonably interfering with an individual’s learning or work performance or creating an intimidating, hostile, or offensive learning or working environment. Such things as inappropriate hugging, touching, or language are considered harassment.

1.09 Family scientists who belong to other professional organizations with more elaborate or role-specialized guidelines should abide by them. For example, professional family therapists should use the ethical guidelines of the American Association for Marriage and Family Therapy and medical doctors should utilize the ethical guidelines of the American Medical Association.

Principle II: Family Scientists Are Respectful of Students and Clients

National Council on Family Relations    www.ncfr.org    888-781-9331
Family scientists are respectful of diverse family forms. They are respectful of students’ sensitivity when discussing personal family issues. Family scientists do not exploit the hierarchical relationship with persons they serve and are respectful of privacy issues.

**Guidelines**

2.01 When family scientists teach marital and family courses, they inform students that sometimes students in classes of this nature have painful memories of personal or family experiences. They should inform students of appropriate counseling resources available to them.

2.02 Family scientists recognize the strengths and weaknesses of various family forms and do not operate from a deficit perspective in discussing various family forms.

2.03 When giving examples, family scientists utilize examples with families from diverse cultures and forms.

2.04 When subjects are discussed in a course or class, including controversial issues, family scientists encourage an open, respectful, and thoughtful atmosphere that acknowledges and respects diversity of values, beliefs, and attitudes.

2.05 Family scientists do not insist that students agree with or adopt a particular perspective. In fairness to students, teachers should, where appropriate, divulge personal values and biases and label them as such.

2.06 When teaching, family scientists differentiate between knowledge and insight gained from clinical or personal experience and knowledge obtained from published theory or research.

2.07 Family scientists who are also clinicians do not pursue or allow clinical relationships to develop with students during the course of instruction. If students request clinical services, they should be directed to an appropriate provider of the clinical service.

2.08 Family scientists who are not clinicians do not cross into a therapeutic role while interacting with students. Family scientists make referrals for clinical services when appropriate.

2.09 Family scientists avoid any situation or the perception of any situation in which grades may be exchanged for favors of any kind.

2.10 Family scientists who ask (or allow) students in courses or classes to share personal and family experiences in class regularly remind students to treat any information received as confidential information not to be shared or discussed with anyone outside the classroom. The fact that confidentiality cannot be assured should be stated, however.
While teaching a for-credit course, family scientists do not make assignments that require students to divulge potentially painful personal or family experiences or information without providing an alternative assignment for those who do not wish to participate. An exception exists if the class is part of a professional training program that requires such educational activities.

When family scientists request (or require) students to obtain potentially sensitive and painful information from family members (e.g., in a genogram assignment) or others, students are carefully instructed and cautioned about potential harm and allowed to use their own discretion about which information to seek.

Family scientists do not coerce their students to participate as subjects in research. If students enrolled in courses do not wish to participate in or assist with research projects, they should be offered alternative assignments of equal value and be assured that their decision not to participate will in no way affect their grade.

In giving assignments in which students are required to discuss their values, family scientists develop grading criteria that do not include evaluation of the students’ values.

When family scientists return papers or post scores, confidentiality of the students’ grades are maintained. For example, scores should neither be posted nor papers returned in any hierarchical order of points earned.

Family scientists base material taught on what is appropriate for students, rather than solely on the instructor’s personal or professional needs or interests, such as a research agenda.

Principle III: Family Scientists Abide by High Professional Standards

Family scientists are responsible for upholding high professional standards. They are encouraged to be cooperative with other family scientists in gathering and sharing of scientific information. They strive to keep current with material in their domain. They are ethical in representing their profession at their place of employment, as well as other settings.

Guidelines

Family scientists are supportive of and cooperative with other family scientists and the profession at large regarding the timely sharing of new ideas, theories, research findings, and innovative program developments.

Wherever possible, family scientists promote the profession in such a way that members can make contributions to society for the enhancement of families and the growth and development of individuals in various family settings.

Family scientists give proper credit or acknowledgement to the works of others when formally sharing that information.
3.04 Personal information gained from or known about a colleague is treated with discretion. Sharing the information with others should be done only for the welfare of the colleague, except where appropriate disciplinary action may be involved. When questionable professional or personal conduct may have a bearing on professional activities that concern initially should be discussed with the involved colleague(s) when feasible. If, in the judgment of the family scientist, that is not practical or resolution of the matter is not apparent, such behavior should be reported appropriately.

3.05 Family scientists are adequately prepared for their professional responsibilities. If there are professionally recognized standards of certification or licensing requiring experience, supervision, or additional education, family scientists seek such credentials.

3.06 Family scientists use the times under which they are under obligation to an employer for professional purposes.

**Principle IV: Family Scientists Conduct Research Ethically**

*Family scientists contribute to society and to the profession through research and evaluation activities. When conducting research or evaluation, family scientists recognize that their ultimate responsibility is to the participants. Family scientists honestly report the findings of their study.*

**Guidelines**

4.01 Family scientists conduct all aspects of the research process with respect for the dignity of those who participate in the research, and they ensure that those who assist in the research process do likewise.

4.02 Family scientists inform research participants of the purpose of their research, any potential risk of involvement, how confidentiality will be protected, the right to withdraw from the study at any time, the way the data will be used, and available referral resources if risks are involved.

4.03 Family scientists avoid “doing therapy” with research participants (unless therapy is a part of the research design). Researchers should provide a referral to an appropriate resource for those who request it.

4.04 Family scientists give credit to others for contribution to scholarship in proportion to the contributions made.

4.05 Family scientists do not manipulate research data for the purposes of supporting their views.

4.06 Family scientists use research money for the stated purpose described in the research proposal.

**Principle V: Family Scientists Are Ethical in Their Interactions With Employing Organizations or Agencies**
Family scientists are respectful of the internal policies and procedures of current and past employers. Family scientists seek to promote the highest standards of policies and practice by their employers.

Guidelines
5.01 When family scientists and those in training have information pertaining to an organization’s internal activities or planning and the knowledge may hinder or harm the organization if known by outsiders, the information is treated as confidential unless these activities are unethical or harmful to others.

5.02 Family scientists abide by the policies and procedures of their respective employing organizations. Where such policies and procedures are believed to violate professional standards or cause unprofessional conduct by employees, attempts are made to rectify the situation. If such attempts are unsuccessful, concerns for the pertinent policies or procedures are reported to an appropriate governing or investigative body.

5.03 Family scientists cooperate with other community organizations that provide services to mutual clients. Family scientists do not share client information with other agencies, however, unless the client has given written permission or it is mandated by policy or law.

5.04 Family scientists are aware of other resources that may benefit their students or clients and make appropriate referrals.

Principle VI: Family Scientists Are Involved in Improving Society

Family scientists are advocates for individuals and families and participate in developing policies and laws that are respectful and empowering to them.

Guidelines
6.01 Family scientists are concerned for the general welfare of all individuals and families in society. Whether as professionals or private citizens, they engage in family advocacy at the local, state, and national levels.

6.02 Family scientists are encouraged to participate in developing laws and policies that are respectful of and empowering to all individuals and families and in modifying such policies and laws that are not.

Principle VII: Family Scientists Are Ethical When Reviewing Professional Writing
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When a reviewer for a professional work, family scientists avoid conflicts of interest, read materials carefully and in their entirety, and evaluate them fairly.

Guidelines

7.01  Family scientists do not review articles where there is conflict of interest, such as when the work is that of a friend or in other instances in which they may feel a sense of obligation to the author.

7.02  Family scientists carefully read in their entirety materials that are accepted for review and provide explicit reasons for their evaluations.

Principle VIII: Family Scientists Understand and Abide by Ethical Principles and Assist Others in Doing So

Family scientists understand and abide by ethical principles, encourage and assist other family scientists to know and apply them, and teach ethical principles to students of family science.

Guidelines

8.01  Family scientists understand and abide by ethical principles.

8.02  Family scientists assist other family scientists to know and apply ethical principles by encouraging understanding and adherence to them and by their willingness to discuss the principles.

8.03  Family scientists teach students of family science to understand and abide by ethical principles in their professional roles.

8.04  Family scientists who are involved in an ethical dilemma consult with other family scientists about the situation. A written record of the problem, the resolution, and the justification for the resolution is given to other family scientists so that if one is accused of unethical conduct, the record can be used to demonstrate that the family scientist was aware of the ethical concern and dealt with it conscientiously.

8.05  Family scientists assist the profession to further identify and articulate ethical issues. Additional ethical principles and guidelines (beyond those included herein) are to be communicated to the chair of the Family Science Section of the National Council on Family Relations.

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This article was originally published in Family Relations, 2001, 50, 41-48, and is reprinted with permission.
Appendix B

GRADUATE INTERNSHIP - FAMILY AND CHILD STUDIES
SAMPLE COURSE SYLLABUS

CREDIT HOURS
Six (6) graduate credit hours. Three hours in the fall semester and three hours in the spring semester.

PREREQUISITES:
Graduate standing
Declared major of Family and Child Studies
Guidance of the Preschool Child
Application for internship
3.0 GPA in FCS Courses

DESCRIPTION OF COURSE:
Supervised work experience to actively integrate theories and knowledge gained from graduate studies at a professional family and/or child development site.

TEXTBOOK:
None

SPECIFIC COURSE OBJECTIVES:
Demonstrate personal qualities that are essential to job success.
Complete internship objectives created by the intern and the on-site supervisor and approved by the internship faculty.
Purposefully integrate theory and knowledge into the internship site.
To gain knowledge in how professional settings assist families and children.
To be aware of and be sensitive to issues and ethics related to the professional setting.
Submit all assignments, to all people, in a professional manner and on time.

INSTRUCTIONAL METHODS AND TECHNIQUES:
Observation of professionals and clientele during internship
Individual and/or group conferences with onsite internship supervisor and internship faculty
Model techniques and expertise of professionals at the internship site
Active participation and integration in the surroundings at the internship site
Direct involvement with agencies daily schedule and professionals

SPECIAL INSTRUCTIONAL REQUIREMENTS
The intern will invest a minimum of two hundred (200) clock hours at the internship site per semester. The fall semester of internship you will receive an “I” (incomplete) until the full six hours and 400 hours are completed. The grade of “I” will be changed to a letter grade at the end of the spring semester. Student will complete 400 hours in 2 semesters only in locations approved in writing by professor.

Source: Lori Beasley, Ph.D. & Kaye Sears, Ph.D., CFLE, Family Life Education, University of Central Oklahoma
National Council on Family Relations  ❖  www.ncfr.org  ❖  888-781-9331
The student will meet with the professor the first week of the fall semester and one time during the fall semester, and approximately 5 times in spring semester. Other appointments can be arranged.

The intern will correspond with internship faculty through email, telephone, and/or office visit during the year.

The intern will actively integrate her/himself into the surroundings at the internship site.

The intern will collect and create a portfolio of their philosophy, educational endeavors, professional responsibilities and experiences. This notebook will be rated by professionals in the field during the May Symposium. Further information about the portfolio is included in the Internship Guidelines.

The intern will prepare for an interview with a professional in the FMC field during the May Symposium.

The intern will create a poster presentation depicting their experiences during their internship. This poster will be presented at the May Symposium.

The intern will present at the College of Education Symposium in the Spring Semester.

The internship is to be in an agency that promotes intervention, prevention and education with children and families. Internship site is not to involve psychological procedures or therapy.

The student will be in a facility that they are not employed in and supervised by a person who is not their employer or relative.

The intern will evaluate objectives each semester and submit justification for each objective on October 10th and the first class meeting of the Spring semester.

If internship site changes, needs to be changed or intern needs an expanded experience in internship, the move can only take place with the internship faculty’s knowledge and assistance. New objectives will be created and submitted for approval.

**METHOD OF EVALUATION**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance (7 required classes @ 10 points)</td>
<td>70</td>
</tr>
<tr>
<td>3 symposiums (fall-observe @ 20 pts, College of Ed and HES symposium @ 50 pts)</td>
<td>150</td>
</tr>
<tr>
<td>Portfolio (points worth triple their total for a max. of: 180 points)</td>
<td>540</td>
</tr>
<tr>
<td>Poster (2x)</td>
<td>180</td>
</tr>
<tr>
<td>Interview (2x)</td>
<td>120</td>
</tr>
<tr>
<td>Internship contract (2x)</td>
<td>100</td>
</tr>
<tr>
<td>Mid-term Evaluations</td>
<td>164</td>
</tr>
<tr>
<td>2 Internship Objective Justifications</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>634</td>
</tr>
</tbody>
</table>

On-site supervisor's evaluation will have a suggested letter grade with no point value, and will be an integral part of your final grade.

Source: Lori Beasley, Ph.D. & Kaye Sears, Ph.D., CFLE, Family Life Education, University of Central Oklahoma

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Interview evaluation will be added in the Spring 2003 and points will be added to the evaluation for the total points from raters.

The College of Education will have a symposium in the Spring of 2003 (April). Each intern will be required to enter with a poster and portfolio.

More information will be given in Spring 2003.
Appendix B

PRACTICUM
FAMILY LIFE EDUCATION SAMPLE COURSE SYLLABUS

CREDIT HOURS
Three (3) undergraduate credit hours.

COURSE PREREQUISITES
Guidance of the Preschool Child
Family Life Development Major
University standing as a Senior
Application for Practicum
3.0 GPA in FLE classes

CATALOG DESCRIPTIONS
Supervised work experience to actively integrate theories and knowledge gained from undergraduate studies in family and child development.

TEXTBOOK
None

SPECIFIC COURSE OBJECTIVES
Demonstrate personal qualities, which are essential to job success.
Complete practicum objectives that were created by the practicum student and the on-site supervisor and approved by the practicum faculty.
Purposefully integrate knowledge and experience gained from undergraduate studies into the practicum setting.
To gain knowledge on how a professional setting assists families and children.
To be aware of and be sensitive to issues and ethics related to the professional setting.
Submit all assignments to all people in a professional manner and on time.

INSTRUCTIONAL METHODS AND TECHNIQUES
Observation of professionals and clientele at practicum site
Individual conferences with practicum advisor, on-site supervisor and practicum faculty
Modeling techniques and expertise of professionals at practicum site
Active participation in the surroundings at the practicum site

SPECIAL INSTRUCTIONAL REQUIREMENTS
The student will invest a minimum of 100 clock hours at the practicum site.

The student will meet with the professor the first week of the semester, then 4 to 5 times a semester. Other appointments may be arranged.

The student will correspond with practicum faculty through email or telephone during the semester.
The student will actively integrate into the surroundings at the practicum site.

Source: Lori Beasley, Ph.D. & Kaye Sears, Ph.D., CFLE, Family Life Education, University of Central Oklahoma
National Council on Family Relations ✤ www.ncfr.org ✤ 888-781-9331
The student will create objectives for a contract with on-site supervisor’s approval and submit to the on-site supervisor and practicum faculty.

The student will collect and create a portfolio of their philosophy, educational endeavors, professional responsibilities and experience. Further discussion on the portfolio will be included in the practicum guidelines. This portfolio will be rated by professionals in the field at the December or May symposium.

The student will create a poster presentation depicting their experience during their practicum that will be presented at the end of the semester and rated by outside assessors at the HES symposium in December/May.

The student will create a one-page overview of their practicum experience that will be rated by an outside assessor and distributed at the HES symposium in December/May.

The student will describe practicum experiences that fulfilled each objective stated in their practicum contract.

The student enrolled in the Spring semester will enter the College of Education Symposium in April.

The practicum site is to be in a facility that promotes intervention, prevention, and education of parents, children, and/or families. The practicum student IS NOT to be involved in any therapeutic/psychological methods or counseling.

The student will be in practicum where they are not supervised by their employer.

If the focus of the practicum changes, new objectives for the contract need to be added.

Please turn them into the supervisor and practicum faculty and prepare objective justifications for all.

If practicum site needs to be changed or expanded, the change can only take place with practicum faculty’s knowledge and assistance.

**METHOD OF EVALUATION FOR FALL:**
- Attendance (6 classes @ 20 points) 120 points
- Site Agreement 50 points
- Objectives Contract 50 points
- Mid-Term Evaluation (2x) 64 points
- Objective Reflection (1) 75 points
- Portfolio (average score is doubled) 180 points
- Overview (average score is doubled) 40 points
- Poster Presentation (average score is doubled) 80 points

HES Symposium 50 points
Objective Reflection (1) 75 points
TOTAL 709 POINTS

METHOD OF EVALUATION FOR SPRING:
Attendance (6 classes @ 20pts) 120 points
Objectives Contract 50 points
Site Agreement 50 points
Mid-Term Evaluation (2x) 64 points
Objective Reflection 75 points
Portfolio (average score is doubled) 180 points
Overview (average score is doubled) 40 points
Poster Presentation (average score is doubled) 80 points
HES Symposium 50 points
COE Symposium 50 points
TOTAL 759 POINTS

GRADING SCALE
100%-93%= A
92%-85%= B
84%-77%= C
76%-69%= D
68%- 0% = F

REGENTS’ STATEMENT ON COURSE WORKLOAD AND HOMEWORK
It is expected that a full-time student will spend a minimum amount of time each week in class attendance and study out of class approaching a 40-hour work week. A person employed on a full-time basis should not simultaneously expect to maintain a full-time schedule. At the undergraduate level, this means that for each hour in class, a student is expected to spend at least two hours doing homework. For a two credit hour class, a student is expected to spend four hours per week doing homework.

POLICY ON ASSIGNMENTS:
Assignments/Projects: Assignments will be due the date they are assigned in the syllabus and according to class discussion. Assignments will not be accepted after one week (7 days) of assigned date according to the professor. For each day late, during that week, there will be a 5% deduction per day from the grade. All assignments should be typed, unless discussed otherwise. You will lose points for work done in class that day.
Appendix C

FLE SUBSTANCE AREA/COMPETENCY MATRIX

Letter of Instruction

To Student:
It is your responsibility to understand the attached FLE Substance Area/Competency Matrix, and to explain the Matrix to your placement supervisor. Make an appointment with your supervisor. At that time explain the use of the Matrix and plan which areas and competencies you will be focusing on during your placement. Then use the Matrix throughout your placement to record your professional development.

