

# Human Development and Family Science

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Human Development and Family Science

## INTERNSHIP MANUAL

*A Guide for HDFS*

**Undergraduate Interns & Supervisors, and Collaborating Agencies**

**Fall 2025 – Summer 2026**

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**Internship Co-coordinator: Emily Halpin, Ph.D.**

The manual is a working document and is subject to change by the School of Education and the HDFS program to maintain program, site, and departmental needs. University policies, state, and federal laws govern the execution of internships. This manual may be updated at any time to meet the expectations of the entities.

## **Table of Contents**

### **HDFS Program Information Overview**

<a href="#">HDFS Internship Faculty Contacts</a> .....	3
<a href="#">Role of the UNC HDFS Program Coordinator</a> .....	3
<a href="#">Role of the Internship Instructors/ Faculty Supervisors</a> .....	3
<a href="#">HDFS Program Overview</a> .....	3
<a href="#">Mission Statement of HDFS</a> .....	3
<a href="#">ARS Accommodations</a> .....	4
<a href="#">Academic Integrity</a> .....	5

### **Information for Students, Sites & Supervisors**

<a href="#">Choosing the Best Internship Site for Your Career Goals</a> .....	5
<a href="#">Eligibility Requirements for Becoming &amp; Remaining an HDFS Internship Site</a> .....	6
<a href="#">Clearances/Criminal Background Screening</a> .....	7-8
<a href="#">Role of the UNC HDFS Program and Faculty Supervisor</a> .....	9
<a href="#">Requirements and Role of the Site Supervisor</a> .....	9
<a href="#">Internship Planning Class (EDUC 583)</a> .....	9
<a href="#">Student Responsibilities: Planning for &amp; During Internship Experience</a> .....	10
<a href="#">Weekly Supervision Meetings with Students &amp; Site Supervisors</a> .....	11
<a href="#">Mid-Term &amp; Final Semester Evaluations</a> .....	11

### **Information for UNC Faculty Supervisors**

<a href="#">Internship Class (EDUC 698)</a> .....	12
<a href="#">Procedures for Supervising HDFS Interns</a> .....	13
<a href="#">HDFS Guidelines for Completing Internship Hour Requirement</a> .....	14
<a href="#">HDFS Policy for Internship Grading</a> .....	14
<a href="#">Incomplete Internship Policy</a> .....	14
<a href="#">Premature Termination of the Internship</a> .....	14

### **Appendices**

A: <a href="#">HDFS Internship Leadership Project</a> .....	16
B: <a href="#">Mid-Term &amp; Final Evaluation form of Intern</a> .....	17-18
C: <a href="#">Course Schedule</a> .....	19
D: <a href="#">Student Self-Assessment of Behavioral and Skill Outcomes</a> .....	21-22
E: <a href="#">Weekly Time Log</a> .....	23-24

## **HDFS Program Information Overview**

The University of North Carolina at Chapel Hill programs are built on research-based best practices, provide early and extensive clinical experience, and engage practicing students in collaborative inquiry. The internship gives candidates a chance to integrate theory and practice, demonstrate skills in a structured, supportive environment, and enhance their strengths and improve on areas that need improvement. It is one of the most important components of the program.

### **HDFS Internship Faculty Contacts**

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### **Role of the UNC HDFS Program Director**

The HDFS program director has oversight of the HDFS program and the internship experience. The director works collaboratively with faculty supervisors to place and supervise interns. Site supervisors and students may work directly with any of the HDFS faculty members teaching EDUC 583, the planning class for the internship. The program director also actively engages in finding placements and coordinating the internship experience.

### **Role of Internship Instructors/Faculty Supervisors**

The HDFS instructors who teach EDUC 698 serve as principal liaison between UNC and the Agency including appropriate communication with the HDFS Coordinator.

