

PAFLE GRADUATE INTERNSHIP PACKET

**Parent and Family Life Education
Master's Program in Human Development and Family Studies**

**Department of Human Development and Family Studies
College of Human Environmental Sciences
The University of Alabama
Tuscaloosa, Alabama**

Updated 7-14-2016

PAFLE Graduate Internship Procedure Overview

1. Graduate student makes an appointment with the PAFLE coordinator one semester prior to the proposed internship semester to consult about possible internship options and requirements.

The discussion will center around:

- Career goals
- Internship goals
- Possible internship sites
- Protocol for making internship contacts
- Complete Criminal History Background Check

Internship sites include agencies that serve individuals, children or families by delivering family life education programs. This would include but is not limited to programs involving marriage education, parent education (including home visitation services), sexuality education, and family resource management.

2. After meeting with the PAFLE coordinator, student pursues contacts with possible internship sites. In some cases, the PAFLE coordinator will contact the internship site first before the student makes a follow-up contact. After deciding on an internship placement, student contacts internship coordinator about the decision. The coordinator then confirms the desired placement with the on-site supervisor.

Protocol for Making Appointments by Phone and for Internship Interviews

A. *When making appointments by phone to discuss internships with a potential site supervisor, you may say:*

“Hello, my name is _____ and I am a University of Alabama Graduate student concentrating in Parent and Family Life Education in the department of Human Development and Family Studies. I am scheduled to complete an internship in (fall, spring, summer). I would like to know if your program has any opportunities for graduate student internships available during that time. If so, I would like to schedule a time to meet with you to learn more about your program and the opportunities that you offer interns.

B. *When meeting with potential on-site supervisor:*

1. Dress professionally. A blouse/skirt or simple dress, shirt/slacks are appropriate; a suit is not necessary.

2. Ask person you are meeting with to tell you about the program/agency. Some possible questions are:
 - What services does it provide?
 - What population does it serve?
 - What kinds of responsibilities do interns have in this program?
3. Ask for a tour of the program, if possible.
4. Tell them that you are gathering information right now and will need to get back with the PAFLE Graduate Internship Coordinator at UA before a decision is made.
5. Let them know that you will get back in touch when a decision is made.
6. Thank them for their time and help.

General University Guidelines

Parent and Family Life Education Graduate Internship

Department of Human Development and Family Studies
College of Human Environmental Sciences, The University of Alabama

120 clock hours that is partial fulfillment of HD 591: Special Problems in Methods of Family Life Education. These clock hours may be fulfilled during the fall second semester of the program, or spread out across summer, fall semester second year and spring semester second year.

Objective: to provide the student an opportunity to apply theory to practice in the field of family life education.

I. Responsibilities

- A. Work under the authority and supervision of the designated person at the specified site. This person is the On-Site Agency Supervisor.
- B. Fulfill objectives as designated. Since this is a cooperative arrangement, the on-site supervisor and the PAFLE Graduate Student intern will work together in developing the objectives and guidelines for the experience.
- C. Maintain a journal of experiences to be read by the On-Site Agency Supervisor and by the PAFLE Coordinator at The University of Alabama at the midpoint of completing the internship clock hours and at the end of the internship experience.
- D. Submit 4-6 representative digital photos of internship experiences in accordance to established guidelines of taking photos with children and clients in the agency.
- E. Provide the PAFLE Coordinator with a description of specific projects, reports and/or presentations by completing the Learning Contract. (Found on page 10 of this packet).
- F. Make a PAFLE Internship Portfolio that includes appropriate handouts, copies of articles, and a bibliography of books/journals/materials read during the internship. This is to be saved in digital format and uploaded into the appropriate Assignment boxes with the HD 591 elearning site.

II. Guidelines for experience

- A. Observe and assist designated persons during an orientation and training period at the agency.

- B. Plan and implement appropriate experiences as approved by the On-Site Agency Supervisor of the experience

III. Evaluation

- A. An evaluation form will be completed by the On-Site Agency Supervisor and reviewed with the PAFLE Graduate Student Intern twice during the internship experience. The forms are on pages 18 to 21 of this packet.
- B. There will be regular communication between the PAFLE Coordinator and the On-Site Agency Supervisor will be utilized throughout the time the PAFLE Graduate Student Intern is completing internship contact hours. (emails, letters, telephone, and/or on-site visits).

What is Expected of a PAFLE Graduate Student Intern?