To Supervisor:
Thank you for agreeing to supervise our student(s). As the field of family life education continues to strengthen as a profession, various tools for measurement of competence are being developed. One such tool, developed by the Family Studies faculty at WMU, is the attached FLE Substance Area/Competency Matrix. The National Council on Family Relations identifies the Family Life Education Substance Areas as central to an individual-or family-related career; the WMU Family Studies Advisory Board identified the Competencies as essential skills needed for effectiveness in the field. Your facility has been approved as a field site because your organization offers opportunities for students to experience one or more of the FLE Substance Areas. In addition, you utilize the Competencies that students must experience to be successful in the field of Family Life Education. We hope that Matrix will help both you and the student(s) obtain the most from their placement with you, and will serve as an educational tool for planning a successful experience. The student(s) are responsible for maintaining their Matrix and explaining, the necessary details of their immediate supervisor.

Instructions for use of the Matrix:

The purpose of the FLE Substance Area/Competency Matrix is to provide a single-page overview of the student's competencies, experiences and skills, across the ten substance areas of family life education. These substance areas of content form the basis of the family studies curriculum.

- Ongoing tool used to record professional development.
- Goal is not to completely fill the Matrix; it is expected that most areas and skills will not be covered-goal is to record growing competency in the field of family life education.
- Horizontal axis represents the FLE Substance Areas, which comprehensively represent areas of content (see attached).
- Vertical axis represents the skills and abilities needed for Competency (see attached).
- Place, in the appropriate box on the Matrix, a date and letter, “O” if observe (watch or minimally help) a specific competency or “E” if experience (provide substantial help or independently complete) the competency (See the attached Matrix example).
- Detail in accompanying journal, brief (2-3 sentences) explanations of the activities (see attached Journal example).

Source: Bryce Dickey, MS, CFLE; Karen Blaisure, Ph.D., CFLE; Lori Farrer, MA; & Kristy Smith, MA, CFLE. Family & Consumer Sciences. Western Michigan University
National Council on Family Relations  www.ncfr.org  888-781-9331
## FLE Substance Area/Competency Matrix

Source: Department of Family and Consumer Sciences, Western Michigan University
Bryce Dickey, MS, CFLE; Lori Farrer, MA; Kristy Smith, MA, CFLE; Karen Blaisure, PhD, CFLE

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This matrix is to be used in conjunction with a journal, the FLE Substance Areas (available at http://www.ncfr.org/cfle/c_certification.htm) and the List of Competencies developed by the Family Studies Advisory Board.

O = OBSERVED  
E = EXPERIENCED
Appendix C
FAMILY LIFE EDUCATION CONTENT AREAS

Describe how your professional family life education academic course work preparation, continuing education activities, and/or work experiences, fit into the following content areas. There must be documentation for each of the ten content areas listed below. Subcontent areas are listed to give you an idea of the scope of each content area; you are not expected to have background in each of these sub-content areas. The documentation should be concise and specific. Some forms of documentation that are suggested include: transcripts; syllabi for courses, course descriptions and workshops you’ve enrolled in or taught; brochures of programs you’ve attended, planned, or taught; publications you’ve written (table of contents or abstracts only) etc.

#1 Families and Individuals in Societal Contexts - An understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.

  e.g., Structures and Functions; Cultural Variations (family heritage, social class, geography, ethnicity, race & religion); Dating, Courtship, Marital Choice; Kinship; Cross-Cultural and Minority (understanding of lifestyles of minority families and the lifestyles of families in various societies around the world); Changing Gender Roles (role expectations & behaviors of courtship partners, marital partners, parents & children, siblings, and extended kin); Demographic Trends; Historical Issues; Work-Family Relationships; Societal Relations (reciprocal influence of the major social institutions and families).

#2. Internal Dynamics of Families - An understanding of family strengths and weaknesses and how family members relate to each other.

  e.g., Internal Social Processes (including cooperation & conflict); Communication (patterns & problems in husband-wife relationships and in parent-child relationships, including stress & conflict management); Conflict Management; Normal Family Stresses (transition periods in the family life cycle, three-generation households, caring for the elderly, & dual careers); Family Crises (divorce, remarriage, death, economic uncertainty and hardship, violence, substance abuse); Special Needs in Families (including adoptive, foster, migrant, low income, military, and blended families as well as those with disabled members).

#3. Human Growth and Development Across the Lifespan - An understanding of the developmental changes of individuals in families throughout the life span. Based on knowledge of physical, emotional, cognitive, social, moral, and personality aspects.

  e.g., Prenatal; Infancy; Early and Middle Childhood; Adolescence; Adulthood; Aging.

#4. Human Sexuality - An understanding of the physiological, psychological, & social aspects of sexual development throughout the life span, so as to achieve healthy sexual adjustment.


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e.g., Reproductive Physiology; Biological Determinants; Aspects of Sexual Involvement; Sexual Behaviors; Sexual Values and Decision-Making; Family Planning; Sexual Response; Sexual Dysfunction; Influence on Relationships.

#5. **Interpersonal Relationships** - An understanding of the development and maintenance of interpersonal relationships.

e.g., Self and Others; Communication Skills (listening, empathy, self-disclosure, decision-making, problem-solving, & conflict resolution); Intimacy, Love, Romance; Relating to Others (respect, sincerity, & responsibility).

#6. **Family Resource Management** - An understanding of the decisions individuals and families make about developing and allocating resources including time, money, material assets, energy, friends, neighbors, and space, to meet their goals.

e.g., Goal Setting and Decision-Making; Development and Allocation of Resources; Social Environment Influences; Life Cycle and Family Structure Influences; Consumer Issues and Decisions.


e.g., Parenting Rights and Responsibilities; Parenting Practices/Processes; Parent/Child Relationships; Variation in Parenting Solutions; Changing Parenting Roles Over the Life Cycle.

#8. **Family Law and Public Policy** - An understanding of legal issues, policies, and laws influencing the well-being of families.

e.g., Family and the Law (relating to marriage, divorce, family support, child custody, child protection & rights, & family planning); Family and Social Services; Family and Education; Family and the Economy; Family and Religion; Policy and the Family (public policy as it affects the family, including tax, civil rights, social security, economic support laws, & regulations.)

#9. **Professional Ethics and Practice** - An understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues as they relate to professional practice.

e.g., Formation of Values; Diversity of Values in Pluralistic Society; Examining Ideologies; Social Consequences of Value Choices; Ethics and Technological Changes, Ethics of Professional Practice.

#10. **Family Life Education Methodology** - An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs.
e.g., Planning and Implementing; Evaluation (materials, student progress, & program effectiveness); Education Techniques; Sensitivity to Others (to enhance educational effectiveness); Sensitivity to Community Concerns and Values (understanding of the public relations process).
LIST OF COMPETENCIES FLE SUBSTANCE AREA/COMPETENCY MATRIX

INTERPERSONAL SKILLS AND PROFESSIONAL CONDUCT

- Building rapport
- Using listening skills
- Respecting differences of opinion
- Observing confidential practices
- Following the chain of command
- Using empathy
- Communicating verbally
- Practicing cultural sensitivity
- Appreciating/honoring diversity
- Interviewing
- Engaging in a self-awareness activity
- Advocating for a group or an individual
- Attending a conference
- Setting personal/professional boundaries
- Modeling attitudes and behaviors that demonstrate ethical values

ASSESSMENT AND EVALUATION SKILLS

- Performing strength-based assessments
- Researching feasibility of programs
- Surveying participants
- Compiling quarterly reports
- Evaluating programs
- Conducting a focus group
- Grading papers
- Developing learning outcomes
- Reviewing literature
- Collecting/quantifying data
- Preparing progress reports
- Rating/testing participants

WRITING AND MATERIALS DEVELOPMENT

- Writing a memorandum
- Preparing a case study
- Developing handouts/overheads
- Creating a promotional flier

Source: Bryce Dickey, MS, CFLE; Karen Blaisure, Ph.D., CFLE; Lori Farrer, MA; & Kristy Smith, MA, CFLE.
Family & Consumer Sciences. Western Michigan University
National Council on Family Relations  ❖  www.ncfr.org  ❖  888-781-9331
• Writing a program critique
• Assisting with/writing a grant
• Developing a website
• Completing documentation
• Writing a news release/public service message
• Corresponding with other professionals
• Designing a brochure
• Drafting policies and procedures

**PLANNING AND ORGANIZATION**

• Planning an event
• Updating information
• Prioritizing responsibilities
• Streamlining a process
• Developing checklists
• Serving on a committee
• Managing time
• Adhering to a budget
• Participating in strategic planning
• Scheduling activities or volunteers
• Creating forms
• Creating a promotional campaign

**PROGRAM DEVELOPMENT AND INFORMATION APPLICATION**

• Modifying an existing program
• Visiting model programs for ideas
• Creating a program budget
• Developing a position statement
• Creating a mission statement
• Developing goals and objectives
• Collecting information/materials
• Researching funding resources
• Adapting information into learning principles
• Establishing program and/or participant criteria
• Selecting appropriate activities
• Developing curriculum
PRESENTATION SKILLS AND TEACHING METHODS

- Facilitating an educational group
- Staffing an information booth/table
- Participating on a panel discussion
- Training/orienting volunteers
- Making a presentation
- Chairing a meeting
- Leading an activity
- Conducting a field trip
- Teaching a learning module
- Creating hands-on learning experiences
- Sharing research results with peers
- Advising program participants
### FLE Substance Area/Competency Matrix

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Appendix C

JOURNAL EXAMPLE

Name: Ellen Beth Rose
Site: 123 Child Care Center

O 1A-8/02 and 9/02
Observed lead teacher show empathy, communication skills, respect when talking with parents. Sensitive to cultural differences. Handled angry parents professionally.

O 1D-8/02 and 9/02
Watched all staff plan and prepare for Parent’s Night.

E 1D-9/10/02
Helped prepare for Parent’s Night, brainstormed on activity, wrote plan, prepared materials, and assisted facilitator.

O 1F-9/10/02
Watched and participated in Parent’s Night presentation.

O 3A-9/3/02
Observed teacher model interpersonal skills for two preschoolers having a fight. Watched her teach them age-appropriate empathy, cultural sensitivity, listening and talking skills.

O 3B 8/02 and 9/5/02
Observed various teachers complete assessments on the children, helped mentor teacher perform assessment (developmental checklist) on a 3 year old.

E 3B 9/10/02 and 9/12/02
Completed checklist on 3-1/2 year old girl with minimal assistance from mentor teacher.

O 3D 9/3/02
Watched staff, and helped create plans for the children’s activities during Parent’s Night.

O 5A 8/02 and 9/02
Have continually observed the use of positive communication skills. Staff went through positive communication training and they use the techniques with each other and with parents. Mentor teacher shared some of the training ideas and materials.
**INTERNSHIP TIMESHEET AND DAILY LOG**

Keep one time sheet for the semester. Make sure your Internship Supervisor initials this time sheet before you turn this in to your mentor teacher every Monday.

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METHODS FOR REFLECTION

There are some proven strategies for learning from experience. Most of these strategies require you to step back and analyze what is happening. This reflective process is similar to looking in a mirror. You see a reflection of yourself which allows you to make adjustments in the way you look. Similarly, when you look back on what is happening, you have an opportunity to develop some new insights or to make judgments about what you are experiencing.

To achieve a reflective stance, many students keep a journal or prepare a portfolio of work samples.

JOURNAL WRITING

Keeping a journal can help you to capture ideas and insights, and to record information and observations in order to analyze an experience.

Personal Journal

Many students use a journal as an outlet that allows them to write unedited, unguarded thoughts and ideas, to develop ideas, to amplify thoughts and to consider questions and answers.

A journal is a conversation with yourself. Each week, allow time to record what seems significant. Think about yourself as a learner, and the conditions under which you are learning. Ask yourself questions such as:

- What activities were easiest for me? Most pleasant? Most fulfilling?
- What activities were hardest for me? Most stressful?
- What caused me to react most strongly on an emotional level?
- What happened in conversation with a colleague or client?
- What new ideas come to mind as I work?

Critical Incident Journal

Think back to a single, key event that happened during the week. Describe what happened, in what order, and how it started and ended. Include the people, things and actions that affected the event. This will help you understand why and how the incident developed.

Record the name, physical description, gender, race, age, height, weight, and other characteristics of any people involved, as well as their relationship to you and to each other. Record their behavior (both what they said and any non-verbal clues) that had an impact on you. Describe your role in the incident, including how well or how badly you understood the situation and how well or how badly you handled it.

If the incident did not involve other people, but instead focused on some challenge or problem, describe it in detail. What happened first? What caused the problem or challenge? What were you feeling about it? Was it similar to other things you have experienced in the past? Did you solve the problem or meet the challenge? How? If not, what might you have done? What will you do in the future?
Analyze the incident in terms of its impact on you. Explain why you think it is a critical incident. What did it teach you about your responses to certain kinds of people or situations? Did it have any bearing on your learning goals? Did it affect your view of yourself? What did you learn? Based on this incident, what should you do next?

**Double Entry Journal**

In a double entry journal, one column or page is devoted to recording workplace events, situations, or tasks. In the second column you record your feelings and challenges associated with what you wrote in the first column. You may want to ask yourself questions: In what ways were situations in your internship setting reinforced, illustrated or contradicted by what you learned in the classroom? How does this experience reflect or contradict what you heard in lectures, class discussions or read in books or journals?

**PORTFOLIO DEVELOPMENT**

A portfolio is a collection of materials assembled over time that allows you to demonstrate your knowledge and skills. It can include examples of your work (an editorial assistant would include writing samples, for example) as well as other evidence of your successes (laudatory letters, awards, letters of recommendation from your supervisor). Materials are accompanied by typed explanations and commentaries that define, describe and reflect on the accomplishments in the portfolio.

**Portfolio Types**

**Working Portfolios** contain all your work, testimonials and awards connected with your internship. The contents are not screened, simply dated.

**Showcase Portfolios** contain only a few examples of your work along with supporting documentation and dates.

**Annotated Portfolios** contain selected examples of your work, identified and dated, for the purpose of showing growth over time.

**Growth Portfolios** consist of examples of your work selected by faculty for diagnosis and assessment. The faculty member chooses work to demonstrate your growth and then comments on its strengths and weaknesses.

**Cumulative Portfolios** are growth portfolios amassed over a period of time. This can be done over a couple of years by organizing the material into categories such as New Learning, Technology, Diversity, or Problem-solving. Some faculty advisors require that portfolios be assembled on a web site or disc for presentation. Once completed, such a record can easily be developed into a resume.

**ASSEMENT STANDARDS**

Source: Chapter 2 from *Strategies for Learning from Experience*. Reprinted with permission from the author, Freyda Lazarus, Ed.D. and the Center for Community-Based Learning at Montclair State University. National Council on Family Relations  ❖  [www.ncfr.org](http://www.ncfr.org)  ❖  888-781-9331
Co-op students and faculty frequently ask for suggestions when discussing criteria for assessing learning. What follows are some samples of criteria for assessing formal writing, case histories, journals, and portfolios.

**Formal Writing**

In establishing criteria for judging essays, research papers, reports, case studies and other formal written work, a number of factors are usually considered.

While readers judge written work primarily on the quality of the information it contains, careful organization and clear, concise expression are also essential. Grammar, mechanics and appearance are important because they affect how well you are able to communicate to your reader.

Competent writers will be able to generalize, or find the common thread connecting disparate events or examples. They will also be able to make references or perceive meanings that are implied. This is what is meant by “reading between the lines”. Good writers will be able to analyze, to systematically examine parts of a whole, such as cause and effect relationships. They should be able to synthesize or shape ideas into new relationships. Finally, the competent writer must be able to evaluate, or make judgments according to criteria.

If your written work takes the form of a research paper, you should identify your source material and use footnotes. Always ask your faculty advisor which style manual (MLA or APA) s/he prefers.

**Case History Review**

Building case histories from first-hand client interaction requires careful observation and on-going documentation. Case histories can be evaluated on their clarity of purpose and their ability to support a concept, demonstrate a contrast or illustrate a conclusion. Background information, time frames and sources of data are included.

**Journal Writing**

Keeping a journal is one of the most frequently used methods employed by co-op students. Because journals are, by their very nature personal, informal and meant to capture events and thoughts with immediacy and spontaneity, rules for formal writing are inappropriate. Instead, journals are judged by their conformity to the type of journal assigned content.

**Portfolio Review**

Portfolios are collections of your work accumulated over the co-op semester. Portfolios are usually judged by the quality of the samples you present as evidence of your growth.
Appendix D

Internship
Child and Family Studies

PORTFOLIO
A portfolio is a unique representation of your individual qualities, abilities, and accomplishments and a way to show case growth and achievements. It is a purposeful collection of items that reflect your progress over time in academics and your career.

PURPOSE
The purpose of an internship portfolio is two-fold. The first is as a tool for assessment, the second is as a career portfolio.

The portfolio will be used as part of a final assessment of your internship. The portfolio is an accumulation of experiences in academics, professional organizations, work, and community while pursuing a graduate degree in Family and Child Studies.

The portfolio will also be useful as a career portfolio. The portfolio is a reflection of and a collection of your accomplishments toward career goals. It is a valuable tool for job searches and evaluation or promotion.

CONTENTS
Resume or Vita-Your resume or vita should be professional and organized. It should reflect the experiences, skills, and responsibilities you have had.

Statements of Philosophy of Family Life Education-A one page philosophy that is a reflection of your beliefs and values in the importance of children and/or family in our society. If you have a specific area of employment, adapt this philosophy toward that area.

Ethics-Place NAEYC’s code of ethics here or other ethical statements you have encountered.

Work Experience or Field Experience-Create a detailed outline of your work experience. List job responsibilities. You may also include brochures, flyers, reports, projects, etc. in this section. Internship experience may also be included in this section.

Professional Membership and Certifications-List any type of certification, with whom and the certification or license number and expiration date. Also include a list of professional memberships, offices held and responsibilities or activities you participated in. Include the year(s) and if you have been a member or officer.

Professional Development-This category will include professional trainings, continuing education, conferences attended, presentations & publications. Include date, name of event, location.

**Community Involvement**- List any community activities you have been a part of, responsible for, or volunteered for. Awards, sports, and clubs can be included. Include month and year.

**Academics**- This section will be a collection of course syllabi that reflect the description of the course, requirements, and material studied. You may select pertinent class assignments to include in your portfolio if you desire. You must have at least six syllabi from your graduate program.

**PORTFOLIO ORGANIZATION**
A three-ring binder should be used for the portfolio. Everything should be neat and organized because this portfolio will provide a first and professional impression. A table of contents may assist the reader in reviewing the portfolio. Your portfolio should be attractive and professional.