### **HDFS Program Overview**

Human Development and Family Science (HDFS) is a pre-professional interdisciplinary major for undergraduate students interested in careers that will improve the lives of children and families across the variety of contexts and cultures in which families live, learn and work. These careers are called "Helping Professions" and might include education, public health, social work, health services, business services, counseling services, and more. HDFS students graduate with a unique set of skills and experiences that make them highly sought-after candidates for graduate and licensure programs. A "Helping Profession" is one that nurtures the growth of or addresses the challenges to a person's physical, psychological, intellectual, emotional, or spiritual well-being.

### **Mission Statement of HDFS**

The mission of the Human Development and Family Science program at the University of North Carolina, Chapel Hill is to promote the well-being of children, youth, and families, in diverse developmental and societal contexts through evidence-based teaching, service, leadership, advocacy, research, and innovation.

### General Competencies Developed by HDFS Majors

1. Subject matter expertise
2. Family diversity
3. Communication skills
4. Writing and research skills
5. Leadership and interpersonal skills
6. Co-curricular involvement and service learning
7. Preparedness for graduate school and entry level employment

### Program Outcomes

- Apply theories and knowledge about lifespan human development from many perspectives—psychological, sociological, educational, and cultural.
- Demonstrate awareness of professional behaviors and ethical considerations needed to serve children, youth, and families.
- Assess individual and family experiences from diverse cultural backgrounds and perspectives, such as race, ethnicity, sexual identities, ability, socioeconomic status, immigrant status, and urban versus rural settings.
- Demonstrate the ability to develop resources and initiatives using appropriate strategies and technologies to support the well-being of children, families, schools, and communities through presentations, research, and service learning.

### ARS Accommodations

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities.

The UNC Accessibility Services and Resources Office works to ensure that programs and facilities at the University are accessible to all students. They can also determine if additional services or accommodations are appropriate so that individuals with disabilities have equal access to programs and facilities. We endeavor to make this course and its materials accessible to all students. Should you benefit from academic support or accommodation, please speak to your instructors as soon as possible. More information about the Accessibility Services and Resources Office can be found on their website ([accessibility.unc.edu](http://accessibility.unc.edu)) or by calling 919-962-8300.

All accommodation is coordinated through the Accessibility Resources and Service Office. For more information, please visit their website <http://accessibility.unc.edu>, Tel: - 919-962-8300 or Email; - [accessibility@unc.edu](mailto:accessibility@unc.edu).

Please let the internship director know if you have any unique situations or will need ARS accommodations at your site.

## UNC Policy on Academic Integrity

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected. If you require further information on the definition of plagiarism, authorized vs. unauthorized collaboration, unauthorized materials, consequences of violations, or additional information on the Honor Code at UNC, please visit <http://honor.unc.edu> or contact the Office of Student Conduct at 919-962-0805 or at [jpa@unc.edu](mailto:jpa@unc.edu).

## **Information for Students, Sites & Site Supervisors**

### Choosing the Best Internship Site for Your Career Goals

The internship provides students with professional skills for working with children, youth, families, and communities. Students are highly encouraged to seek placements that fit their interests and career goals. They should also consider sites that will provide a high-quality learning opportunity even if it does not exactly match their future goals. The internship may not always be a direct match with future career aspirations or a direct gateway to employment. The HDFS program faculty are responsible for approving internship sites. There are several preapproved sites that are available to students. Faculty will update the list periodically. Students may suggest a site, but they must be in direct alignment to the mission and values of the University of North Carolina at Chapel Hill, the School of Education, and the Human Development and Family Science program. Students are discouraged from completing internships at sites where they are currently employed or already have membership or leadership roles.

**Placements with faith-based and for-profit organizations** will be especially monitored for alignment with the university, school, and program goals.

Here are some things to consider when choosing a site:

1. Students will contact sites and set up meetings to discuss a potential fit. It is recommended that students visit at least two sites.
2. Students should select sites that serve populations that they are interested in serving. Shadowing and observations are highly encouraged to make the best possible match.
3. Students should explore any requisite skills required for the internship and ensure that they meet the sites' recommendations before the internship begins.
4. Students must report if their internship opportunity will be paid. The typical HDFS internship is unpaid.