The following expectations for PAFLE Graduate Student Interns are a blend of common sense and good manners:

- The Graduate Student Intern is expected to report to school/agency/ hospital on time each day. Tardiness is unacceptable.
- The Graduate Student Intern is expected to place professional duties ahead of personal wishes and accept responsibilities, which are a necessary part of the profession.
- The Graduate Student Intern should strive to exemplify the attitudes and actions of a professional rather than those of a student.
- The Graduate Student Intern must conform to school/agency/hospital rules and policies and local standards of behavior.
- The Graduate Student Intern is expected to plan work daily.
- The Graduate Student Intern must safeguard all personal and confidential information and use it for professional purposes only.
- The Graduate Student Intern is expected to avoid voicing unfavorable criticism of the cooperating school/agency/ hospital, and the community, except to the proper professionals.
- The Graduate Student Intern is expected to follow the rules of basic courtesy toward children, parents, patients, clients, staff, and members of the community.
- The Graduate Student Intern is expected to dress appropriately and in keeping with school/agency/hospital/community standards. When in doubt, ask beforehand!
- In case of emergency, the Graduate Student Intern should consult with the on-site supervisor and should notify the PAFLE Graduate Coordinator, if applicable.
- The Graduate Student Intern is expected to attend professional meetings such as faculty meetings, agency staff meetings, PTA meetings, and/or other pertinent community meetings.
- The Graduate Student Intern is expected to take an active part in extracurricular/outside activities connected with the school/agency/hospital.
- The Graduate Student Intern is expected to develop and then practice his/her own reflective decision-making strategies.

SUGGESTIONS TO INTERNS FOR SUCCESS IN THEIR PROFESSIONAL INTERNSHIP

1. Go into the Professional Internship as if you expect to be offered a permanent job and this experience is a trial period.
2. Know what you want out of the experience. Know what the internship host wants from you.
3. Expect a period of adjustment in the beginning. You are in a new environment, which is anxiety producing. Concentrate on getting yourself organized and on learning as much as you can. Make use of stress reducing strategies and get enough rest.
4. Make it well known by word and by example that you are at the internship site to learn.
5. Embrace hard work.
6. Ask questions and take the initiative to learn new things. Broaden your horizons!
7. Expect to enjoy the internship experience and develop your skills in a challenging environment.
8. Set priorities and know when to change them.
9. Use performance feedback as a springboard for learning and improving your skills.
10. Understand and follow all policies and procedures, without exception, that are in place at the internship site and that are included in University expectations.
11. Voice your opinions and ideas in a professional manner

PAFLE GRADUATE INTERNSHIP INFORMATION

Once you have accepted an internship, submit:

- **this completed form** with the contact information for you and your supervisor at the internship site,
- a copy of your **CRIMINAL HISTORY BACKGROUND CHECK,**
- **PICTURE, AND**
- a completed **CONFIDENTIALITY AGREEMENT** (see page 17 in this document)

Semester Term/Year: Summer_____ Fall_____ Spring_____

Student Last Name **MI** **Student First Name**

CWID **Student Landline** **Student Cell #**

Street address **City** **State** **Zip**

Student email

Name of Internship Agency:_____

Agency Address

Supervisor's Name:_____

Supervisor's Title: _____

Supervisor's Phone:_____

Supervisor's Email:_____

General Information

Graduate Student PAFLE Interns should meet with their supervisors before the end of the semester *prior* to the Internship to discuss attendance schedule, develop specific objectives for the internship, and go over general responsibilities as outlined in the internship packet. Graduate Student Interns should report to the internship site on the day agreed upon by the On-Site Agency Supervisor and the Graduate Student Intern.

The PAFLE Graduate Internship will be managed via eLearning; therefore, all communication for the course will be through eLearning. **Interns are responsible for checking BlackBoard on a regular basis** for emails, notices, updates, and general information.

Dr. Curtner-Smith's office telephone number is (205) 348-8151. Email through blackboard learn and/or at mcurtner@ches.ua.edu is best. In case of an emergency, Dr. Curtner-Smith's cell phone number is (XXX)XXX-XXXX. Faxes should be sent to (205) 348-8153. You are encouraged to maintain contact with Dr. Curtner-Smith throughout your internship if there are any questions, concerns, or updates.

Agency Internship Requirements

1. Develop objectives and related responsibilities for the internship with the on-site supervisor at the beginning of the internship using the Agency Internship Objectives section of this packet for guidelines. The objectives and related responsibilities should pertain to the delivery of family life education programming. A timeline for completion of objectives and related responsibilities is recommended where applicable.
2. Complete objectives and related responsibilities established with the on-site supervisor in a timely manner.
3. Complete a daily reflective internship journal according to established guidelines.
4. Take 4-6 photos representative of the internship experience according to guidelines provided and submit on established due date.
5. Complete and submit Learning Contract.
6. Complete an End-of-Semester portfolio according to guidelines provided and submit on the established due date.
7. Meet with the on-site internship supervisor during scheduled appointments to review midterm and final evaluations.