Videos, projects or other notebooks cannot be put inside the portfolio notebook. Make sure your name is clearly marked.

**INTERVIEW**
Interviews with professionals from the Family & Child Services field will be conducted during the Spring Symposium. An evaluation tool will be developed and distributed in Spring 2003.

**COLLEGE OF EDUCATION SYMPOSIUM**
The 2nd Annual College of Education Symposium will be held in the Spring of 2003. All interns will be required to enter. More information will be shared when details of the symposium are distributed.
Family Life Education
INTERNSHIP PORTFOLIO EVALUATION

Graduate’s Name:

Please rate the PORTFOLIOS according to the following characteristics:

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<th>5=Excellent</th>
<th>1=Needs Improvement</th>
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### Community Involvement

| Evidence of community service | 5 | 4 | 3 | 2 | 1 |

### Academics

| FLE course syllabi present | 5 | 4 | 3 | 2 | 1 |
| Neatness and Organization  | 5 | 4 | 3 | 2 | 1 |

### Additional Information

| Relevant information      | 5 | 4 | 3 | 2 | 1 |

### Overall Rating of Portfolio

| | 5 | 4 | 3 | 2 | 1 |

### Comments:
Appendix D

PRACTICUM
FAMILY AND CHILD DEVELOPMENT

PORTFOLIO
A portfolio is a unique representation of your individual qualities, abilities, and accomplishments and a way to showcase growth and achievements. It is a purposeful collection of items that reflects your progress over time in academics and your career.

PURPOSE
The purpose of a practicum is two-fold. The first is as a tool for assessment, the second is as a career portfolio.

The portfolio will be used as part of a final assessment of your practicum. The portfolio is an accumulation of experiences in academics, professional organizations, work and community while pursuing a degree in Family Life Education.

Portfolios are a documentation of your academic, professional and career experiences. The portfolio helps you prepare for job interviews by documenting and outlining your knowledge and experiences in your career area. A portfolio can successfully support you in presenting your skills to potential employers.

CONTENTS
Resume or Vita—Originally created in Introduction to FLE, your resume or vita will need to be updated to include your practicum and any other recent experiences or memberships.

Statements of Philosophy of Family Life Education—A one page philosophy that is a reflection of your beliefs and values in the importance of children and/or family in our society. If you have a specific area of employment, adapt this philosophy toward that area.

Ethics—Place NAEYC’s code of ethics here or other ethical statements you have encountered.

Work Experience or Field Experience—Create a detailed outline including dates of your work experience. List job responsibilities. You can also include brochures, flyers, reports, projects, etc. in this section. Practicum experience can also be included in this section.

Professional Membership and Certifications—List any type of certification, with whom and the certification or license number and expiration date. Also include a list of professional memberships, offices held and responsibilities or activities you participated in. Include the year(s) and if you have been a member or officer. Include presentations, meetings and training which you have lead.
Community Involvement - List any community activities you have been a part of, responsible for, or volunteered for. Awards, sports, clubs can be included; include dates.

Academics - This section will be a collection of course syllabi that reflect the description of the course, requirements, and material studied. You may select pertinent class assignment to include in your portfolio if you desire.

A syllabus from at least 6 of the following courses:
- Infancy & Early Childhood Development
- Middle Childhood Development
- Adolescent Development
- Current Issues in Family Life Education
- Introduction to Family Life Education
- Contemporary American Families
- Parent Education
- Administration of Non-Profit Family Services
- Guidance of the Preschool Child
- Practicum: Family Life Education
- Child Development
- Play and Curriculum Development
- Development Assessment
- Any related elective

Additional Items - This is an area for you to be creative or to put items that do not fit in other categories. This category can be renamed and moved if needed.

PORTFOLIO ORGANIZATION
A three-ring binder should be used for the portfolio. Everything should be neat and organized because this portfolio will provide a first and professional impression. Your portfolio should be attractive and professional.

Videos, projects or other notebooks cannot be put inside the portfolio notebook. Make sure your name is clearly marked.

PRACTICUM OVERVIEW OUTLINE
Name, location of practicum, and telephone number of your practicum site.
Contact person(s)
Responsibilities
Networking possibilities
Most memorable experience

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Family Life Education
PRACTICUM PORTFOLIO EVALUATION

Graduate's Name:

Please rate the PORTFOLIOS according to the following characteristics:

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National Council on Family Relations  ❖  www.ncfr.org  ❖  888-781-9331
Community Involvement

Evidence of community service  5 4 3 2 1

Academics

FLE course syllabi present  5 4 3 2 1

Neatness and Organization  5 4 3 2 1

Additional Information

Relevant information  5 4 3 2 1

Overall Rating of Portfolio  5 4 3 2 1

Comments:
Letter to Site

TO: Potential Internship Supervisor
FROM: Department of Family Studies, University of *****

The student who brings this letter to you is probably attempting to establish a field study placement at your agency/educational facility. Through the years, many regular placements have been established and new ones are added each semester via student and faculty contacts. We believe it is important for the student to make the initial contact. The student benefits from the experience of scheduling an interview at the agency and explaining our program as well as her/his personal internship goals and objectives. After the initial contact, I am most pleased to discuss our program further with the agency supervisor.

The internship course is seen as an extension of the classroom to the larger community. Students continue their education through the actual experience of applying and relating concepts learned in the classroom. Students completing a Family Studies internship are required to enroll for FAMS 390, for a total of 4 credit hours.

Site Criteria and Requirements:

I. Purpose
The objective of the Family Studies internship course is to provide Family Studies majors with a child and/or family social/community professional experience.

II. Criteria for Internship Sites
Family Studies internship sites must be at social service type agencies, schools and centers that provide prevention/education/enrichment programs/services for children, families, or which address individual needs across the lifespan.

III. Site Requirements
a. Provide interns with experience in providing professional service to/with persons receiving services from the agency/center.
b. Provide ongoing supervision of the student’s work by a Master’s level (MA/MS) person at the agency.
c. Formulate an agreement between student and agency on job description of intern activities.
d. Complete a contract agreement at beginning of internship.
e. Complete a supervisor’s evaluation form at end of internship.
f. Provide some form of training, e.g., some lay counseling skills, professional development.
g. Facilitate the attendance of professional training/learning opportunities such as seminars/conferences as these may arise related to the internship setting.
h. Provide the student with a letter documenting the completion of the internship.
IV. Parameters of the Internship
Interns are required to complete 125 hours of internship related activities. Travel time is not included in the total. Students turn in time sheets signed by site supervisors to document these hours.

V. Department Requirements
a. Hours must be completed simultaneously with term of enrollment in FAMS 370.
b. Students cannot be previously employed for more than 6 weeks by the internship site.
c. Internship hours are unpaid. In other words, financial compensation should not be the priority for obtaining the internship. (Consult the instructor for further details.)

VI. Course Requirements
Specific course requirements regarding group meetings, assignments, readings, and paperwork will be specified in a course syllabus.

We encourage internship site supervisors to contact Dr. *** at *** University, as we would like to enhance good communication concerning all matters pertaining to the internship.

Thank you for your support and cooperation.

*** Faculty Contact Information
Appendix E

A Step-by-Step Guide

Create a job description and articulate the background, skills and aptitudes the successful candidate should possess. Establish the criteria to be used in screening prospective interns. Decide when you want your intern to start work.

- Students are available for work based on academic semesters that begin in September, January, and June. Co-op staff can help you develop a time-line so that pre-screening, interviews, selection and preparation can be successfully completed by the target date.

Interview students whom with University has identified as meeting your basic screening criteria.

- On campus, students prepare a document, much like a resume, that presents their academic preparation, aptitudes, interests, skills, previous experience and other pertinent information.
- This document is reviewed by Cooperative Education staff professionals, and only those students who meet your criteria are referred for your consideration.

Once you’ve decided to hire a particular student, inform the Co-op counselor right away. The counselor will extend your offer to the student.

- After your offer has been made and accepted, the student has an on-campus paperwork and preparation to complete, so it’s important you notify us as soon as your decision is firm.

Select someone in your organization to serve as the intern’s supervisor. Make sure they understand Co-op, why your firm is involved and their own responsibilities in the program. Select someone who is enthusiastic about undertaking the role, since they will be required to co-sign the student’s learning agreement, supervise and act as mentor to the intern; meet once or twice (at your site) with the intern’s faculty supervisor; and provide two written assessments of the intern’s progress.

If your organization has a personnel or human resources department, make sure to inform them as soon as you’ve hired an intern. The human resources and payroll offices, along with anyone else involved in record keeping should be familiar with the program and the company policies you’ve decided will apply to Co-op interns.
Policies
While company policies prevail in many aspects of a Co-op intern’s work life, other factors are dictated by law or fall within University guidelines.

Enrollment: If you hire a student who came to you through the resources of the department of Cooperative Education, that student must enroll in a Co-op course and fulfill all the academic requirements associated with it. Please do not take anyone into your organization without confirming that they have registered for the expected Cooperative Education course.

Compensation: Student interns should be paid at the same rate as other entry-level employees who do the same work.

Workers Compensation is required by law.

Unemployment benefits: According to the NJ Department of Labor & Division of Employment Security Revenue, students under 22 years of age who are employed through Cooperative Education programs are not covered by New Jersey’s Unemployment Compensation Law. Neither employer nor student should be taxed in this regard. (NJ Unemployment Compensation Law, Sect. 43:21-19 (1) (7) (u)).


If you have a problem with a Co-op intern: MSU wants employers and students to have successful experiences with Cooperative Education. If you have a problem of any kind with a student that has not been resolved, please call us immediately. Co-op counselors and faculty supervisors can often intervene to develop a satisfactory resolution without terminating the intern’s employment. While no one welcomes job-related difficulties, they sometimes provide the basis for real learning if they’re handled in a timely manner.

Permanent Hires: Co-op employers have absolutely no obligation to offer an intern a permanent position or to hire them after graduation.

Equal Opportunity: Montclair State University is committed to a policy of equal opportunity and will implement this policy in accordance with state and federal laws and regulations.

It is University policy to make the benefits and services of its education program available to students without regard to race, religion, national origin, ancestry, age, sex, sexual orientation, handicap, marital status, or veteran status.
ORIENTATION

Just as you would expect of any new employee, Co-op interns need an effective and complete introduction to the workplace.

Your organization may have a standard orientation for all new employees. If that’s the case, your Co-op intern should participate.

In any event, you’ll want to cover the following areas and any others that are specific to your place of business:

Work environment: Where will he/she sit? What phone lines should he/she use? What supplies should he/she have, and where are supplies kept? Where are office machines located that the intern will be expected to use? Does the intern know how to operate them? Is there a lunchroom?

Specific job responsibilities

Company policies: Are there rules regarding phone or computer use? To whom does the intern report? What about attendance and lateness policies? What are lunch time and break policies? Are there procedures for problem resolution? How is performance reviewed?

Are there forms to be completed as the work experience begins? Are there standard forms with which the intern should be familiar?

How should the phone be answered?

Who are the people with whom the intern will interact? Make sure to provide introductions, along with a sense of each person’s responsibilities in the organization. If you have one, provide an organizational directory or chart.

What does the organization do? What are its overall goals and what is the intern expected to contribute toward these goals?

Whom can the intern go to for answers to other questions?

If you wish, a member of the Co-op staff can take part in your orientation program.

(A step-by-step guide follows for those designing a new orientation program.)
A STEP BY STEP GUIDE TO ORIENTATION

A carefully structured orientation can help any new employee become a productive member of your organization's team without taking a lot of time. In fact, an hour or two invested at the start can save many hours later on, for workers who know what's expected of them and where to find those tools they'll need make fewer mistakes and work more efficiently than those who are less well-prepared.

Depending on the size of your organization, the entire orientation may be handled by one person or the components divided among several employees. It doesn't matter, as long as tasks are clearly defined and quality control is maintained.

The general outline that follows should, of course, be modified to suit the specific nature of your business, so feel free to customize your program as you see fit. Remember that a member of the University’s Co-op staff is available to help you in planning or conducting orientation.

Before the Intern Arrives
A good orientation program begins even before your first intern arrives. Like any new undertaking, the key to success is good planning, so be sure to do the following:

Notify other staff members about the intern's arrival. Make sure they know when he/she will start work, what the intern will be expected to do, and provide an overview of the purpose and process of Cooperative Education. (From a very practical standpoint, make sure those responsible for human resources, personnel and payroll services know about the intern’s job description, pay rate, applicable laws, and company policies that will apply).

Decide on the assignments and projects you'll want your intern to tackle first and arrange for any training that will be necessary.

Assign someone to help the intern get settled. It might be the on-the-job supervisor who will work with the intern, or your situation might suggest that someone else take on this part of the task.

Decide where the intern will work and make sure the spot is supplied with any tools or resources the intern will need.

Arrange a specific time when the intern can meet with co-workers.
If the intern will need to interact with people outside his/her department or work group, arrange meetings with them, too.

Think about things like which phone line you'll want the intern to use or whether or not copies of keys need to be made. Will the intern need a computer account or computer access?
Are there personnel documents that need to be prepared in advance or personnel actions that should be completed before the intern’s arrival?

Make sure the intern knows exactly where the report on the first day, and whom he/she should ask for.

**On the First Day**

Meet at the designated place.

Visit the personnel department to complete necessary documents or forms.

Return to the intern’s work area and provide such things as employee hand book, benefits book, I.D. card, name tag, parking assignment, organizational chart, company directory.

Introduce the intern to co-workers.

Tour the work area and any other areas the intern should be familiar with, including lunch facilities, duplication room, storage and supply areas, etc.

If at all possible, either take the intern out to lunch or ask a co-worker to do so.

Discuss:
- The organization, its mission, goals and activities.
- The department, how it’s structured and what its job is in the larger picture.
- The intern’s work schedule, rules and the procedures he/she will be expected to follow.
- The intern’s job description and how it fits into the larger picture.
- The organization’s management style and that of the direct supervisor.

Review the day’s activities and ask if the intern has any questions.

**During the First Week**

Review, then begin on-the-job training.

Explain performance expectations and standards.

Explain how the intern’s work will be evaluated.

Review what the Co-op program expects

- Site visits by a Co-op faculty member (to discuss the student’s progress, both with the student and with the job supervisor).
- Preparation of two written progress reports of the student by the job supervisor.
- Co-signing the learning agreement that the intern has prepared with Co-op faculty.

Include the intern in any pertinent staff meetings.


National Council on Family Relations  [www.ncfr.org](http://www.ncfr.org)  888-781-9331
As You Move Forward
Continue to talk with the intern as needed. Be sure to discuss job performance and progress.

Explore the intern’s career goals, opportunities for training and development, and any possibility of a second Co-op experience.

Prepare progress reports at the mid-point and at the end of the intern’s work experience.

Meet with the MSU faculty member assigned to the intern.

SUPERVISING A CO-OP INTERN
Cooperative Education interns have at least three responsibilities during the time they spend with you:

- To do the jobs they’ve been hired to do.
- To complete all assignments specified in the learning agreements they develop along with their faculty supervisors.
- To learn about the world of work and from the experience of working.

Work supervisors play an important role in the intern’s development. Supervisors should:

Know the students’ job descriptions and articulate what’s expected of them.

Participate in student orientation.

Hold an initial meeting during which the supervisor should:

- Make clear the intern’s job responsibilities
- Read the Learning Agreement each student has developed with the University. The supervisor should sign the agreement. The supervisor is not responsible for students’ academic projects or for grading students. However, the supervisor should be aware that there is an academic component to the Co-op course, and that students may ask help in locating resources to complete assignments.

Explore the interns’ career goals, opportunities for training and development, and any possibility for a second Co-op experience.

Communicate with students regularly to let them know how they are doing. Discuss with a Co-op faculty member during one or two visits to the worksite.
Complete and return two progress reports for each intern and return them to the University.

Have a final debriefing (exit interview) with each intern to put the work experience in perspective. Fill out a final form for each intern and return it to the University.

SUPERVISOR AS MENTOR
One of the most important characteristics of a successful supervisor for Co-op interns is to act as a mentor.

According to Leader Digest, a mentor is a friend, role model, adviser, committed listener, confidante, teacher, enlightener, tipster, orienteer, encourager, defender, advocate, guide and inspirer.

On the other hand, a good mentor does not preach, dictate, police, loan money, judge, boss, meddle, spy, baby sit, hover, rescue, smother, or “tattle”.

Quite a list of virtues, and quite a tall order! Yet the need for good mentors is more important today than ever before, and of particular importance to student interns.

As they enter a complex work environment, so different from the campus community, interns find that a good mentor can be the difference between success and failure. Although time consuming, individual attention is the strongest force in building good work attitudes and a strong work ethic.

Mentors can provide support, encouragement and critical perspectives on issues that interns face in the world of work.

Some things to remember:

- Prospective mentors should want to play that role; they cannot be drafted.
- Prospective mentors should be secure in their own job and in their abilities.
- Mentors should have a good knowledge of the organization, strong interpersonal skills, technical competence, patience and a willingness to take risks. It is always possible that even a good intern and a good mentor will fail to hit it off. If that occurs, there should be a way to conclude the relationship without assigning blame or damaging either party.


National Council on Family Relations  ❖  www.ncfr.org  ❖  888-781-9331  E-9
AGENCY INFORMATION

AGENCY:______________________________________________________________

STUDENT:_____________________________________________________________

I. Agency Structure

When was the agency founded?

Organizational Structure: Get a copy of the organizational chart.

Advisory or Governing Board:
  How many board members are there for the Agency?
  How are the board members selected?
  What power does the Board have and/or exercise?

II. Source of Agency Funding

Is the agency funded with private funds, public funds, state funds or a combination?

What are the actual sources of funds?

  If private: What are the sources of income? (Foundations, etc.)
  If public: Are the funds legislated or made available by specific grant money?
  If a combination of public and private: What portion of funding comes from each source?

III. Agency Services

Describe the clientele served by the agency.

Describe the services.

What unique services does the agency perform for its particular client population and the community?

What services are performed which overlap and/or compliment services performed by other agencies?

If the agency is multipurpose, is it divided into departments or sections offering particular services?

How are the other components related to the one in which you are involved?
IV. Agency Referral Policy:

When clients are referred to other agencies for help, which agencies usually get the referrals?

What types of referrals are made (services, information, intervention)? Give two examples of referrals that have been made.