**Location:** Students should select placements within 45 minutes of UNC Chapel Hill. In unusual situations, an appeal can be made in writing to request a placement outside of the expected range. Approval will depend on faculty availability to supervise the intern and the unique situation that warrants an internship away from the stipulated locations. The HDFS faculty will evaluate the appeal.

### Eligibility Requirements for Becoming and Remaining an HDFS Internship Site

The School of Education and the HDFS program are committed to providing students with high quality internship placements. The institution enjoys long-standing, established relationships with many non-profit or publicly funded organizations in the local community and surrounding areas. Sites must have clear mission and vision statements consistent with the School of Education, the Human Development and Family Science program and the National Council on Family Relations. The program also should adhere to the Code of Ethics by the National Human Services Organization (NHSO).

#### **Links:**

**School of Education Conceptual Framework:** <http://soe.unc.edu/about/framework.php>

**NCFR Code of Ethics:** <https://www.ncfr.org/board-and-governance/governance/ncfr-ethical-principles-guidelines-family-scientists>.

**NHSO Code of Ethics:** <https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

A list of our current sites can be found here: <https://ed.unc.edu/academics/programs/human-development-and-family-science/internships/>

#### **An approved organization for the HDFS internship placement must:**

1. **have as its primary mission the provision of human/social services.**
2. **respect clients' rights to self-determination.**
3. **respect client diversity in terms of age, ethnicity, culture, race, religion, sexual orientation, and socioeconomic status.**
4. **refrain from involving human service students in sales, evangelizing, or activities that might occur as secondary missions of the organization.**

#### **For Profit and church or religious based services**

Many for-profit agencies and churches or religious organizations engage in human services work. The School of Education and the HDFS program carefully screen potential sites that fall under the categories. Students seeking internship placements with religious-based or for-profit sites should discuss with the HDFS program coordinator and the Instructor for EDUC 583. In the case of for-profit sites, students should not engage in sales to provide profit for an agency. Careful screening will occur to ensure that students are not engaged in any sales or marketing for for-profit work.

## Faith-based Organizations

Organizations whose primary goal is to evangelize are not appropriate sites for the HDFS internship. Even if the religious organization is involved in human services work, they are not appropriate for the HDFS internship. The program realizes that some agencies are funded by religious groups, but their mission and vision are in alignment with the School of Education, HDFS, NCFR, and NOHS mission and code of ethical conduct. Careful screening will be done for agencies that raise concern for the program. The HDFS faculty will review and make a final decision.

- Students should not be involved in activities that promote membership growth for a religious entity.
- The students' work should not be linked to advancing the religious vision of the agency.
- Religious agencies must clearly articulate a commitment to social justice for all groups in society.

### Below is an example of an agency that is faith-based but has a clear mission for Human Services.

The goal of World Relief Durham is to work with refugees, the Church, and community partners to help refugees integrate and thrive in the Triangle. As a Christian organization, we believe the Church has a particular responsibility to work on behalf of vulnerable people, yet we need everybody in our community working together to make this happen.

The mission does not directly speak to evangelism. For this site, the internship supervisor provided additional guidelines which expressly prohibited any type of evangelistic or promotion directed at spiritual growth.

### The internship supervisor acknowledges that he/she must:

- Have at least a bachelor's degree and 2 years of field experience.
- Hold a position of responsibility in the organization and be able to observe the interns' work and offer constructive feedback on his/her performance.
- Be willing to carry out the following site supervision without financial compensation from UNC-Chapel Hill.
  - Submit 2 online evaluations of the student (Midterm at weeks 6 to 7 in the semester and final at the end of the semester).
  - Provide interns with supervision, training, and regular performance feedback.
  - Assign tasks that a bachelor's level intern can do.
  - Alert the UNC-CH internship supervisor immediately of any challenges you might be encountering with the intern.
  - Verify the completion of the interns required clock hours of participation.