LEARNING CONTRACT

(you may make additional copies of this page)

The PAFLE Graduate Student Intern and the On-site Supervisor should complete the Work Assignment Plan together to detail specific tasks the intern should accomplish. This document should be reviewed periodically (weekly at first) by the Intern with the On-site Supervisor and updated/revised as necessary. This form should reflect significant projects assigned. Interns are expected to provide documentation of their achievement in the portfolio to be turned in at the conclusion of the internship period. The PAFLE Coordinator may make suggestions or modifications to the plan as appropriate.

Goal:

Objectives:

Learning Activities:

| <u>DATE ASSIGNED</u> | <u>TASK/PROJECT/ ASSIGNMENT</u> | <u>DEADLINE DATE</u> | <u>DATE COMPLETED</u> | <u>SUPERVISOR'S INITIALS</u> |
|--------------------------|-------------------------------------|--------------------------|---------------------------|----------------------------------|
| | | | | |
| | | | | |
| | | | | |

Assessment Outcome:

Self-Evaluation:

Intern's signature

On-Site Supervisor's Signature

PAFLE Coordinator's Signature

Date

PAFLE Internship Objectives

Overall Objectives:

1. To learn about the agency: its objectives, goals, staff, and clients.
2. To acquire knowledge and understanding of the scope of the program.
3. To work with clients and staff in the program.
4. To work as a support staff member, assisting in any area of the program where family life education programming takes place.
5. To plan and execute specific activities within the agency.

Specific activities/responsibilities relating to these objectives may include:

- attend staff meetings
- assist with administration functions
- assist with the agency's clients as they participate in the program
- develop new activities and materials for the program, if applicable
- present or co-present educational information to clients and /or families
- deliver home visitation services when appropriate
- assist with event planning, if applicable
- attend court sessions when appropriate

PAFLE Graduate Internship Journal

The PAFLE Internship Journal

This journal is a **single document comprised of daily, dated reflective entries** describing what you learned from your internship after each day of interning. You should address each of the following below in your daily entries. **Make sure to identify each area below as you address it in your daily entry:**

- **highlights and accomplishments** of the day
- **challenges** and how you met those challenges
- **how you applied learning** from courses taken to your experience
- **insight** you gained into your growth and development as an intern.

These kinds of reflections are more significant than detailed reporting of what you did that day. **Each daily entry should be dated separately and typed in paragraph form.** Be sure to check with your program regarding privacy and confidentiality policies regarding the use of client's names and defining characteristics. You may need to use initials rather than names, for example.

Journal entries will be due after you complete 60 hours of the PAFLE internship and with your end-of-semester portfolio.

The midterm journal should include the following (in addition to the daily journal entries):

- a description of the program, overall program goals and objectives, and population served
- the role of the department you are assigned to and how it fits into overall agency functioning
- staffing arrangements in your assigned unit/department,
- **the objectives and related responsibilities** for the semester and tentative timeline for completion as developed with your on-site supervisor (this is the Learning Contract), and
- your attendance schedule

The **final journal** should include only daily journal entries and an updated Learning Contract as described in the introductory paragraph.

Journals should be submitted as a single document to an assignment folder on Blackboard Learn. There will be instructions provided for submitting the journal.

Agency Internship End-of-Semester/e Portfolio

The end-of-semester/e- portfolio is due after 120 hours contact hours with the internship are completed. It should be a series of separate documents that are well organized with descriptions as needed, and include:

- the final journal (last set of journal entries since the midterm journal)
- a description of any special projects you assisted with or were responsible for along **with** accompanying samples (or photos of samples), handouts, or other documentation,

As of the beginning of the Fall 2016 Semester, there are separate assignment boxes in the HD 591 blackboard learn elearning website where PAFLE Graduate Student Interns may submit the Midterm Journal, the Final Journal, Photos, Handouts, and Articles/Books

Intern Photo Guidelines and Submission Instructions

You should take 4 to 6 digital photos that are representative of your PAFLE internship experience. These photos should include YOU with children and/or clients. Make sure to get permission from your supervisor before taking photos. They may be used by the dean, department chair, or faculty when discussing the internships that our students have participated in with interested groups or on our college and department website or by faculty in presentations, etc. You may ask your supervisor or a staff member to take the photos. It is very important to check with your supervisor first because most agencies have releases that must be completed before a child and/or a client can appear in a photograph.

Photos that show *natural involvement* rather than “posed” shots are preferable.

For agency internships, your photos should include you and the agency clients involved in activities that are typical of the agency (i.e., giving a presentation, leading a support group, interacting with clients, etc.). Your participation in events that have been planned is also appropriate.

Note: Some agencies have very stringent policies about photographing clients. That is because to reveal the clients’ identities might put the client in danger. A domestic violence shelter is an example of an agency that is likely to have very strict rules about photographing clients. If you are unable to take photos with children, clients, or patients due to privacy policies, please include photos of yourself by the program/agency/hospital sign, photos with staff, or photos of you involved in any other way that represents significant aspects of your internship experience.