How much communication and cooperation exists between this agency and others? Give two examples of agency communication and cooperation.
**Checklist to Prepare for the Student’s Arrival**

- Decide how many service-learning positions you want to establish. Develop a position description that includes a schedule of days and times for student service. Service activities must be carefully planned and a supervisor assigned to the student. Submit the position descriptions to Montclair State University’s Service-Learning Coordinator.

  Position Descriptions (See Appendix B) should include the skills and abilities students need to perform the service activity. Students are required to provide service for at least two hours a week for 10-12 weeks, during the semester. It is helpful for students to work in teams.

- Identify organizational policies and procedures that apply to students. Consider areas such as confidentiality, dress code, agency closings, conflict resolution procedures and attendance. Obtain a written copy of these policies, if available.

- Locate a copy of the organization’s mission statement and organizational chart, if available.

- Appoint a supervisor to orient, train, supervise and evaluate students. Each student must be assigned a supervisor who will serve as a mentor and be familiar with MSU’s Service-Learning Program.

  Supervisors are required to co-sign the Service-Learning Student/Agency Contract (See Appendix C) and complete the Student Progress Report (See Appendix D).

  The supervisor should ensure that students will have a safe working environment and sufficient resources to complete their weekly service.

  The supervisor must be completely familiar with the student’s service responsibilities, and the population or clients being served.

- Inform staff of the decision to participate in MSU’s Service-Learning Program, the student’s arrival date and responsibilities.

- Locate all personnel/volunteer documents that need to be signed by the student.

**NOTE:** Students are available for service during the fall and spring semesters. They are generally available to provide service from mid-September to mid-December and from early February to early May. The Service-Learning Program Coordinator can help you develop a time-line so that preparation, orientation and training can be successfully completed by the target date.
Checklist to Prepare for the Student’s Orientation

Students need an introduction to the service environment. Your organization may have a standard orientation for community volunteers. If that is the case, students should be asked to participate in this orientation.

In addition to telling the student about the mission and goals of the organization, the following areas should be addressed:

- Describe the student’s responsibilities and how they are expected to contribute to the mission and goals of the orientation.
- Describe who your organization serves and their special needs, if any.
- Discuss the student’s work setting and provide a tour. Indicate what phone lines should be used, what supplies are available and which office machines students are expected to use.
- Introduce students to key staff members and provide an organizational directory or chart, if you have one.
- Describe agency policies with regard to such issues as confidentiality, phone and computer use, dress code, attendance, lateness, and procedures for conflict resolution.

Checklist for Supervising Students

- Continue to talk with the student about the work of the organization, the needs of the clients, and the needs of the community.
- Discuss their performance and provide feedback on the student’s progress.
- Explore the student’s goals, opportunities for training and development, and the possibility of continuing service once the semester is over.
- Inform the faculty member and the Service-Learning Coordinator of any concerns or problems, as soon as they occur.
- Prepare and discuss the Student Progress Report (See Appendix D) with each service-learning student, two weeks before the student’s last day.
- Prepare both the student and the client for the end of the semester.
- Conduct a debriefing of the student’s experience.
- Acknowledge the student’s contributions to the organization by providing them with a letter or certificate of appreciation.
Appendix F

ROLES & RESPONSIBILITIES OF COMMUNITY PARTNERS AND SUPERVISORS

The same person often fills the roles of the community partner and supervisor. For this reason, it is sometimes difficult to separate the responsibilities of the two positions even though they may be different. The section that follows is a description of the responsibilities of the community partner and supervisor.

Community Partners

Community partners work with the University to develop projects that engage students in service to the community. Projects are established to address identified community needs, as well as to enhance student learning. The community partner, as the primary contact with the University, is responsible for developing the position description to make the student’s service activities explicit. The Service-Learning Coordinator and faculty aligned with your organization are available to assist you.

Community partners also participate in campus-community task forces to further address identified community needs. These collaborations have resulted in grant writing efforts, website development, orientation activities, research and resource identification.

Supervisors

Supervisors guide MSU students through the service experience. The primary responsibilities include:

- Providing day to day supervision, guidance, feedback, and evaluation of each student.
- Ensuring that all staff is aware of the student’s responsibilities.
- Providing access to the resources students will need.
- Providing a safe environment.
- Orienting and training each student.
- Providing an environment which supports student learning and problem solving.
- Maintaining contact with the Service-Learning Coordinator and the faculty member teaching the course in which the student is enrolled.
- Informing the Service-Learning Coordinator and faculty member of any concerns.
EXPECTATIONS

What can Supervisors Expect From Students?

Students will:
- Attend orientation and training sessions.
- Complete required service responsibilities.
- Be on time and dressed appropriately.
- Comply with all safety, legal and confidentiality policies.
- Notify their supervisor and faculty member if they are unable to meet service responsibilities.
- Immediately notify their supervisor, faculty member and/or Service-Learning Coordinator of any problems.
- Accept and respond to appropriate feedback from their supervisors.

What Can Supervisors Expect From Faculty?

Faculty will:
- Meet with the supervisor and the Service-Learning Coordinator to plan service experience.
- Provide supervisors with a copy of their course syllabus.
- Be available throughout the semester for consultation with the supervisor.

What Can Community Partners and Supervisors Expect from the Service-Learning Program Staff?

The Service-Learning Coordinator will:
- Serve as the primary point of contact for the development of new service projects.
- Explain program policies and procedures to new community partners.
- Assist with identifying service-learning positions.
- Assist with clarifying position descriptions, posting them in the Service-Learning Office, and filling the service-learning positions.
- Set-up meetings between students, supervisors and faculty members, as needed.
- Provide feedback from program evaluations.

Source: Service Learning Supervisor's Handbook: A Step-by-step Guide for Community Partners Supervising Service-learning Students (pp 8-9). Reprinted with permission from the authors, Mary E. Henry, Ph.D., CFLE, CFCS and Linda Gonzalez and the Center for Community-Based Learning at Montclair State University.
Montclair State University
Learning Agreement

To Be Completed by Student

Learning Objective (What I want to learn)
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Activities (What will I do to achieve my objective)
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Documentation (The way that I will demonstrate to my faculty advisor what I have learned)
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

To Be Completed by Faculty Advisor

Criteria (Standards used to assess my learning)
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Date of Completion (Due dates for the documentation described above)
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Copies: 1) Cooperative Education Coordinator  2) Supervisor  3) Faculty Advisor  4) Student
Appendix G

MONTCLAIR STATE UNIVERSITY
LEARNING AGREEMENT

**Student**
Your signature commits you to completing the Learning Agreement according to the stated terms. This Agreement sets the guidelines for granting of academic credit and the process for documenting your learning. Your grade will be withheld until you have completed the terms of this Agreement. While employed, you are considered a regular employee subject to the same regulations as any other employee.

Students Signature:______________________________ Date:_____________________

**Supervisor**
The work supervisor (representing the employer) agrees to provide the necessary supervisory time as well as opportunity for the student to learn on the job. The student is to be considered a regular employee subject to the same regulations as any other employee. The work supervisor is asked to meet with the faculty during his or her worksite visits and to complete forms assessing the student at the mid-point and end of the employment period.

Supervisor’s Signature:______________________________ Date:_____________________

The faculty and counselor have read and approve the Learning Agreement.

Faculty Signature:______________________________ Date:_____________________

Counselor’s Signature:______________________________ Date:_____________________

**Copies:** 1) Cooperative Education Coordinator  2) Supervisor  3) Faculty Advisor  4) Student
Appendix G

MONTCLAIR STATE UNIVERSITY
LEARNING AGREEMENT

Student Name:_________________________ SS#:_________________________

Address during term:_________________________ Phone:_________________________

_________________________ Email Address ______________________________
FAX #:_________________________

Company/Organization:________________________________________________________
Address:____________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Worksite Supervisor’s Name:_________________________ Phone:_________________________

Student’s Position Title:_________________________ Fax #:_________________________

Student’s Position Description:___________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Directions from MSU to student’s worksite:_________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Student’s work schedule________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Faculty Name:______________________________________
Course Name:______________________________________
Course Number:____________________________________
Credits for Course:__________________________________

Copies 1) Cooperative Education Coordinator 2) Supervisor 3) Faculty Advisor 4) Student
Appendix G

SAMPLE LEARNING CONTRACT

Student Name: ________________________________________________________________

Address:____________________________________________________________________

Phone:_______________________________________________________________________

Agency or Institution:__________________________________________________________

Address:____________________________________________________________________

Phone:_______________________________________________________________________

Faculty Advisor:______________________________________________________________

Agency Supervisor:____________________________________________________________

Regular Hours:________________________________________________________________

Supervision Time:______________________________________________________________

Objective 1: Demonstrate skill in oral communication
Activity:_____________________________________________________________________

Activity:_____________________________________________________________________

Objective 2: Demonstrate expertise in preparing for employment in social agencies and community programs.
Activity:_____________________________________________________________________

Activity:_____________________________________________________________________

Objective 3: Demonstrate the ability to maintain good interpersonal relationships on the job.
Activity:_____________________________________________________________________

Activity:_____________________________________________________________________

Objective 4: Demonstrate knowledge of specific attitudes and personal behavior which lead to job success in social agencies and community programs.
Activity:_____________________________________________________________________

Activity:_____________________________________________________________________
Appendix G

Objective 5: Apply knowledge, skills, and techniques in social agencies and community programs.
Activity: ____________________________
Activity: ____________________________

Student Signature____________________________________Date______________________
Supervisor Signature_________________________________Date______________________
Faculty Advisor_____________________________________Date______________________
Appendix H

Montclair State University
Service-Learning Student/Agency Contract

Semester __________________ Year_________ Social Security Number_____________________

First Name___________________ MI________ Last Name _________________________________

Current Address________________________ City_______________________________________

Zip_________________________ Current Phone_______________________________________

Permanent Address________________________ City ___________________ State___________

Zip_________________________ Permanent Phone____________________________________

Agency/Organization Name_________________________________________________________

Supervisor’s Name_______________________________________________________________

Supervisor’s Phone Number_______________________________________________________

As a student enrolled in the ____________________________ course, my signature below states a commitment to the following:

1. Provide service at the above named site for _____ hours each week of the semester.

2. Comply with the standards set forth by my supervisor. I will serve in a professional manner with respect for others and an open, caring attitude. I will be on time, call my supervisor and instructor if I cannot attend a scheduled session, and will carry out assigned and agreed upon tasks. I will abide by all policies of the agency with regard to confidentiality.

3. Immediately contact the MSU instructor, _________________________________ at _________________________________ if I encounter any difficulties or concerns regarding my service experience.

By signing below, the Service-Learning site supervisor agrees to the following:

1. Provide orientation and/or necessary training for the student, clearly stating the goals of the program and the needs of the individuals being served.

2. Provide on-going support and direction, as appropriate, to the Service-Learning student.
3. Return a completed, Student Progress Report form to the Service-Learning student prior to ____________________________ (date).

4. Contact Professor__________________________ at (973) 655-___________ or email: _______________________________ with questions, concerns, and/or feedback concerning the student or the Service-Learning Program

Student’s Signature: _______________________________ Date: __________________

Supervisor’s Signature: _______________________________ Date: __________________
Appendix H

FIELD EXPERIENCE

STUDENT

I, ______________________________, agree to work XX hours per week as a
______________________________ (position title) at __________________________, beginning
______________________________, and ending ________________________________.

The total number of hours will be________________

My goals for this field experience are:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

In working toward these goals, I understand and agree to the following professional responsibilities:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

I agree to abide by the ethical procedures of the agency regarding client welfare and confidentiality.

I agree to protect the anonymity of any individual, group or family that I might discuss in class or use as examples in class presentations.

I understand that it is my responsibility to schedule weekly meetings as well as mid-term and end-of-semester evaluations with my practicum supervisor.
Appendix H

DAILY WORK LOG
FAMS INTERNSHIP

STUDENT NAME ___________________________________ MONTH ________________________

INTERNSHIP SITE: ___________________ Phone Number: _______________

Name of Supervisor: _______________________________

<table>
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<th>Total Hrs. Worked</th>
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Appendix H

Dept Family Studies, *** University
CONTRACT: INTERNSHIP FAMILY STUDIES

Instructor: Dr *** , Tel *** e-mail: ***

The agency contact person will be the person to whom the student is responsible for agency task assignments. The following cooperation is expected by the supervisor:

1. Provide interns with experience in providing professional service to/with persons receiving services from the agency/center.
2. Provide ongoing supervision of the student’s work by a Master’s level person at the agency.
3. Formulate an agreement between student and agency on job description of intern activities.
4. Provide some form of training, e.g., some lay counseling skills, professional development.
5. Facilitate the attendance of professional training/learning opportunities such as seminars/conferences related to the internship setting.
6. Complete a contract agreement at beginning of internship.
7. Complete a supervisor’s evaluation form at end of internship.
8. Provide the student with a letter documenting the completion of internship (on agency stationary) by the last week of student’s work.

Once a student has established the agency relationship, he/she will be expected to fulfill the contract unless some unforeseen happening occurs. The student is expected to inform the agency if he/she cannot fulfill the duties at any time and to voice any concerns at earliest to both site supervisor and professor. Further details are contained in the letter to supervisors, the course syllabus (available from intern) and by contacting the *** University supervising faculty.

Term of Internship ____________________________________________

Agency Name ________________________________________________

Agency Address ______________________________________________

_________________________________________ Zip

Name of Agency Contact Person ___________________________________
Qualifications of Agency Contact Person ________________________________

Phone Number________________________ Email__________________________

Signature of Student ________________________________ Date signed: _____

Signature of Agency Contact Person __________________________ Date signed: _____
INTER-INSTITUTIONAL AGREEMENT

CHILD AND FAMILY STUDIES PROGRAM

Institution/Agency Date:

The School of Human Resources of the University of ________________________ enters into agreement this date with the above mentioned institution/agency with respect to provisions for an internship for Human Resources majors with emphasis in the area of Child and Family Studies.

The agreement has been considered and entered by Dr. XX, _____________ Professor for the Internship course at XX, and by ________________ representing the institution/agency. The following conditions are mutually acceptable to both participating parties:

The field experience for the students will consist of an average of 10 hours per week for 15 weeks during the term for a total of 150 hours per semester, at the institution/agency during the normal working day of the regular employees. These hours may be spent in blocks of time at the mutual convenience of the student and the supervisor. The dates will be approximately January 27 to May 6.

Both observation and supervised work will be included in the field study of the student, at the discretion of the agency/institution supervisor. A weekly seminar, conducted in the classroom, will review the student's experience and extend their previous knowledge of child and family studies theories into the current experience. The learning and application will be in keeping with the general purpose and work of the agency, with a genuine attempt to introduce the students to the full range of services provided and to the variety of techniques employed.

The agency/institution with provide the immediate administrative and teaching supervision by __________________________. This supervisor will confer with Dr. XX as needed.

Dr. XX will conduct the weekly seminar and act as a liaison between the university department and the agency/institution. Conferences on the program may be initiated by Dr. XX or the supervisor whenever the need arises to consider plans, problems, or student needs.

While the agency/institution assumes the responsibility for providing supervision, it is understood that a student will not receive a salary for her/his service and that she/he will provide her/his own transportation to and from the field experience. The University assumes responsibility for the seminar professor/liaison agent.
Neither the participating institution/agency nor the University will assume liability in the case of injury to a student as a result of an accident during the internship.

This statement may be modified and supplemented as the occasion demands and the participating parties agree.

Signed____________________________________________________
Date_____________________________________
Agency Representative________________________________________

Signed____________________________________________________
Date_____________________________________
Child and Family Studies Program Representative____________________
Appendix H

Site Agreement
Internship

I, ________________________, a graduate student in Family and Child Studies at the ________________________, agrees to participate in 200 hours of internship experience for two semesters at ________________________ (name of agency).

The dates and time for my internship hours will be:

____________________________________
____________________________________

I agree that I will not disclose any personal information revealed to me in the course of this experience. I will act professionally and ethically in accordance with the ethical codes held by the National Association for the Education of Young Children.

If, for any reason, I cannot fulfill the schedule agreed upon, I will notify this site immediately.

Student____________________________________________
Date____________________________________________
Phone____________________________________________
Address__________________________________________
City______________________State______Zip__________Email_______________________

Site Mentor________________________________________
Date____________________________________________
Phone____________________________________________
Address__________________________________________
City______________________State______Zip__________Email_______________________

If any problems arise with the Internship hours or my experience at this facility please contact:

____________________________________________

National Council on Family Relations  ❖  www.ncfr.org  ❖  888-781-9331
Appendix H

Department of Family Studies
*** University
Waiver of Liability and Release

PLEASE READ THE FOLLOWING CAREFULLY. IF YOU HAVE ANY QUESTIONS, HAVE THEM ANSWERED BEFORE SIGNING THIS DOCUMENT.

I, _______________________________________, ______________________________
(name)      (social security number)

in consideration of participation as a student in the course FAMS 370 Internship, I hereby, for myself, my heirs, successor and assigns, release, waive, and hold harmless *** University and the Department of Family Studies, their officers, agents, and employees, from and against any and all claims, demands, or causes of action of any type whatsoever, including negligence, whether involving property damage, personal injury or death, arising out of or in any way related to my participation in internship activities for this course.

I am aware that there are risks and dangers associated with my participation in internship activities, including the risk of property damage, personal injury or death. I acknowledge that my participation in internship activities is voluntary and that I assume full responsibility for any injuries or damages I may sustain as a result of my participation, including while traveling to or from the internship site.

I further acknowledge that the Department of Family Studies has recommended that I obtain health insurance to cover the costs of medical care and treatment in the event I am injured. I understand that I am solely responsible for any medical costs I may incur as a result of my participation in internship activities.

By signing this Waiver of Liability and Release, I acknowledge that I have read this document. I fully understand it and agree to its terms and conditions.

_________________________________________    __________
Volunteer signature        Date

_________________________________________    __________
Staff signature          Date

I have received and read the syllabus.

_________________________________________    ____________________________
Student name      Student signature

Source: Clara Gerhardt, Ph.D., CFLE, Department of Family Studies, Samford University
National Council on Family Relations  ❖  www.ncfr.org  ❖  888-781-9331
Appendix I

EVALUATION CRITERIA FOR INTERNSHIP IN CHILD AND FAMILY STUDIES

Student:      Supervisor:
Placement:      Date:

Directions: The following checklist will assist you in evaluating your student’s performance during this term. We are interested in relative growth—relative to where the student started—rather than an absolute measure. Therefore, for each item appropriate or applicable to your student in your setting, think back to a beginning rating and then indicate the measure of progress that may have been made since then on each of the items listed. Finally, please check those items which represented a particularly difficult struggle for your student.