## Clearances/Criminal Background Screening

*Internship sites should follow their organization's rules about clearances and may dismiss a student or not allow a student to work if the clearance requirements are not met. If someone in Human Resources helps new employees with clearances, background checks and insurance, please check with them to answer the following questions accurately.*

### **Clearances: What clearances, background checks, or testing are required for this position?**

*The internship site must inform the student of any necessary clearances, background checks, or testing, and how to complete them. The internship site is required to collect the necessary documentation before the internship begins.*

**Please note all necessary clearances, background checks, or testing that are required and the due date for each:**

Child Abuse Clearance	_____	Criminal Background Check	_____
Medical Exam	_____	Hepatitis Test	_____
Tuberculosis Test	_____	FBI check (Fingerprinting)	_____
Drug Screening	_____	Other	_____

If “Other” please explain:

*When is required documentation due to the site?*

***Please note:*** *It is important that supervisors and interns carefully discuss clearances, background checks, and testing requirements, and develop a plan to have all requirements met prior to the start of the internship.*

**Background check:** Will the agency cover the cost of the background check? UNC will pay for background checks not paid for by the agency run through UNC’s CBC program.

**Insurance – The student will be added to UNC–Chapel Hill’s liability insurance to be covered during the internship.** The cost of the insurance will be covered by UNC School of Education.

*Coverage limits are as follows:*

***Commercial General Liability:***

- *\$2,000,000 each occurrence for Bodily Injury, Property Damage, or Personal & Advertising Injury claims*
- *\$4,000,000 aggregate limit (Other Than Products/Completed Operations)*
- *\$100,000 Damage to Premises Rented to You*
- *\$15,000 for covered medical expenses.*

***Student Professional Liability for Health Occupation Training (if applicable to this internship placement)***

- *\$1,000,000 each wrongful act limit for Health Occupation Training - Student Professional Liability*
- *\$3,000,000 aggregate limit for Health Occupation Training Student Professional Liability*

**Reporting Concerns**

In the event the intern has concerns about his or her student learning experience at the site, the student should discuss those concerns with the faculty supervisor in a timely manner. The faculty supervisor will help the student address concerns and take the appropriate steps for resolution. Students are expected to engage in professional, collaborative problem solving with their site supervisor. The intern and site supervisor should first attempt to resolve the issue. The faculty supervisor should be aware of the issue and will provide support as needed. Students are encouraged to hone problem solving skills.



### **Role of the UNC HDFS Program and Faculty Supervisor**

1. Consider the perceptions and recommendations of the Agency in all matters concerning its field instruction program;
2. Provide guidelines to students in preparing a learning agreement which includes student educational objectives and field learning experiences;
4. Carry final responsibility for the administration of the internship program, including decisions which affect the progress of the student, such as grades, credits, and internship hours in the Agency;
5. Assume initial responsibility for the selection of student(s) to be placed at the agency, involve the agency in decisions regarding placement, and accept the agency's judgment as to the final acceptance of the individual student;
6. Provide the Agency with pertinent written information concerning student(s) selected for the placement in the Agency and final decisions regarding placement;
7. Provide consultation to the Agency, Site Supervisors(s) and other appropriate staff of the Agency regarding the general development of its internship program;
8. Provide a designated member of the faculty to serve as Faculty Liaison to the Agency in matters pertaining to the internship.

#### **This Faculty Liaison (University Supervisor) will:**

- a. Serve as principal liaison between the School and the Agency including appropriate communication with the HDFS Coordinator;
- b. Make periodic visits to the Agency to assess the practicum setting, review student progress and consult with the Site Supervisor on learning patterns or problems;
- c. Be available to the Site Supervisor for immediate consultation when requested; and
- d. Share with the Site Supervisor knowledge of the educational program of the school and pertinent information about the student's progress in other areas of the curriculum.