PAFLE Intern Picture/Image Agreement

As a University of Alabama PAFLE Graduate Student Intern in the Department of Human Development and Family Studies (HDFS) in the College of Human Environmental Sciences, I agree to share the photographs, videos, and/or other images that I take of clients served in my internship placement only with the PAFLE Coordinator. Further, I will not share or include such images on any internet website such as YouTube or others or in any social network such as Facebook, MySpace, Twitter, Snapchat or others.

Signature _____

Date _____

Printed

Name _____

Student

CWID _____

Course

ID _____

Academic

Term _____

Confidentiality Contract

Many Human Development and Family Studies courses have laboratory, practicum, or clinical components requiring students to complete observation and participation hours in on-campus and off-campus programs for children and families. To protect the right to privacy and confidentiality of the individuals being served by these programs, I agree that I will not discuss any child, family member, or client in these programs with anyone other than my course instructor and as permitted in classroom discussions led by my classroom instructor.

Course(s) _____

Signed _____ Date _____

Print Name _____

Student ID _____

Parent and Family Life Education Graduate Internship Evaluation

Department of Human Development and Family Studies,
College of Human Environmental Sciences, The University of Alabama

Date: _____
Midterm _____ Final _____
(Please check appropriate grading period)

STUDENT'S NAME _____

AGENCY: _____

DESCRIPTION OF INTERNSHIP: _____

EVALUATION COMPLETED BY: _____

RELATIONSHIP TO STUDENT _____ NUMBER OF HOURS COMPLETED _____

Please evaluate the student(s) assigned to your agency on the following items. The performance level is as follows:

- | | |
|---------------------------|--------------|
| 1: UNSATISFACTORY | 4: VERY GOOD |
| 2: LESS THAN SATISFACTORY | 5: EXCELLENT |
| 3: SATISFACTORY | |

- _____ Worked required number of hours
- _____ Appearance (neat, attractive, appropriate)
- _____ Punctuality (promptness)
- _____ Cooperative
- _____ Attitude toward assignments
- _____ Professional interest and intellectual curiosity
- _____ Professional behavior and growth

- _____ Knowledge of and ability to interpret policies and relations
- _____ Industrious and creative
- _____ Dependability, “follow through”
- _____ Efficiency, organizational ability
- _____ Judgment, decision making ability
- _____ Adaptability
- _____ Ability to relate and utilize previous learning experiences
- _____ Self confidence
- _____ Interpersonal relationships with clients
- _____ Interpersonal relationships with staff
- _____ Emotional stability
- _____ Problem solving ability
- _____ Potential for working with an agency in your professional area
- _____ Objectives and related responsibilities for the internship developed cooperatively
by the intern and on-site supervisor at the beginning of the semester have been
completed satisfactorily

General statement of Student Intern’s overall performance:

Suggested grade _____

Supervisor

Please submit to Dr. Mary Elizabeth Curtner-Smith, CFLE
 You may scan and email to mcurtner@ches.ua.edu or
 fax to 205-348-8153 ATT: M. E. Curtner-Smith

Parent and Family Life Education Graduate Internship Evaluation

Department of Human Development and Family Studies,
College of Human Environmental Sciences, The University of Alabama

Date: _____
Midterm _____ Final _____
(Please check appropriate grading period)

STUDENT'S NAME _____

AGENCY: _____

DESCRIPTION OF INTERNSHIP: _____

EVALUATION COMPLETED BY: _____

RELATIONSHIP TO STUDENT _____ NUMBER OF HOURS COMPLETED _____

Please evaluate the student(s) assigned to your agency on the following items. The performance level is as follows:

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- _____ worked required number of hours
- _____ Appearance (neat, attractive, appropriate)
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- _____ Attitude toward assignments
- _____ Professional interest and intellectual curiosity

- _____ Professional behavior and growth
- _____ Knowledge of and ability to interpret policies and relations
- _____ Industrious and creative
- _____ Dependability, “follow through”
- _____ Efficiency, organizational ability
- _____ Judgment, decision making ability
- _____ Adaptability
- _____ Ability to relate and utilize previous learning experiences
- _____ Self confidence
- _____ Interpersonal relationships with clients
- _____ Interpersonal relationships with staff
- _____ Emotional stability
- _____ Problem solving ability
- _____ Potential for working with an agency in your professional area
- _____ Objectives and related responsibilities for the internship developed cooperatively
by the intern and supervisor at the beginning of the semester have been
completed satisfactorily

General statement of student’s overall performance:

Suggested grade _____

Supervisor

Please submit to Dr. Mary Elizabeth Curtner-Smith, CFLE
You may scan and email to mcurtner@ches.ua.edu or
fax to 205-348-8153 ATT: M. E. Curtner-Smith