Beginning Rating:                          Measure of Progress:
Not Applicable              Not Applicable
Poor                                      Became Worse
Below Average                  Slacked Off Some
Average                                      Stayed the Same
Very Good                                   Some Progress
Outstanding                       Greatly Improved
Student Struggled in this Area

- Is punctual and dependable
- Conforms to expected organizational norms
- Is self-reliant (as appropriate)
- Looks for new responsibilities, takes initiative
- Dresses neatly and appropriately
- Has a pleasant, positive demeanor; appears confident, informed and attentive to others
- Other (please specify)

- Completes assigned tasks
- Attends to details
- Manages time and energy well
- Meets deadlines
- Understands and follows instructions
- Shows judgment about when to seek further guidance and when to be self-reliant
- Demonstrates specific skills necessary to the job, e.g. writing, research, observation, recording, graphic skills
- Other skills (please specify)

- Demonstrates active desire to learn from and contribute to placement organization
- Has open mind; does not rush to judgment
- Accepts and makes positive use of criticism
- Understands and accepts necessity of some dull and repetitive tasks

Source: Janice G. Weber, Ph.D., CFLE, Family Relations, University of Louisiana.
National Council on Family Relations   www.ncfr.org   888-781-9331
Pathways to Practice: A Family Life Education Practicum/Internship Handbook

- Demonstrates problem solving orientation; looks for positives in difficult situations; looks upon problems as challenges
- Is inquisitive
- Has respect for other people’s different skills and life experiences
- Recognizes and accepts own limitations
- Willing to attempt new challenges
- Understands difference and strikes balance between roles of worker/student and between organization goals/own goals
- Is cooperative, flexible and adaptable
- Demonstrates ability to set and refine, then fulfill personal goals
- Shows openness to self-evaluation
- Seeks out resources within organization and its affiliates
- Other (please specify)

- Adjusts to a variety of new circumstances, expectations and people
- Develops new, alternative ways to respond especially when prior expectations are not met
- Shows ability to question and explore placement organization, its methods, etc. without putting people on the defensive
- Is sensitive to the needs of others
- Is a good listener, attentive
- Copes well with unexpected problems
- Demonstrates tact
- Asserts own views and concerns effectively
- Has tolerance for ambiguity
- Develops and maintains effective relationships with primary program participants, clients (e.g. adolescents in recreation program)
- Develops and maintains effective relationships with other program participants (e.g. parents of adolescents in recreation programs)
EVALUATION FOR INTERNSHIP IN SERVICE LEARNING

AGENCY NAME:____________________________________________________

NAME OF STUDENT INTERN:_______________________________________

DATE OF SERVICE:_________ FROM___________ TO___________

Please evaluate the student intern according to the following criteria:

1. Student is able to function within the agency structure, policies and procedures.
   1. inadequate 2. needs improvement 3. average 4. above average 5. superior

2. Student is able to understand and respond to the special needs of persons the agency services.
   1. inadequate 2. needs improvement 3. average 4. above average 5. superior

3. Student is able to respond to various cultural, ethnic and gender needs.
   1. inadequate 2. needs improvement 3. average 4. above average 5. superior

4. Student is able to maintain a working relationship with agency staff.
   1. inadequate 2. needs improvement 3. average 4. above average 5. superior

5. Student is a self starter and functions autonomously in areas of competence.
   1. inadequate 2. needs improvement 3. average 4. above average 5. superior

6. Student takes responsibility for own learning and completion of tasks.
   1. inadequate 2. needs improvement 3. average 4. above average 5. superior

7. Student is able to communicate (verbal and written) in a clear, professional manner.
   1. inadequate 2. needs improvement 3. average 4. above average 5. superior

8. How would you rate this student’s overall performance at your organization?
   1. inadequate 2. needs improvement 3. average 4. above average 5. superior
9. How would you rate the benefit to your organization gained from this student’s work?

   1. inadequate  2. needs improvement  3. average  4. above average  5. superior

May we request that you answer three more questions for us?

   1. What specific benefits (if any) did this internship have for your program?

   2. Would you like to have other interns from our program in coming semesters?
      Yes_____    No_______

   3. Would you like to make any suggestions that would improve this experience for you and the intern student?

SIGNATURE OF AGENCY CONTACT PERSON ____________________________

POSITION______________________________________________________

DATE __________________________

We thank you very sincerely for providing a site for our intern student this semester. We feel confident that the internship has been of enormous benefit to our student, and we are most appreciative that you have provided a situation in which our student could observe and work with professionals.
### Evaluation of Student

#### Competency Scale:
- NA = not applicable
- NO = not observable
- 1 = not achieved
- 2 = achieved with a moderate degree of success
- 3 = achieved with a high degree of success
- 4 = outstanding achievement

#### AGENCY RELATED PERFORMANCE
- _____ Is prompt and regular in attendance.
- _____ Demonstrates interest in and a commitment to the agency.
- _____ Demonstrates understanding of the purpose and function of the agency.
- _____ Adheres to agency guidelines and policies.
- _____ Willing to accept and use suggestions.
- _____ Works in harmony with others.
- _____ Willing to ask others for help.
- _____ Fits individual plans into the guidelines of the agency.

#### PROFESSIONAL INTEGRITY
- _____ Appears well groomed and appropriately dressed.
- _____ Uses moral and ethical judgment in behavior and speech.
- _____ Respects confidential information.
- _____ Assumes responsibility in a leadership role.
- _____ Meets conflict with emotional control and self confidence.
- _____ Seeks to expand knowledge and experience.
- _____ Demonstrates interest in self-improvement.

#### ABILITY TO FORM RELATIONSHIPS
- _____ Seeks to establish rapport with the practicum supervisor.
- _____ Seeks to establish rapport with the agency staff.
- _____ Seeks to establish rapport with clientele.
- _____ Seeks to establish rapport with fellow students.
- _____ Employs effective verbal communication.
- _____ Employs effective non-verbal communication.
- _____ Creates an atmosphere conducive to the expression of feelings, both negative and positive, by the client.
- _____ Accepts the client as a person of worth and dignity, regardless of the person’s dependency, weakness, faults, or failures.
- _____ Demonstrates an awareness of the client’s need for an understanding of and response to the feelings expressed.
- _____ Assumes a non-judgmental attitude.
SERVICE TO CLIENTS
- Identifies the needs of the client and the tasks needed to meet those needs.
- Gathers sufficient information before devising strategies to assist clients.
- Plans appropriate long and short terms activities based on clients needs.
- Follows through on implementing a plan or decision.
- Makes use of evaluation feedback and modifies plans when necessary.

COLLABORATION AND REFERRAL
- Uses agency staff as resources.
- Uses resources outside the agency.
- Develops a knowledge of community resources and uses this knowledge in making appropriate referrals.

USE OF SUPERVISION
- Plans for individual conferences with the practicum supervisor.
- Demonstrates openness in communication with the practicum supervisor.
- Acknowledges and uses feedback about self.

PERSONAL GROWTH AND DEVELOPMENT
- Meets conflict and stress with emotional control and self-confidence.
- Displays flexibility and adaptability to change.
- Seeks out and assumes responsibility.
- Self-motivated.
- Has an adequate knowledge base.
- Demonstrates use of knowledge and skill on the job.
- Willing to research areas requiring more information.
- Uses various methods of self-evaluation as a basis for personal evaluation and growth.
FOR FINAL EVALUATION ONLY

Supervisor, please be as specific as possible in responding to the statements below. List two or three strengths this student displayed during his/her practicum experience.
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

List two or three ways in which this student has grown or changed during the semester.
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

List two or three ways in which you believe the student needs to improve.
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Supervisor, please circle your recommended final grade:

A   B   C   D   F   Incomplete

We certify that this evaluation was reviewed jointly at a conference set aside for that purpose.

STUDENT DATE_________________________________

PRACTICUM SUPERVISOR DATE_______________________________
Date

Re: Family Studies Internship

Thank you very much for the wonderful opportunity you and your staff have provided our Family Studies Internship students. Our Internship program is designed to assist students in gaining pre-professional experience and in establishing a professional identity in the Human Services area. The internship is also an opportunity to get work experience and to be a professional in a setting of the student’s choice.

You have provided a unique learning situation in which the student is exposed to a real world setting. In a course such as the Internship real life experiences and opportunities are crucial in giving the course meaning. Please convey our special thanks to all your staff involved. Our link with your exceptional facility has been growth promoting and fruitful for all of us. We thank you for the effort you put into making this a professional learning experience for our students and we look forward to working with you in the future.

Sincerely,

***, Ph.D. LMFT.
Associate Professor: Department Family Studies
Appendix I

MONTCLAIR STATE UNIVERSITY
INTERN EXIT INTERVIEW FORM

Supervisor: Prior to the end of the semester, please schedule a few minutes to discuss Part I with your student intern. Upon completion of the interview, please complete Part II. This information provides MSU with hiring data for program accountability. Return this form to

Thank you

Student: ___________________ SS#:_________________________
Employing Organization: ___________________ Division:_______________________
Student's Job Title:____________________________________________________________
Dates Employed From:__________________________ To:___________________________

PART I: Debriefing:
Please use the following scale in responding to Question #1.
1 = Very Satisfied   3 = Neutral   5 = Very Dissatisfied
2 = Moderately Satisfied  4 = Somewhat Dissatisfied 6 = Unknown

1. What was the intern’s level of satisfaction with:
   a. Orientation   b. Training
   c. Position responsibilities   d. Compensation
   e. Opportunities for learning   f. Working conditions

2. What was the most valuable aspect of the experience for the intern?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

3. What was the least valuable aspect of the experience for the intern?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

PART II: Hiring Data

4. Did your organization offer this intern a permanent position?
   ________Yes        ________No

5. Would such a position have been offered were it available?
   ________Yes        ________No

6. If the intern accepted a position with your organization, please enter:
Hiring Date:___________________ Position/Title___________________Salary___________
___________________________________________________________________________

Supervisor’s Name_________________________ Title_________________ Date___________

Source: Strategies for Learning from Experience (p 49). Reprinted with permission from the author, Freyda Lazarus, Ed.D. and the Center for Community-Based Learning at Montclair State University.
Intern’s name: ________________________________ FALL: due week of 10/15
SPRING: due the week of 3/10

FAMILY AND CHILD STUDIES
PRACTICUM/INTERNSHIP EXPERIENCE
UNIVERSITY OF CENTRAL OKLAHOMA

MID-TERM EVALUATION

The following are rated on a 1 - 5 scale. 1 represents unsatisfactory work, 2 represents work below average, 3 is average, 4 is above average, and 5 is excellent.

1. Degree of interest shown by student in his/her work.

2. Degree of initiative shown by student in taking independent action.

3. Student’s courtesy to participants and to professional contacts.

4. Student adheres to agency policy on work schedules/absenteeism.

5. Student conveys sense of humor and is enthusiastic about work

6. Student conveys self confidence in their ability to handle work assignments.

COMMENTS ON FIRST SIX AREAS:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

7. Student cooperates with other in daily work relationships.

8. Student is adaptable to new situations.

9. Student’s ability to communicate with participants, supervisors, et.

10. Students’ adherence to agency standards on appearance and grooming

11. Degree to which student maintains a neat and orderly work area.

12. Student’s safety consciousness towards participants, staff, and self.

COMMENTS ON SECOND SIX AREAS:
________________________________________________________________________
13. Student possesses knowledge essential to perform job assignments. _____
14. Degree to which student follows directions. _____
15. Student’s acceptance of suggestions and constructive criticism. _____
16. Student shows good judgment in reacting to emergencies or crisis’. _____
17. Degree to which student shows accountability to his/her supervisor. _____
18. Dependability performing assignments with minimal supervision. _____

COMMENTS ON THIRD SIX AREAS:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

19. Degree to which student organizes and plans work. _____
20. Degree to which student’s work output meets agency standards. _____
21. Student’s attitude indicates sincere interest in his/her profession. _____
22. Degree to which student takes advantage of leadership opportunities. _____
23. Student’s ability to make responsible decisions. _____
24. Level of comfort the student feels when public speaking. _____

COMMENTS ON FOURTH SIX AREAS:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Supervisor’s Signature____________________________________Date__________________

Keep this evaluation confidential? _________YES __________NO
### Appendix I

**STATE UNIVERSITY**  
**STUDENT PROGRAM EVALUATION**

In order to improve the Co-op Program we obtain STUDENT feedback after each semester of enrollment. Please respond as truthfully as possible.

<table>
<thead>
<tr>
<th>SOCIAL SECURITY NO:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAJOR:</td>
<td>CONCENTRATION:</td>
</tr>
</tbody>
</table>

How did you locate your Co-op position? (Please circle the correct item.)

1. Listed Co-op Program  
2. Found job myself  
3. Faculty advisor referred me  
4. Other  

---

Please use this scale in responding to each of the following statements

<table>
<thead>
<tr>
<th>-1-</th>
<th>-2-</th>
<th>-3-</th>
<th>-4-</th>
<th>-5-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>(SA)</td>
<td>(A)</td>
<td>(N)</td>
<td>(D)</td>
<td>(SD)</td>
</tr>
</tbody>
</table>

**NOT APPLICABLE=N/A**

Please circle your response to each statement.

---

#### The following statements are about the **CO-OP PROGRAM**

1. Provided a job description that adequately reflected the duties and responsibilities associated with my position.
   - 1 2 3 4 5 N/A
2. Provided assistance during the Co-op semester.
   - 1 2 3 4 5 N/A

---

#### The following statements are about your **CO-OP FACULTY ADVISOR**

1. Was clear about the grading criteria as outlined in my learning agreement.
   - 1 2 3 4 5 N/A
2. Was interested in my learning and professional development.
   - 1 2 3 4 5 N/A
3. Showed interest in my role and responsibilities when visiting the worksite.
   - 1 2 3 4 5 N/A
4. Was accessible by phone and responded to my questions during the semester.
   - 1 2 3 4 5 N/A
5. Communicated effectively with my supervisor about my progress.
   - 1 2 3 4 5 N/A

---

Source: *Strategies for Learning from Experience.* (pp 50-51). Reprinted with permission from the author, Freyda Lazarus and the Center for Community-Based Learning at Montclair State University.
The following statements are about your **EMPLOYER/SUPERVISOR**

<table>
<thead>
<tr>
<th>My employer/supervisor:</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provided an adequate orientation to the position.</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>2. Provided clear goals and expectations about my responsibilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Was aware and supportive of the learning goals and activities outlined in my learning agreement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Provided training for new tasks and responsibilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Gave me constructive feedback on my work performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>6. Was able to answer my questions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

The following statements are about your **WORK SITE**

<table>
<thead>
<tr>
<th>My work site:</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provided an opportunity to exercise responsibility.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Had co-workers who treated me in a professional manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Was a clean and safe environment to work in.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Provided appropriate equipment and materials to meet the needs of the job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

I had the opportunity to enhance my skills and abilities in the following areas:

**INTERPERSONAL SKILLS**
(Relating to supervisors, co-workers, clients or customers)
1 | 2 | 3 | 4 | 5 | N/A

**COMMUNICATION SKILLS**
A) Oral
1 | 2 | 3 | 4 | 5 | N/A
B) Written
1 | 2 | 3 | 4 | 5 | N/A
C) Listening
1 | 2 | 3 | 4 | 5 | N/A

**LEARNING ORIENTATION**
(Seeking out, synthesizing, and using new information)
1 | 2 | 3 | 4 | 5 | N/A

**ORGANIZATION ADJUSTMENT**
(Adapting to the organization’s environment and culture)
1 | 2 | 3 | 4 | 5 | N/A

**TECHNOLOGY/SKILLS**
(Learning and utilizing new technology)
1 | 2 | 3 | 4 | 5 | N/A

Source: *Strategies for Learning from Experience*(pp 50-51). Reprinted with permission from the author, Freyda Lazarus and the Center for Community-Based Learning at Montclair State University. National Council on Family Relations   www.ncfr.org   888-781-9331
## STATE UNIVERSITY
### Service-Learning Program

### Student Progress Report

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Social Security #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Site</td>
<td>Site Supervisor</td>
</tr>
<tr>
<td>Semester</td>
<td>Year</td>
</tr>
</tbody>
</table>

The purpose of this report is to encourage communication between the site supervisor, the student and the faculty supervisor. Student assessments provide useful and important feedback and help encourage improvement. Please discuss this report with your student volunteer.

Using the scale below, place the number that best reflects your evaluation in the space provided to the right of each assessment item. Please add written comments in order to encourage improvement or development.

1=Needs Improvement  2=Satisfactory  3=Very Good  4=Outstanding

### WORK HABITS AND PROFESSIONAL QUALITIES

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets responsibilities</td>
<td></td>
</tr>
<tr>
<td>Student is prompt and reliable</td>
<td></td>
</tr>
<tr>
<td>Complies with standards and follows directions set forth by supervisor</td>
<td></td>
</tr>
<tr>
<td>Maintains professional standards of behavior</td>
<td></td>
</tr>
<tr>
<td>Complies with all agency policies with regard to confidentiality</td>
<td></td>
</tr>
<tr>
<td>Demonstrates willingness to learn</td>
<td></td>
</tr>
<tr>
<td>Follows through on assigned tasks</td>
<td></td>
</tr>
<tr>
<td>Responds positively to suggestions and corrections</td>
<td></td>
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<tr>
<td>Maintains an objective, open and caring attitude</td>
<td></td>
</tr>
<tr>
<td>Works with minimal supervision</td>
<td></td>
</tr>
<tr>
<td>Works cooperatively with others</td>
<td></td>
</tr>
</tbody>
</table>

### COMMENTS (If additional space is needed, use back of form)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Supervisor’s Name (Please Print)________________________________________

Supervisor’s Signature___________________________________________________

Student’s Name (Please Print)_____________________________________________

Student’s Signature_____________________________________________________

Source: Service-Learning Supervisors' Handbook: A Step-by-Step Guide for Community Partners Supervising Service-Learning Students. (p 19). Reprinted with permission from the authors, Mary E. Henry, Ph.D., CFLE, CFCS and Linda Gonzalez, and the Center for Community-Based Learning at Montclair State University.
Final Evaluation
Fall: due by December 10
Spring: due by April 30

Section A: Requires rating the student on characteristics pertinent to internship experience and/or job performance. Carefully evaluate each of the characteristics based on day-to-day performance.
0= unacceptable; 2= not meeting standards; 4= successfully meeting standards; 6= exceeding standards; 8= performance is exemplary - well above standard.