### **Requirements and Role of the Site Supervisor**

#### **Role of the Site Supervisor:**

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

### **Internship Planning Class (EDUC 583: Career and Professional Development)**

Unless an exception is granted, students will complete the internship preparation class in the semester before the internship starts. By the end of the course, students will have a signed contract for their internship. Students will not be allowed to change internship sites. Exceptions may be granted only if the selected site is no longer able to accommodate the student. Students must submit an original, signed copy of the Internship proposal to the HDFS Internship faculty coordinator. All internship sites will be verified by the HDFS program prior to approval of the internship as appropriate for receipt of academic credit. Students without approved and signed Internship proposals before the start of internship semester (proposals are expected to be completed the semester before the internship begins in the Internship Planning class) will be dropped from their internship class and therefore not receive internship credit.

## Student Responsibilities: Planning for and During Internship Experience

Interns are enrolled in a professional school, the School of Education. Members of the educational profession have special responsibilities since so many other people depend on them. The field-based component is a professional experience and should be taken seriously.

**Among the professional responsibilities in both the fall and spring student teaching internships, students are expected to:**

### **The student intern will**

- Prepare and submit a résumé to the Agency Supervisor.
- Provide her/his own transportation to and from the workplace.
- Follow a work schedule like other full-time employees.
- Perform the duties and responsibilities specified by the Agency Supervisor professionally.
- Support the Agency's philosophy, methods, leadership, and programs.
- Complete required forms and course requirements in a timely manner.
- Meet all obligations on time. If you find yourself running late to your placement or are sick, let your collaborating site supervisor and university supervisor know as soon as possible.
- Dress appropriately to reflect the status of a professional.
- Adopt a professional attitude. Be positive about your work. Demonstrate commitment.
- Texting and cell phone use are inappropriate when at your schools – phones should be kept on vibrate mode and if you receive an EMERGENCY MESSAGE – please excuse yourself from your duties by informing your supervisor and then attend to your emergency message.
- Always maintain confidentiality of children and families.
- Establish a positive relationship with the children, youth, and families through daily interactions.
- Practice effective communication skills with co-workers, faculty, and site supervisors.
- In the event the intern has concerns about his or her student learning experience at the site, the student should discuss those concerns with the faculty supervisor in a timely manner. The faculty supervisor will help the student address concerns and take the appropriate steps for resolution. Students are expected to engage in professional, collaborative problem solving with their site supervisor. The intern and site supervisor should first attempt to resolve the issue. The faculty supervisor should be aware of the issue and will provide support as needed. Students are encouraged to hone problem solving skills.
- Comment favorably on the good things happening in your internship and program. While on site, avoid criticism about the site placement, university, the program, or your classes. Please relay concerns to an HDFS faculty member or the program coordinator.
- Become familiar with the customs and code of ethics of your agency.
- Be open to feedback and changing.

### Weekly Supervision Meetings with Student & Site Supervisor

The site supervisor should hold frequent supervision meetings with students to provide feedback on performance and clarify expectations. Because a university supervisor is not supervising students on-site, internship supervisors take on the responsibility for the student during the internship hours. A university supervisor will do regular check-ins with the internship supervisor and student to make sure things are going as proposed and to work through in 3-way meetings any challenges that might come up over the semester. To receive academic credit the proposal must meet certain requirements, which include putting in 28 hours of work on-site each week across the academic semester.

### Mid-Term & Final Semester Evaluation

Students will undergo formal midterm and final evaluations. There will be a face-to-face triadic midterm evaluation. Please see the appendix and Taskstream for the required forms and instructions for the evaluation. The due date for completion will be in the syllabus.