Name of Intern: _______________________________________________________

Professionalism

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERSONAL APPEARANCE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits good taste and neatness; clean; professionally dressed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROFESSIONAL ATTITUDE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enthusiastic worker, strives for self improvement</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ORAL/WRITTEN ENGLISH</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Has ability to present ideas simply and clearly, uses acceptable English in and outside group situation. Writes clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>KNOWLEDGE &amp; INFORMATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands &amp; has working knowledge of recreation area, well informed, has wide variety of interests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OVERALL</strong></td>
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Teamwork

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<tbody>
<tr>
<td><strong>SOCIAL QUALITIES</strong></td>
<td></td>
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</tr>
<tr>
<td>Friendly, helpful, courteous, gets along with others</td>
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<tr>
<td><strong>COMMUNICATION</strong></td>
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<tr>
<td>Ability to understand and be understood by others, to accept instruction and ask questions</td>
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<tr>
<td><strong>COOPERATION</strong></td>
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<tr>
<td>Working effectively with others, team player, good interpersonal skills willing and able to accept criticisms and suggestions</td>
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<tr>
<td><strong>LEADERSHIP</strong></td>
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<tr>
<td>Accepts leadership role, assumes responsibility, directs, organizes, leads verses follows. Exceeds expectations</td>
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<tr>
<td><strong>OVERALL</strong></td>
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### Work Ethic

<table>
<thead>
<tr>
<th>KNOWLEDGE, PLANNING AND APPLICATION</th>
<th>0</th>
<th>2</th>
<th>4</th>
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<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands skills, methods &amp; procedures required to complete task</td>
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<thead>
<tr>
<th>QUALITY OF WORK</th>
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<th>2</th>
<th>4</th>
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<tbody>
<tr>
<td>Accurate and completeness; work is neat. Duplication of efforts is seldom required</td>
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<thead>
<tr>
<th>QUANTITY OF WORK</th>
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<th>2</th>
<th>4</th>
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<tbody>
<tr>
<td>Works at a steady pace, produces results to meet deadlines and complete assignments</td>
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<table>
<thead>
<tr>
<th>INITIATIVE</th>
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<th>2</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Accepts tasks, searches out opportunity. Effectively performs with minimum of instruction</td>
<td></td>
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<thead>
<tr>
<th>TIME MANAGEMENT</th>
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<th>2</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Effective use of work time and efforts for self and others</td>
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| OVERALL | 0 | 2 | 4 | 6 | 8 |

### Program Administration

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<thead>
<tr>
<th>RESPONSIBLE</th>
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<th>2</th>
<th>4</th>
<th>6</th>
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<tbody>
<tr>
<td>Completes tasks on time, faithfully adheres to work schedule</td>
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<thead>
<tr>
<th>ATTENDANCE/RELIABILITY</th>
<th>0</th>
<th>2</th>
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<tbody>
<tr>
<td>Exhibits professional behavior, reports to internship on time, adheres to prearrange schedule</td>
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<tr>
<th>JUDGEMENT, ANALYTICAL, ABILITY</th>
<th>0</th>
<th>2</th>
<th>4</th>
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<tbody>
<tr>
<td>Making sound judgments/decisions by analyzing facts, options, and opinions</td>
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<tr>
<th>ABILITY TO ORGANIZE</th>
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<th>2</th>
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<tr>
<td>Can organize effectively, efficiently. Able to stimulate effective participation; makes adequate plans</td>
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<tr>
<th>CREATIVITY</th>
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<th>2</th>
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<tbody>
<tr>
<td>Develops creative projects, capable of problem solving innovative and makes suggestions</td>
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<tr>
<th>FOLLOW-UP</th>
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<tbody>
<tr>
<td>Monitors procedures and schedules. Completes tasks, responsible</td>
<td></td>
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</tbody>
</table>

| OVERALL | 0 | 2 | 4 | 6 | 8 |

Lori A. Beasley, Ed.D., Family Life Education, University of Central Oklahoma
National Council on Family Relations    www.ncfr.org    888-781-9331  I-16
Section B: requires supplemental information related to the student’s performance. Make note of any characteristics that particularly qualify the student for Family Services work. Please include recommendations for personal or career development for this student.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
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___________________________________________________________________
___________________________________________________________________

___________________________________________________________

SITE SUPERVISOR SIGNATURE             DATE

Keep this evaluation confidential? __________YES ___________NO

Mail to:

Fax to:
FAMILY AND CHILD STUDIES
INTERN’S EVALUATION OF AGENCY

Agency ___________________________________________ Student __________________________________ Date ____________________

Instructions: Please rate the strengths and weaknesses of the agency in terms of meeting your needs as an intern student. Use the following scale:

5 – excellent  
4 – more than adequate  
3 – adequate  
2 – less than adequate  
1 – poor  
NA – not applicable

_____ 1. Acceptance of you as a functional member of the agency staff, willingness to integrate you into all appropriate levels of activities, programs, and projects.

_____ 2. Provision of relevant experiences in administration, supervision, and leadership.

_____ 3. Cooperation of agency staff to provide professional growth experiences through training programs, seminars, and other developmental activities.

_____ 4. Possession of resources essential to the preparation of professionals (library, equipment, supplies, etc.).

_____ 5. Provision of assistance in helping you meet your personal and professional goals and objectives.

_____ 6. Employment of qualified, professional staff with demonstrated capability to provide competent supervision.

_____ 7. Adequate scheduling of conferences with you and ongoing evaluation of your performance.

_____ 8. Allowance of relating classroom theory to practical situations.

_____ 9. Willingness to listen to suggestions or recommendations you might offer and willingness to discuss them with you, explaining the rationale for their rejection or acceptance.

_____ 10. Overall rating of internship site.
Appendix J

Field Experience with Families and Children

Handbook & Syllabus

Description of Course —
Students participate in a professional work environment, prepare reports, and participate in seminars/tutorials. Students build upon previous knowledge and experiences by working within, and critically appraising a professional setting related to families and/or children. Course is designed to allow students to enhance their professionalism, to gain career knowledge, and to consider career options. Prerequisite: Approval of instructor.

Objectives —
- To offer guidance and preparation for careers in professional areas related to the field of family and child studies
- To build upon previous knowledge and experiences by working within, and critically appraising, a professional setting related to families, couples, adults, children, and/or the elderly
- To gain career knowledge and to carefully consider career options
- To gain professional experience while also observing professionals performing their roles
- To better understand professional practice and adherence to codes of professional ethics including ethical decision making
- To sharpen aspects of professionalism including pride in one’s work (behaviorally, orally, and written)

Overview —
In many aspects, this course is an accumulation of what you have been studying in Family or Child Studies. It is assumed that you have already completed a research course such as FSW 395; several substantive family courses such as FSW 261, 281, and 361; and a course dealing with policy, education, or other interventions such as FSW 206, 461, or 482. Consideration of moral issues and ethical practices are covered in many courses, such as FSW 262 and 482 or courses offered by Philosophy.

At this point in your professional development, it is wise to be carefully considering career options and pathways. This course will allow you to gain some practical experience in a professional setting while critically appraising this setting and its related practice. Rather than just “being there” or just “doing a job,” you are asked:
- to think about and report upon what you are doing, why you are doing it, what you are learning (especially what you will remember and perhaps used later in your career).
- to take on some special responsibilities.
to contribute to the organization in which you are doing your placement as well as to contribute to the well-being of individuals and families.

- and to learn about professionalism through anticipatory socialization and responsible completion of significant duties.

Thinking of the assignments as an ongoing investigation and reporting can be a useful tactic. Some of the information you are asked to learn about is of the same nature you would want to know if you were seeking employment with this (or any other) organization. Other requested information is to help you “see” organizations and professional practice is a new and inquiring light. Rather than an unassuming “do my job” attitude, you are asked to adopt a “critically investigate and reflect upon” stance. You are encouraged to ask questions, read reports, talk to other employees and volunteers, notice things, keep notes, and create something new (your project).

All of these things will help you learn about professional careers and the types of professional organizations that match your talents and interests. You will also write about your career plans and what you hope to accomplish. Additionally, you reflect on why you want to be in a “helping” profession (including education and childcare).

It might help to think of each assignment (report) as follows:

- Report 1 is a structural (physical, economic, formal organization) and transactional (inter-workings, dynamics, modus operandi) description of the organization. Your 5-day journal reports on what you are doing as you start to learn about this organization and your responsibilities.
- Report 2 is a life plan. It sets out your shorter and longer-term professional aspirations and how they are to be achieved.
- Report 3 deals with service provision (including education) and its effectiveness. It also requires you to evaluate your ethical decision making skills. Your 5-day journal summarizes what you are doing as you have become more involved in this organization. For most students this is the most difficult report. Do not wait to start on this report. You should begin preparing for this with the beginning of your placement.
- Report 4 is a project report. It tells about the development, implementation, and evaluation of the creative project or organization problem solving you have been doing. Do not wait to start on this report. The project can be very time consuming and requires preparation and planning. It must be pre-approved!

Students have indicated that to be successful they:

- Took initiatives; they did not just sit back or just observed. That sought out opportunities, asked questions, and looked for responsibilities.
- Made friends with the people they were working with.
- Talked to their supervisors to establish trust and in order to gain information.
- Observed what was going on around them, asked questions, and read handbooks and other literature.
Pathways to Practice: A Family Life Education Practicum/Internship Handbook

- Made the most out of writing their journals; this became opportunities to reflect upon what they were doing and why.
- Selected meaningful projects, something important for the organization and one from which valuable skills could be learned or honed.
- Took pride in their work—what they did during their placement as well as the written reports for the course.
- Had self respect and confidence, as well as respect for co-workers and clients.
- Had an open mind about the field experience, what they could do, and what they could learn.
- Kept in contact with the instructor and up-to-date with all assignments; did not put things off.

EVALUATION AND GRADING

Requirements —
You should complete all requirements during Summer Term 2003. For three hours credit (two hours for FSW 594; see instructor for more than 3 credit hour requirements):

1. Completion of all reports by announced dates. All reports will be returned to students. You are to make an extra copy of reports before submitting to the instructor and kept these copies in a safe place. All reports must adhere to requirements on page 4 of this document as well as the specifics for each report. While the reports have due dates, it is advisable to be working on all four reports simultaneously rather than sequentially!

   Each report must be written (or rewritten) in such a way as to receive an evaluation by the instructor as satisfactory before it will be graded. An unsatisfactory report will be returned to student with information on what improvements are necessary. Each rewriting or delay in completion of the reports can result in a lower grade. Failure to submit an assignment by the due date can result in a lower grade. Failure to submit a satisfactory assignment can result in failing the class (grade of F submitted to the Registrar).

2. Placement for at least 90 hours while enrolled in FSW 494/594.

3. Adherence to high standards of professionalism including ethical practice.

4. Contacting instructor as necessary but at least every other week.

5. Successful completion of a creative project or solving an organizational problem during the field experience. This can be completed during the normal work hours during the placement, or in addition to them. The project/problem should be something that would NOT normally be required as part of your duties. That is, it is a project/problem taken on, rather than what would normally be assigned as part of doing you regular job during the Field Experience. The instructor and typically the supervisor will need to approve the project/problem. See below for more details, including Types of Projects for Report Four on page 19.

6. Participating in tutorials and/or seminars.

Source: Charles Hennon, Ph.D., CFLE, Family Studies & Social Work, Miami University
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Weight of each required item toward final letter grade (other requirements completed):

- **Reports 1, 3, and 4** = 30% each (90% total)
- **Report 2** = 10%

**Tutorials/communication with instructors**—all students must meet with instructor as well as keep him abreast (at least every other week in addition to submitting reports) of their activities in order to complete the course. Failure to keep in contact can result in a lower final grade.

**Evaluation by field site supervisor**—your supervisor will be asked to complete an evaluation of your job performance including the degree to which you have been meeting the stated course expectations and the quality of your project. This evaluation is considered in determining the final grade.

**Time sheet**—You are to keep a time sheet of dates and number of hours at your field site. At the end of the semester, total the number of hours, have your supervisor sign it, and then mail it to the instructor. Signed time-sheet must be received.

**Following guidelines for reports and due dates**—all reports must following the general guidelines listed on page 4 as well as the specific requirements for each report. Failure to do so will result in a lower grade for the report. Due dates are the last date by which the report should be received by the instructor; they can be submitted early. Failure to complete work in a timely manner can result in a lower grade.

**Change in placement site**—you must complete your field experience at the pre-approved site. If it is necessary to change sites, you must first contact the instructor and obtain permission. Failure to complete your placement as agreed upon can result in a failing grade for the course. See *Considerations about Choosing a Field Experience Placement Site* available from instructor.

**Change in contact information**—you must keep the instructor informed of any changes in postal address, telephone number, e-mail address, etc.

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**RECOMMENDED AND REQUIRED READING**


Source: Charles Hennon, Ph.D., CFLE, Family Studies & Social Work, Miami University

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**REQUIREMENTS FOR ALL REPORTS**

- Please submit all reports in a typed format.
- Use the requirement headings to organize each report; that is, sections clearly labeled by using the Roman numeral and the headings to organize each report.
- Be sure to answer each question or address each item included in each of the sections for the various reports.
- Use the corresponding numbers (1, 2, etc.) to indicate what aspect of the requirements you are addressing. Include other information you believe to be relevant.
- Consider using pseudonyms; you could be revealing personal information concerning people in your organization.
- All your written work should have a “professional appearance.” If, in the instructor’s opinion, the report does not have a professional image, it might be returned for rewriting or given a lower grade. Each report should be of the caliber that you would submit to a prospective employer or a supervisor.
- Be sure to number each page of your reports.
- In all cases, be sure to document, with footnotes or other citations within the text of your report, the sources of your information. Do not just provide a reference list; indicate exactly the sources of your information in the text of each report. You will also need to provide “evidence” for your conclusions. That is, upon what data (observations, interviews, etc.) are you drawing that allow you to state your conclusions? That is, how do you know the number of clients, the rate of growth, the size of the organization, the sources of its budget, how well it operates, how satisfied people are, etc.? Do not just tell about something, show it—give the supporting evidence such as figures, examples, summarizing interviews, direct quotes, and so on. Provide a complete list of references for your report.
- In line with making a professional presentation, include nice cover page and if not being sent by e-mail put your report in a quality binder / folder.
- Always include your name, phone number, and e-mail address on cover page of each assignment.
- Indicate the name and location of the organization where you are doing your placement on cover page of each report. 

Source: Charles Hennon, Ph.D., CFLE, Family Studies & Social Work, Miami University

National Council on Family Relations  ❖  [www.ncfr.org](http://www.ncfr.org)  ❖  888-781-9331
FIRST REPORT (Due 7 July 2003)

The first report details where you are doing your placement, the services offered, its history, its resources, and its functioning. Much of this information would be important when considering a job. A journal is also completed allowing you to reflect more critically about your role and duties.

In Report 1, you provide a structural as well as operative “picture” of the formal organization and social dynamics (interactions) of your organization. This information, as well as all information in each report, must be supported by appropriate documentation and citation in the text to the material included in the reference section of the report. You will also need to provide “evidence” for your conclusions. That is, upon what data (observations, interviews, etc.) are you drawing that allow you to state your conclusions? Basically, you are acting like a participant observer noticing what is going on around you, gathering data, and drawing conclusions. It is important that your conclusions be grounded in defensible date. Do not just tell about something, show it—give the supporting evidence such as figures, examples, summarizing interviews, direct quotes, and so on.

Outline for Report—be sure to include the headings and each number in your report

I. Organization.

(1) Give the organization’s name, its address, and a short description of what it does. Describe exactly what your position and role are within this organization.
(2) What is the mission or stated goal of this organization (and for a specific programme with which you are working if applicable).

The organization might have a mission statement, vision statement, or goal statement. Consult these in order to answer #2. In you are working with a specific programme within a larger organization—a parenting programme within the broader mix of services provided by an organization for example—give the mission, vision, goals of this specific programme or unit also

(3) What services are provided to the client and/or the community?

Provide enough detail so that the instructor will be able to get a full picture of what this organization has to offer, how it relates to the clients, and so on. Include a complete listing of the client services provided by the organization.

II. Summary of history and growth of the organization and its current physical, economic, and social structure.
Include reference to the branch you are located in, if appropriate. That is, if you are located in a branch office of a larger organization, provide information about the larger organization as well as the branch.

(4) Include such information as the date founded, by whom, growth/decline in staff and clients over the years, important transition points, changes in funding, changes in physical plant and/or geographic relocation, and any other information that represents the history and growth/decline of your organization. Be sure to include current size of the physical plant (i.e., square footage of building), current staff size, current number of clients, etc.

(5) Discuss the organization’s budget, including its size, source (e.g., client fees, grants, tax dollars, United Way), and major expense categories and the percentage of the budget spent on these expenditures.

(6) Include a professional looking (e.g., typed or carefully drawn and labeled with a ruler; DO NOT just hand draw this) organizational chart showing the chain of command, including your position clearly labeled.

III. Description of communication to community.

(7) How does the community know about this organization? Include a discussion of such things as ads, TV spots, printed materials, listings in phone directories, etc.

IV. Description of communication and the interpersonal operation of the organization (within your unit if your placement is in a large organization).

Read chapters five and six of Corey, Corey, and Callanan (2003) before answering #8 and #9. Have this reading inform your response; cite relevant pages. While you might not be in a counseling setting, the information in the textbook is important to know and you should compare the guidelines the authors provide with whatever the procedures are in your field placement site. Perhaps you can discuss how they are different or similar.

(8) What types of communication, and in what forms such as written, oral, or visual, take place between the person and the organization when she/he is being served by the organization? What is the communication among the people working in this organization about specific clients? What kinds of records are kept about each client? How does this organization deal with confidentiality, privileged communication, and privacy?

(9) Often there is a difference between what is supposed to happen and what really happens in terms of the communication and record keeping. Describe these differences if any.

In Section IV you are being asked to provide a richly detailed description of the involvement or interactions. Be sure to identify exactly who the client or target population is (for example, in a
preschool is the client the child, the parents, the total family?). Perhaps you could describe your observations of what actually happens when a client interacts with this organization. Also, assess the quality of the interaction, not just the quantity. That is, with your observations and investigation, do you believe that the interactions with clients are of high quality? Be sure to include a discussion of the data/evidence you are using to support your assessment.