**Certified Family Life Educator (CFLE) Credential:** Students in the HDFS program beginning Spring 2021 may be eligible to apply for the CFLE credential. The CFLE credential requires students to complete internship hours related to family life education. Students desiring the CFLE credential will be assigned to sites that align with one or more of the ten areas of CFLE. The student's internship project will have a FLE focus.

More information about the CFLE certification is provided on the links below.

<https://www.ncfr.org/cfle-certification>

Become Certified: <https://www.ncfr.org/cfle-certification/become-certified>

## **Information for UNC Faculty Supervisors**

### **Internship Class (EDUC 698)**

The primary goal of this course is to provide an integrative learning experience in which HDFS students apply academic learning acquired in previous coursework to real-life situations encountered in the field. The internship serves as the capstone of the HDFS major, requiring senior students to demonstrate mastery of the skills learned in HDFS major. Students are also required to complete a research/leadership project for the internship site which will be shared in both written format and an oral presentation.

The internship serves as the capstone experience for the HDFS major, requiring students to demonstrate their mastery of the goals of the HDFS program. The course engages students in the integration of knowledge and skills from previous course work with their experiences in the field. As such the student's performance in the seminar constitutes the senior assessment for all HDFS majors. Satisfactory performance is required for graduation. The overriding goal of the internship seminar is for students to demonstrate their proficiency in using their acquired knowledge and skills to guide their everyday work.

Students who successfully complete this course will be able to:

- Demonstrate understanding of practical issues related to Human Development and Family Science field.
- Demonstrate critical thinking, self-assessment, and reflection skills that will contribute to a successful internship experience and development of professional identity.
- Demonstrate knowledge and skills related to professionalism in the human service field that will prepare students to manage real-life issues in work settings as they pursue their chosen career paths.
- Develop and complete a research project at Internship site. The research is to be determined in collaboration with the internship site supervisor. The findings will be produced in written format and the student will also give an oral presentation to HDFS students and faculty and to their agency.

### **Internship Seminar Requirements**

#### **Requirement 1: Attendance**

Internship students will meet weekly to discuss their field experiences and related academic themes and material. This classroom component is a useful tool in helping students bridge connections between previous classroom learning and practice experiences. Attendance at seminars is required. Students are expected to arrive on time and attend the entire seminar. Absences, tardiness, and/or lack of participation in seminars will be reflected in student's final grade for passing the internship experience. If a student misses a seminar session, the work due at this session must be turned in on time. The student is responsible for gathering any information missed due to any absence. And the student is responsible for having paperwork submitted for an excused absence.

## **Requirement 2: Class Participation and Preparation**

Seminar classes are discussion-based, and the quality of a seminar course can be no better than the quality of student contributions to those discussions. Therefore, completing the assigned readings prior to class, coming to class with thought-provoking questions, and participating in discussions about how the readings relate to your own internship experiences are important student responsibilities. Internship experiences assume a high degree of student self-directedness, motivation, and professionalism. Consistent with these expectations, a high level of quality in student preparation and leadership in the course is assumed and expected.

## **Requirement 3: Weekly Readings and Writing Assignments**

Each week students will turn in writing assignments related to the course goals and learning outcomes. Relevant reading for each paper topic is assigned in the week before the paper due date so that students will have every chance to fully understand the concepts before writing the paper. Papers assigned in the course are to be turned in stapled and in hard copy at the beginning of class on the due date. All sources used in writing assignments (except for general information from the text) must be cited using APA style. Any quotes from the text should also be referenced.

All work should be presented in a manner consistent with professional and scholarly expectations. Accordingly, late work will not be accepted and will be recorded as a "0." Papers should be no more than 5 pages long exclusive of references. For more details about APA style, please consult the OWL Perdue website.

## **Requirement 4 – Complete an Internship Leadership/Family Life Education Project – Across the Semester, students will be working on completing a project designed with the internship site supervisor.**

The last 2 weeks of the semester students will share the results of the project and recommendations based on findings to the agency and to HDFS faculty and students.