V. General observations, including employee benefits, job satisfactions and dissatisfactions, fringe benefits (especially family related), etc., available to employees of the organization.

(10) What types of employee evaluations (annual or other time period reviews) are conducted and what is their relationship to salary increases and promotions? Do employees (and/or volunteers) serve a probationary period? If, so, for how long?
(11) Is this a good place to work (not just in your position, but in general)? Why or why not?
(12) What do the other employees/volunteers think about the organization?
(13) What type of turnover is there?
(14) What is the absenteeism rate?
(15) How are females/males and minorities treated? Are people treated the same regardless of their sexual orientations?
(16) Is promotion possible? Is there a fast track? Is there a glass ceiling or sticky floor? (Look these terms up if you do not know their meanings.)

For 10 – 16, be sure to focus on the full range of staff, not just people in positions similar to your position.

VI. References.

[Include a complete citation for any reference material, including interviews, you use to complete this report.]

VII. Five-day journal of actual work experience.

Focus on--
• what you are learning, particularly as it relates to your professional development,
• what you are feeling,
• and your assessment of each day.

Give the actual dates and times. Make this detailed enough so that the instructor gets a “picture” of what you did during these five days. You should write this journal to the extent possible while you are at your placement, or soon after, not recalled at a much later time. At the least, try to take notes.
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Please be aware that an activity can have auxiliary value in the sense that while it might not relate directly to perceived future roles, the requisite skills and concomitant learning can be beneficial to other, future, activities.

NOTES FOR REPORT ONE
SECOND REPORT (Due 14 July 2003)

This is your plans for obtaining career objectives. While your objectives might not be firm at this time, completing this report should help in considering the range of possibilities.

Outline for Report–be sure to include the headings and each number in your report

I.  Career objectives.

(1) List and then discuss your career objectives (both shorter and longer-term) including (a) position(s) title(s) and (b) type(s) of organization or agency. Consider also (c) what you want to accomplish in your career, not just what position you want to achieve. That is, what are your objectives for your career, not just what type of position you want to obtain.

(2) Explain why these are your objectives, what draws you to a particular position and why you want to strive to achieve your objectives, the experiences you have had that brings you to believe that this is the best for you, etc.

(3) Who will be helped by you achieving your objectives? Will anyone be hurt (such as your family members as you focus on your career, or intimate relationships ended, or other opportunities not taken)? How and why will individuals, families, or communities be better off by you achieving your objectives?

II.  Career path.

(4) What educational requirements are there for this position? Are there any continuing education requirements, licensure exams, supervised internships, or other requirements?

(5) What is the typical career path and how long do you project before you achieve your objectives?

(6) What are typical starting salaries (or other income) for this position? What income might be expected after five years? Ten years?

(7) What are the fringe benefits of this position, both paid and otherwise?

(8) Approximately how many hours per week will you have to work in this position? How many hours will you have to work per week to achieve your objectives?

III. Obtaining your objectives.

(9) What must you do to achieve your objectives?

(10) What types of assistance or support (financial, social, emotional, etc.) will be required or beneficial?

Source: Charles Hennon, Ph.D., CFLE, Family Studies & Social Work, Miami University
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(11) What will keep you motivated?

(12) What do you most want to accomplish and what do you want to be most remembered for when your career is over?

(13) How do you define “success” and how will you know if and when you achieve it?

IV. Self-Assessment.

(14) Complete the self-assessments on pages 34–35, 70–71, 292–293 of the textbook (Corey et al., 2003) as well as Portrait of an Effective Helper and Assessing My Personal Characteristics or Are the Helping Professions for Me? that are included toward the end of this handbook. Do not report your answers to these questions, but rather consider your answers and report what they might mean for your career choices. Also, include a brief discussion of what you have learned by completing these 5 self-assessments.

V. References.

Include a complete citation for any reference material, including interviews, you use to complete this report. Please note—You might find the chapter by Keim (1995) helpful. The book by Corey and Corey (2003) is also handy in helping to assess various personal strengths and potential career directions. Chapters two, three, and eight of Corey et al. (2003) cover many relevant topics and should be consulted. The brochure Tools for Ethical Thinking and Practice in Family Life Education (1999) [see section on Competencies for Family Life Educators] as well as the book by Powell and Cassidy (2001) are useful. Web pages and other information (such as newsletters and position announcements) by professional associations can also be of use. Beside interviewing people in your field of choice (a good idea), some of the web sites, books, etc. listed at the end of this handbook could be helpful.

NOTES FOR REPORT TWO & THREE
THIRD REPORT (Due 28 July 2003)

The third report deals with service provision and its effectiveness. It also requires you to evaluate your ethical decision making skills. Do not wait to start on this report. The information gathering should be cumulative over the period of your placement. The ethical or moral dilemma could happen at any time, perhaps your first day.

The information for this report, as for all reports, must be supported by appropriate documentation and citation in the text to the material included in the reference section of the report. You will also need to provide “evidence” for your conclusions. That is, upon what data (observations, interviews, etc.) are you drawing that allow you to state your conclusions? Keep noticing what is going on around you, gathering data, and drawing conclusions. It is important that your conclusions be grounded in defensible data. Do not just tell about something, show it—give the supporting evidence such as figures, examples, summarizing interviews, direct quotes, and so on.

Outline for Report—be sure to include the headings and each number in your report

I. Description of helping model guiding the organization's delivery of services, determination of needs, and evaluation of effectiveness.

(1) How are clients’ needs determined? Are they needs or wants? [Describe in detail; see Hennon & Arcus, 1993] Be sure to identify exactly who the client is (for example, is it an individual or the total family?) as well as exactly what “type” (classification) of needs or wants are addressed (e.g., developmental, comparative, felt, etc.).

(2) Which of the four types of helping models seems to guide this organization’s interaction with clients? [Defend your answer; see Hennon & Arcus, 1993.]

(3) How is client satisfaction gauged? Is this adequate? Are having clients satisfied the same as meeting their needs? Can clients be dissatisfied and well served?

(4) How does the organization evaluate if the needs of the client are being met or that program objectives are being reached, etc.? Do you believe this is adequate? Why or why not?

(5) If you were asked to evaluate the organization’s (or a particular component within this organization such as a parenting program) effectiveness, how would you do it?

Note—you might need to read about program evaluation to adequately answer #s 3, 4, & 5 (see reading list for some ideas; the book by Powell & Cassidy (2001), for example, has good information on this topic). An “off the top of the head” answer could well be inadequate. Please
II. Describe how this organization helps to improve the quality of life of families as a whole and of their individual members.

(6) Describe what you have done, as part of your professional responsibilities, that helped to improve the quality of life or the well-being of those families (i.e., not just individuals) that came into contact with the organization while you have been a member. If you have not done this, describe what you could do if you had the opportunity within this particular organization.

One of FSW’s goals is to prepare people who have professional understanding of families and their members, and who thus can competently work to ensure that family capacity is enhance and family needs are met. In this way, the quality of life and the well-being of families can be improved. See Mission Statement below.

(7) Does the organization where you are doing your placement seem committed to helping families in all their diverse forms and without regard to their social class, ethnic, religious, and other characteristics? Defend your answer; provide evidence for your conclusion. Do not just give the “politically correct” answer if there is reason to believe that it is not accurate.

Reading Chapter 4 of the textbook might be helpful.

(8) How could a family-centered approach better meet the needs and goals of the organization where you are doing your field experience?

Describe in detail. Be thoughtful and creative in your answer. See The Family Protection and Enhancement Continuum description at end of syllabus.

(9) Spell out how you could, as a professional, educate an organization in which you would be employed to better see how meeting family (that is, family system in contrast to individual) needs and desires can be profitable, and/or help the organization and community in other ways.

In essence, you are challenged to describe what you potentially could do within an organization to help enhance family-centered or other family oriented (rather than individual) policy and practice (for more information that could be helpful in answering this, see Briar-Lawson, Lawson, Hennon, and Jones, 2001). Take some time to imagine and visualize yourself in the future. Be creative as well as realistic!

III. Analyze an ethical or moral situation/dilemma that you were confronted with, or value judgment you had to make (or others in the organization/agency made) during the time you were in your placement, in terms of how you thought about the issue, information and viewpoints considered, decision making process, etc.

Source: Charles Hennon, Ph.D., CFLE, Family Studies & Social Work, Miami University
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Read chapters one, two, and three of Corey et al. (2003). The information in these chapters should help you frame both the nature of the issue you are discussing as well as the appropriate action. Cite pages from the book as appropriate. Other chapters (5–7, 11–13) in the book deal with specific issues and roles. Selecting and reflecting upon a chapter that discusses a situation similar to yours is recommended. If you are doing family life education, you can also consult Tools for Ethical Thinking and Practice in Family Life Education or other sources such as Powell and Cassidy (2001) (see reading list). Code of Ethical Conduct and Statement of Commitment (see reading list) contains the NAEYC Code of Ethical Conduct. Codes of Ethics for the Helping Professions (see reading list) could be a good source to consult. There is also material—Ethical Decision Making and Professionalism—the end of this syllabus that could be of assistance.

(10) State exactly what the issue was and why it was an ethical (code of practice issues perhaps), moral, or value judgment issue. DO NOT use people’s real names.

(11) What exactly did you do and what were your personal feelings?

(12) Did you follow the Steps in Making Ethical Decisions (pp. 18–22 of the textbook)? Why or why not? What were the consequences of doing so?

(13) How did (or would) following the Steps in Making Ethical Decisions (pp. 18–22 of the textbook) help you think through ethical problems encountered or that will be encountered?

(14) What ethical guidelines or moral philosophies helped you deal with this issue? How did you know what was “right” or “wrong?” How did principle ethics, virtue ethics, and the like help you decided (see pages 13-18 of textbook)?

The material in Chapter One of Corey et al. (2003) as well as the material on reserve/reading list can be useful, but you should also consider explaining any other philosophies, beliefs (faith-based or other), or principles (personal or otherwise) that help guide you. Ethical decision making is an important professional skill, regardless of the career field. While the examples given in the text focus on the helping professions, they are applicable to educational and other settings.

(15) Include a discussion of how your training in your FSW major/minor has or has not helped in making a decision about the issue and what course of action to follow.

Section III should be a carefully thought out and richly written analysis. Note that this is confidential and will not be shared with others. The instructor will not judge if you did the correct thing, but will rather ponder how you considered and dealt with the issue and provide feedback about what might be a preferred course of action.
Complete the self-assessment on pages 22–30 of the textbook. Discuss how completing this self-assessment has or has not helped you think about the appropriate ways of dealing with ethic issues, regardless of the profession involved, the setting, or the issue.

IV. References.

Include a complete citation for any reference material, including interviews you use to complete this report.

V. Five-day journal of actual work experience.

Focus on—
- what you are learning, especially as it relates to your professional development and future professional activities
- what you are feeling,
- and your assessment of each day.

Follow the same guidance given above in this syllabus for the first 5-day journal.

FOURTH REPORT (Due 4 August 2003)

This is a project report. It tells about the development, implementation, and evaluation of the creative project or organization problem solving you have been doing. Remember, in most cases the instructor will not actually see your project/problem solving; you are being graded on how well you report on this project/problem solving. You project must be approved by instructor (and usually supervisor) before you begin.

The information for this report must be supported by appropriate documentation and citation in the text to the material included in the reference section of the report. You will also need to provide “evidence” for your conclusions. That is, upon what data (observations, interviews, etc.) are you drawing that allow you to state your conclusions? Do not just tell about something, show it—give the supporting evidence such as figures, examples, summarizing interviews, direct quotes, and so on.

Outline for Report—be sure to include the headings and each number in your report

I. Analyze and describe in detail the creative project or problem to be solved that you selected as your project (see description of each at end of syllabus). This assignment is a project report and should be done in a professional manner. You will not be graded per se on your project. Doing the project is for the benefit of your organization and yourself. The grade comes from how you report it, so give details.

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(1) exactly what you selected as your project/problem,

(2) why it was selected and its importance,

(3) the goals and objectives for the project (for you and/or the people involved: state these as learning objectives or other types of measurable objectives; you might need to investigate how to write goals and objectives if you do not already know how to do so. See reading list or instructor for source material),

(4) exactly what you did,

(5) who you conferred with,

(6) information that was required and how it was obtained,

(7) any feedback (positive or negative) you received from the organization concerning your project,

(8) how you feel about it, and

(9) what you have learned from doing this project especially that which will be useful for you as a professional.

(10) Discuss in detail why your project is (or is not) family-centered and culturally responsive. If it is not family-centered, where does it fall on the Family Protection and Enhancement Continuum?

You might need to read about these issues in more depth to adequately answer this item. See the references for the continuum included with this syllabus.

(11) Also include somewhere (indicate clearly that you are answer these items) in your project report on each of the following—

- How does the project (or could it) focus on families as systems that are located in specific socioeconomic contexts? (See FSW Mission Statement).
- Which helping model (of the four discussed) guided your development of this project, and why? (See Hennon & Arcus, 1993).
- How did you determine what needs (or desires or wants, etc) of your target audience merited attention? (See Hennon & Arcus, 1993).
- How did you “name” and “frame” the issue or problem? (See footnote in Family Protection and Enhancement Continuum).
- Any considerations given to your project being gender sensitive or specific.
- Any considerations given to your project being cultural sensitive or specific.

II. References.

Source: Charles Hennon, Ph.D., CFLE, Family Studies & Social Work, Miami University

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NOTES FOR REPORT FOUR

OTHER INFORMATION

- Your supervisor will be contacted for information concerning the quality of your participation and project.
- Try to “leave something of quality” that will be useful to your placement site in the future. Consider how your involvement will impact and improve your placement site.
- Always contact the instructor if problems arise. However, the instructor is only responsible for the instructional aspects of the course. Problems with or concerns about your placement site must be resolved with your supervisor.

PLEASE REMEMBER

You will meet with the instructor or call or e-mail at least every other week. It is your responsibility to establish these contacts. Failure to do so can have an effect on your grade. These meetings or calls are opportunities to discuss your experience (positive and negative) and issues that arise. It is also a time to ask clarifying questions about the various assignments.

All assignments are to be received by the instructor by the due date. If for some reason an assignment cannot be completed on time, you must contact the instructor in advance.
Mission Statement
The mission statement of the Department of Family Studies and Social Work contains the following:

Increasingly there are calls across the country and the world to strengthen and support the multigenerational family and to honor and build upon the cultural strengths that sustain them and enrich the diversity of our communities...this family centered and culturally responsive agenda of the department helps to reinforce the public sector mission of the university and its commitment to enhancing child, family, intergenerational and community well-being....A family centered perspective offers new paradigms for strengthening both child and family development.

Family Protection and Enhancement Continuum
The Family Protection and Enhancement Continuum and has been developed in my work on family policies and other interventions supportive of families (Briar-Lawson, Lawson, Hennon, and Jones, 2001; Hennon and Jones, (2000); Hennon, Jones, Hooper-Briar, and Kopcanová, 1996)

The first place on the continuum is family-insensitive. By this is meant that interventions developed within a social or service sector (such as health or education) ignore families. For example, a sex-education program developed without regard to the impact it might have on families, or how school policy is formulated and practiced without regard to the consequences for families. At the least, with family-insensitive interventions, families are not served, or not well served. However, sometimes such planning is actually harmful to families.

When families receive “lip-service” as policies and practices for other sectors are developed, this can be regarded as family-sensitive. While the interventions are still categorical in nature, families might be mentioned or presumed impacts considered in often general or vague terms. In either case, families are not well taken into account in the formulation and delivery of intervention policies and practices. Therefore, families are still not well served or supported, and may even be harmed, even thought it is unintentional. An example might be a health sector sex education program that mentions families, but does not really take families and their functioning into account as the program is developed. Health professionals may just regard that they know what is best, and know about families. On closer inspection, however, it might be discovered that it is difficult to predict the ways families will be assisted or supported, or further deteriorated. Social service agencies and childcare organizations may also take this type of family-sensitive approach. The professional may believe that she or he knows what is best when designing a program, and little real regard is given to the many potential positive or negative impacts the program might have on families as systems. Education directed to individuals without regard for their family contexts might be one example of this type of well-intended, but perhaps unfortunate, family-sensitive intervention.

The next type of intervention on the Family Protection and Enhancement Continuum is labeled family-focused. The Framework for Life-Span Family Life Education (Hennon & Arcus, 1993) might be a source for selecting “needed” education. Other sources can also be used, such as resource summaries, demographic data, self-help books, and some versions of need assessments. Actually consulting and co-designing with families is likely not done, as the professional takes the...
role of expert in the design, delivery, and evaluation of the intervention. In this type of intervention, formal outcomes of the intervention for the support of families implicate families. That is, families are considered and perhaps even accommodated in the design and delivery of the intervention. However, all possible impacts or consequences for families are not precisely investigated before or after family-focused interventions, nor are families’ various roles in the educational or helping process necessarily considered. As a result, families may still unintentionally be in harm’s way because of this type of intervention process.

Family-focused approaches do mark one type of transition in thinking. With these types of interventions, families receive the attention and consideration they deserve. While these interventions may be categorical (e.g., family, health, education, business), planners begin to ask questions concerning two assurances for families: Will this intervention harm families, and have a full range of potential benefits as well as drawbacks been identified?

Family-centered approaches assign priority to families. Families are considered first, with other sectors considered as necessary. In these types of intervention designs, families are not simply regarded as just another sector of society, but as the cornerstone of society. Given families’ importance for a civil, developing, and well functioning society, families come first in planning and delivery of the intervention. Other sectors are implicated in that impacts of the intervention are considered in the other sectors. For example, what affect the intervention programming might have on school performance and thus schools, or on worker productivity and thus businesses.

Another implication is that education or help giving for individuals (sexuality or self-esteem, as examples) are considered in the context of how these will influence family functioning. Families as systems are in the forefront, and their relationships with other systems and their own members are considered.

The primary question driving family-centered interventions is, What is best for families? It is thus more holistic, systems, and ecological in approach. Individual family members or other social sectors are not ignored; rather they are considered in terms of how they relate to family systems and how their behavior or policies and practices may be changed or accommodated so that they “wrap-around” families or in other ways are supportive of families. However, decision making in the design, implementation, and evaluation of the intervention is still mostly top-down. That is, professionals as the experts make the decisions, sometimes with input from families such as through a needs assessment, the use of the Framework for Life-Span Family Life Education (Hennon & Arcus, 1993), or through information that is derived from the audience during educational or other types of sessions. So while interventions developed with this framework start with the question, “What is best for families?”, in family-centered practice the decision making is still mostly top-down, but the educator or other planners at least take families very much into account.

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In family-centric interventions, families are considered partners and co-authors of the intervention plan, not just clients to be served. Families are thus enfranchised and empowered, with capacity building and strengthening a major goal. Democratizing the planning, implementation, and evaluation of the intervention cycle is also a goal. Either families are thus the source of the initiation of the programming or are full partners in its development. One difference between family-centered and family-centric is the more extreme approach involved with family-centric work. Families are put center stage and the designing, implementing, and evaluating of the intervention are done by families and professionals in concert.

A family-centric paradigm is also a holistic approach to individual, family, community, and societal development that starts with the needs, wants, desires, and demands of families as defined by families. Development is considered from the perspective of families (not economies, special interest groups, or sector specific specialists). Families take center stage and their voices are heard. As an intervention paradigm, a family-centric approach is founded upon recognition of the influence of cultural and socioeconomic context on families and how families can best be supported through appropriate services and resources.

A family-centric paradigm for protection and enhancement respects different conceptualizations of family. Attention is given to the processes and criteria that are used in planning, approving, implementing, and evaluating interventions. Thus not only whose voice is heard but also how problems are named and framed, and how educational policy and conduct decisions are made, are of concern. Likewise, who participates in the accountability and processing of interventions is given careful thought, with inclusiveness practiced. Two family accountability questions are asked: To what extent are families included in the decision making processes concerning their education and support, and to what extent are families included in implementation and evaluation of the programming?

Family-centric perspectives are holistic but nevertheless hold the premise that families are basic units of society influencing social behavior in many important ways. Consistent with family systems theory, family-centric thinking situates the individual within a larger ecology, or systems. An important system is the family (or in some cases the household). Systems, multilayered, are the appropriate level of analysis due to the interrelatedness of influences and actions that affect others. Given that the “Self” does not live in a social vacuum, to examine individuals alone is to use a world-view where individuals are motivated out of self-interest to maximize their own benefits. This reductionistic perspective overlooks the cooperative efforts and expressions of care which individuals may perform in the pursuit of “human flourishing.”

While the other paradigms on the Family Protection and Enhancement Continuum are often sector specific, family-centric interventions are not. A single sectoral or narrow topic perspective on family problems may fragment what could be cross-sectoral and/or more holistic problem identification and solution. It is becoming more recognized that single sectoral approaches may be putting families at risk, by implementing programs that are too sector specific that the full range of necessary services and resources are not addressed. This might be considered a more macro approach in that many sectors interfacing with families are considered. On a more micro level, that is from the viewpoint of family studies, identifying family issues and thus required education or other interventions from too narrow a lens can also be damaging, or at least not as

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useful in support of families as might be achieved. For example, an intervention that concentrates on the health behaviors of families (including stress management or parenting) might neglect other important aspects of how family functioning is interrelated. That is, how balancing employment and family demands, financial considerations, marital conflict, and in-law relations (to name just a few) may erode upon any considerations or activities that might be presented to families as health education. Another example would be seeing families as needing communication education because poor communication is the root cause of all other family problems. While not negating the importance of good communication, such a narrow approach to naming and framing problems and solutions is ignorant of other potential needs or issues and the contexts of diverse families as interdependent systems that are transacting with their environments. A more holistic and system/ecological approach perceiving situations from the viewpoint of families (rather than an outsider’s expert perspective) may help make for better interventions.

1Naming and framing are interrelated processes that are part of the problem defining stage of interventions. Providing a conceptual label to some phenomenon is naming. In a sense, unless a phenomenon is named, it does not exist in the realm of policy makers, educators, and others. The naming process puts the phenomenon into a problem domain, and often also associates it with a target population. The denotation and connotations involved with naming influences how an issue is considered and approached. Providing a context for the phenomenon is framing. This process assigns meaning to what is observed and heard and provides an analytical matrix for how the phenomenon should be managed, serviced, rectified, etc. Framing thus assigns the phenomenon to a discipline or sector, or policy priority area. Over population, for example, is a named phenomenon. The solution, however, depends upon if it is heard as a medical, health, moral, education, economic, social development, environmental, women’s, families’, etc. problem or within the providence of a specific service sector such as family planning or education. This decision making and claim staking influences the specific programs and services directed toward the phenomenon. So while naming is giving a phenomenon a label or title, framing is providing a structure for crafting an appropriate solution.

References:


Portrait of an Effective Helper

Many students say they want a career in education, social work, counseling, therapy, and the like because they want to “help” people. There are many ways to be helpful, and many fields in which one can be a helper. While consider your career plans, reflect on the following (from Cory and Corey, 1993, pp. 18–19).

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Follows are some characteristics often considered an integral part of effective helping. With these possibilities in mind, think about the following perspective on a helper who is making a significant difference:

- Ideally, you are committed to an honest assessment of your own strengths and weaknesses. You recognize that who you are as a person is the most important instrument you possess as a helper.
- You realize that you are unable to inspire clients to do in their lives what you are unable or unwilling to do in your own life.
- You are open to learning and have a basic curiosity. You realize what you don't know, and you are willing to take steps to fill the gaps in your knowledge. You recognize that your education is never finished but is something that you are continually acquiring.
- You have the interpersonal skills needed to establish good contact with other people, and you can apply these skills in the helping relationship.
- You genuinely care for the people you help, and this caring is expressed by doing what is in their best interest. You are able to deal with a wide range of your clients’ thoughts, feelings, and behaviors. You share your persistent reactions to your clients in appropriate and timely ways.
- You realize that it takes hard work to bring about change, and you are willing to stick with clients as they go through this difficult process. You are able to enter the world of your clients and see the world through their eyes, rather than imposing your own vision of reality on them. You offer support when it is needed and confront clients on their unused potential when this is required.
- You realize that clients often limit themselves through a restricted imagination of possibilities for their future. You are able to inspire clients to dream and to take the steps necessary to fulfill their dreams in reality. It is often your faith that enables clients who have little hope to begin to believe that they have the potential for a better future.
- You are willing to draw on a number of resources to enable clients to move toward their goals. You are flexible in applying strategies for change, and you are willing to adapt your techniques to the unique situation of each client.
- In working with clients whose ethnic or cultural background is different from yours, you are able to challenge them to examine how well their cultural values are working for them. You show your respect for these clients by not fitting them into a neat mold.
- Even though you wrestle with your own problems, this struggle does not intrude on your helping of others. You do not burden clients with long tales about your own personal problems, but you are willing to draw on your life experiences to deepen clients’ self-exploration.
- You take care of yourself physically, mentally, psychologically, socially, and spiritually. You do in your own life what you ask of your clients. If you are confronted with problems, you deal with them.
- You question life and engage in critical self-examination of your beliefs and values. You are aware of your needs and motivations, and you make choices that are congruent with your life goals. Your philosophy of life is your own creation, not one that has been imposed on you.
- You are capable of establishing meaningful relationships with at least a few significant people.
- Although you have a healthy sense of self-love and pride, you are not arrogant.

Source: Charles Hennon, Ph.D., CFLE, Family Studies & Social Work, Miami University
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Assessing Your Personal Characteristics or Are the Helping Professions for Me?
Below is a list of convictions, traits, attitudes, qualities, and values that some believe are important for assessing one’s level of personal development and readiness for working in, or obtaining advanced education in, the what are broadly called the helping professions (from Cory and Corey, 1993, pp. 19–20).

This list can be helpful. As you review it, reflect on how well you know yourself. Assess you current level of interpersonal functioning. Consider potential weaknesses and areas for actualization and further work. Talking these over with others and asking for honest feedback might also prove useful

*Sensitivity.* How interested are you in others and the personal welfare of others?

*Personal presence.* How respectful and genuinely involved are you in your interpersonal interactions?

*Compassion and empathy.* How able are you to respond to the needs of others with concern and understanding?

*Flexibility and a willingness to receive feedback.* Can you openly consider feedback offered by others and make changes in your attitudes and behavior?

*Integrity.* How well do you demonstrate self-respect and respect for others in your interactions?

*Modeling.* Can you model functional human behavior and coping processes?

*Insight.* What is your capacity for perceiving, understanding, abstracting, and generalizing from professional sources and personal experiences?

Many training programs offer self-exploration experiences. These allow students to become more aware of their personal attributes and how these influence interpersonal relationships. You field experience and other courses should also allow you to gauge your capacity for forming helping relationships

**Ethical Decision Making and Professionalism**
The concepts of ethics, values, morality, community standards, laws, and professionalism intertwine. Before focusing directly on ethical decision-making concerning the issue at hand, consider some distinctions among these related ideas.

*Values* and *ethics* are frequently used interchangeably, but the two terms are not identical. Values pertain to what is *good* and *desirable.* Ethics involve what is *right* and *correct.* Ethics are moral principles embraced by an individual or group to provide rules for right conduct. *Morality* involves an evaluation of actions based on some broader cultural context or religious standard. Conduct evaluated as moral in one society could be evaluated as immoral in another.

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Community standards, or mores, as one aspect of morals, can vary by discipline and geographical area. The standards for a professional's social contact with clients can differ from, say, a suburban area near Chicago to a rural Appalachian community. Community standards often become legal criteria for determining whether practitioners are liable for damages.

Professionalism has some relationship to ethical behavior, yet one can be unprofessional and not be unethical. Showing up late for appointments might be considered as unprofessional. It would probably not be considered unethical.

Some situations cut across all of the above concepts. For instance, sexual intimacy between counselors and clients is unethical, unprofessional, immoral, and illegal. Keeping the differences in the meanings of these various concepts in mind can help you appraise situations and help determine appropriate courses of action (the above was adapted from Corey, Corey, & Callanan, 1998).

Other thoughts on professionalism

In addition to the above I believe the follow also helps define professionalism.

- Taking responsibility and keeping commitments
- Paying attention to details and deadlines, and doing the job to the best of your abilities
- Continuing professional development by keeping up-to-date on developments in your field—information, theory, and practices
- Seeking out information as necessary to enhance understanding and improve performance
- Working for the good of your clients rather than advancing your own private interests
- Working independently as required, but being a good team worker as necessary
- Taking initiative and being creative
- Abiding by whatever code of ethics governs your professional field (see the information on reserve covering various codes of ethics)

Types of Projects for Report Four

Basically, there are two types of projects to choose from—organization problems to be solved, or creative. Within these broad categories, there are many potential projects. You should select a project that will be beneficial for your professional development. Projects typically require a great deal of time and effort. They are not term papers, but you do prepare a written document. In some cases, you will need to do library or other types of research. You might also need to interview people or in some other way gather data. The informational base for your project can be both quantitative and qualitative.

You project should be selected in consultation with both your supervisor and your instructor. In some cases, the organization will not have need for you to “solve a problem.” Or, the project

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they would like for you to do (filing might be an example) is not of significant importance nor offers you the opportunity to develop additional skills and knowledge. In these situations, select a “creative project.”

Here is the basic different. A problem solving project is one that helps your organization manage a situation or solves some problem faced by the organization. By problem, I do not necessary mean serious or imminent danger. Rather, it is something the organization needs done (that is, it has a problem). You might be of great assistance in helping the organization solve this problem and meet its need. In a sense, they have a need, and you have a solution or at least can help.

Some examples (that students have completed or potentially could be undertaken) include—

- Development of an employee or other handbook
- Fund raising
- Organizing a special event such as a field trip for children with special needs
- Assisting in preparations for an up coming programme review or other type of assessment
- Developing computer procedures that help the organization run more efficiently, perhaps investigating various software options or creating new data bases
- Creating new procedures for record keeping or dealing with clients
- Creating new lesson plans or other educational activities
- Organizing and teaching a lesson/programme on a topic such as stress management, parenting, or effective communication
- Compiling lists of potential resources and sources of help for clients
- Locating educational or other resources
- Assisting in grant writing or report writing

In the above examples, the organization will need to give close guidance and supervision. Frequent contact with your supervisor and others is a must. You will help the organization complete the project and you will “leave it” with the organization.

In other cases, rather than helping the organization with a specific activity, you take on a more self-oriented project. This creative project helps you learn more about a specific topic, issue, or procedure. You purpose here is not to solve a problem, but to create new information for yourself. While not intended to be “left” with the organization, in many past cases the organization realized the importance of the information and used it.

Some examples (that students have completed or potentially could be undertaken) of creative projects include—

- Investigating the various childcare options for low income families in a community, including fees and potential subventions or subsidies

Source: Charles Hennon, Ph.D., CFLE, Family Studies & Social Work, Miami University
National Council on Family Relations  ✉  www.ncfr.org  ✉  888-781-9331
• Developing a listing of substance abuse resources in a community and the specifics of each program
• Creating a data base of statewide agencies (with description of their program or other information) that deal with specific family related issues
• Creating a curriculum around a topic such as parenting after divorce or involving parents in the education of their children
• Learning additional information about children with special needs and the resources available
• Interviewing domestic shelter directors, police officers, elected officials, social workers, court officials, and other to gain knowledge about the actual way domestic violence is handled in your community
• Researching the various diagnostic and other instruments used by the organization where you are doing your placement
• Writing an informational piece about resources for managing a “problem” pregnancy in a specific community or region

Notes, Phone Numbers, URLs, Books, and E-Mail Addresses

American Association of Marriage and Family Therapists. URL <www.aamft.org>

Association of Social Work Boards
URL <www.aswb.org>

Bureau of Labor Statistics
URL <www.bls.gov>

Butler County Children Services Board
URL <www.butlercountyohio.org/csb>

California Association of Marriage and Family Therapists. URL <www.camft.org>

Child Life Council
URL <www.childlife.org>

Christian Life Skills (information about Christian Counseling)
URL <www.christianlifeskills.com>

Career Center. College View. URL.
<www.collegeview.com/career/careersearch/job_profiles/human/index.html>

Encyclopedia of career and vocational guidance. Chicago: Ferguson. [locate most recent edition]

Monster URL <www.monster.com>


*Salary Wizard*  
URL <www.salary.com>

*Studies on fees and salaries of marriage and family therapists.*  
URL <www.aamft.org/resources/salaries.htm>

*The top 100: The fastest growing careers for the 21st Century*. Chicago: Ferguson. [locate most recent edition]


*University of Pennsylvania Career Services*  
URL <www.upenn.edu/careerservices>

*What is a marriage and family therapists?* URL <www.camft.org/ScriptContent/Index.cfm>


Appendix J

Considerations about Choosing a Placement Site

As part of furthering your development as a professional as well as learning more about the types of organizations and agencies that cater to families, it is your responsibility to locate and arrange for your placement. The position can be paid or volunteer. Many students choose placements in their hometowns or other areas away from Oxford. The instructor can help you find your placement.

The instructor does need to approve the site. A form, Field Experience Information Sheet, is completed and submitted to the instructor. This form includes contact information for you and your placement site.

Many things go into choosing an appropriate site for your placement. First, consider if the organization offers services appropriate to the population with whom you want to work (now and in future). For example, if you want experience working with the elderly, do not choose a childcare center for your placement. If you want to work with a multicultural and diverse population, be sure the organization serves this population.

Second, consider what you will be doing at this site. If you want direct service delivery or counseling experience, be sure you will have this opportunity, perhaps as a rape crisis counselor or with pregnant teens. If you are interested in obtaining certification by the National Council on Family Relations as a family life educator, try finding a placement allowing you to function as an educator and to fulfill your family life education methodology requirement. If you plan to become a therapist, consider a placement with an organization that will allow you to gain insight into this process. If you plan on a future in child life, obtain a placement in the child life department of a hospital. If you plan on graduate school in social work, placement in a social service agency is highly desirable. If you foresee becoming a professor, try working within a university, policy, or research setting. If a career in law is in your future, try working in a law firm, courthouse, or other law related agency. If you are interested in advocacy for children, battered women, the homeless, or another group, find a placement with an organization doing such work. If policy development is your passion, see if you can be an intern or have another role with a lawmaker or in a policy development centre or think tank.

Third, be sure all the requirements for the course (including the hours in the field) can be completed. Talk to your contact at the organization about these requirements as well as what they expect of you.

Finding the “best” placement can be a time-consuming and frustrating task (however, most students tell me that obtaining a placement was relatively easy). If you have work experience in a setting that is appropriate (such as a nursery school), this same organization might well be appropriate for you placement.

Source: Charles Hennon, Ph.D., CFLE, Family Studies & Social Work, Miami University
National Council on Family Relations    www.ncfr.org    888-781-9331
To prepare for locating a placement, get organized! First, update your resume. Second, obtain a list of potential placement sites and their telephone number (and name of contact person if possible). The instructor has a list of potential sites in the Oxford/Southwest Ohio area. Ask your friends and relatives about agencies and programs they know of. Check the yellow pages and web sources. Ask your professors, rabbi, or other community contacts. Ask other students. Check bulletin boards and with CPPO.

When you are ready to call a potential site, have your syllabus available as well as a list of potential questions. When you call, indicate that you are a Miami student looking for an internship, field experience, or volunteer experience to fulfill university requirements. Ask to speak to the most appropriate people about such opportunities. If you already have a contact there or know the name of the correct person, ask for him or her.

When talking with the appropriate person, indicate what you are looking for and inquire if any possibilities exist with this organization. Be sure that you know when you will be available (times of day and what weeks/months). Check your list of questions and see what information you need. Your syllabus can help you provide information requested by the organization, such as their responsibilities and necessary duties. It can also help you determine what you need to ask of an organization. Tell the person that the instructor can be contacted for additional information. Ask for an opportunity to meet in person (this helps you in selling yourself as well as gives you a chance to “size up” the organization).

Some students start by sending a letter explaining the desire for a placement and a resume to various organizations and agencies. This can then be followed with a telephone call requesting an appointment with the appropriate person.

When you visit the organization, dress appropriately, take your list of questions and the syllabus, a note pad, your resume, and be positive and optimistic. Sell yourself—tell them what you have to offer and why they should take you on.

After you have gathered information, contact the instructor if you have questions, wonder about the appropriateness of the site, foresee problems, and so on. Be sure to complete the Field Experience Information Sheet (“The Green Sheet”) and return to the instructor.