## **Procedures for Supervising HDFS Interns**

Faculty receiving course credit for the internship are expected to conduct seven face to face seminars over 15 weeks. Additional meetings via Zoom are recommended based on need.

- The first meeting should take place on Tuesday during the first or second week of classes. Time will be established by the HDFS faculty supervising the internship. Students will be notified about the mandatory meeting in the semester preceding the internship.
- The remaining seminars should last 2-3 hours and include professional development to support the intern, reflection, and peer/instructor feedback on the leadership project.
- One face to face triadic meeting is expected during the semester. It is highly recommended this meeting occurs at the mid-point of the semester.
- Faculty supervisors should maintain frequent communication with the site supervisor. Emails are desired so that a record can be kept of communication.
- Faculty should maintain grades, rubrics, and assignment instructions in Canvas.
- Faculty must complete assessments in Canvas before submitting final grades.
- The faculty will assist students with completing the leadership project and provide timely feedback to ensure a successful project completion.
- Faculty should coordinate the final project symposium held on the final Tuesday of the semester. The faculty supervisor will work with the HDFS program coordinator to organize the event.

### HDFS Guidelines for Completing Internship Hour Requirements

Students accepted into HDFS before Fall 2018 and maintained that catalog are expected to work 28 hours a week at their selected Human Service Internship site. Students accepted in Fall 2018 and thereafter, and who have completed EDUC 405, will complete **25 hours** per week at their site. These hours do not include Zoom meetings/office hours with the Instructor/University Supervisor. Students will have at least one formal check-in with their site supervisor with a 3-way meeting taking place by midterm. Additionally, during the first two weeks of classes, your instructor (i.e., University Supervisor) will be in-contact via phone or zoom with site supervisors. Students will make their instructor aware of their progress and alert them her of any challenges encountered. To keep students on-track, instituted deadlines have been established for important benchmarks and established deadlines for submission.

### HDFS Policy for Internship Grading

The following scale is used to identify final course grades for the HDFS Internship Course (EDUC 698)

Grading Scale:	Total Semester Points	Grade
	94-100	A
	90-93	A-
	87-89	B+
	83-86	B
	80-82	B-
	77-79	C+
	73-76	C
	70-72	C-
	67-69	D+
	63-66	D
	60-62	D-
	Below 60	F

### Incomplete Internship Policy

Students who do not complete the minimum required hours will fail the course. In extraordinary circumstances, the HDFS program coordinator, university supervisor, and the student affairs office will investigate and provide students with options for remaining in compliance with expectations. Students are expected to communicate frequently with the faculty supervisor and immediately notify him/her if they are faced with an extenuating circumstance. Note that reports will be addressed based on the university's policies and the internship contract signed by the students.

### Premature Termination of the Internship

In the event of behavior deemed particularly inappropriate based on agency or university standards, the student intern MAY face termination from the internship program, based on recommendations of the site supervisor, faculty Supervisor, the program Coordinator, HDFS Coordinator and/or the University of North Carolina Code of Conduct. Students will have ample time to discuss with faculty. Every attempt will be made to assist students in a successful internship completion and termination will be used as a last resort. Note that criminal and illegal behavior are grounds for immediate termination.

The Agency may revoke the intern's right to receive training at the internship site if, in the Agency's sole discretion; (a) the intern's performance is unsatisfactory; (b) the intern's health status is or becomes a detriment to the successful completion of the internship and (c) the intern fails to fully comply with the statements in the Acknowledgement. The internship supervisor must inform UNC-CH internship coordinator of any changes to the student's status.

## Student Professional Expectations

**Student Name:** \_\_\_\_\_ [OBJ]

Students in the Human Development and Family Science Program are expected to behave conducive to professional and academic growth. They are expected to possess dispositions and behaviors that lead to positive relationships with peers, faculty, staff, and community partners. It is the program's hope that the existence and potential use of this form will help to encourage mindfulness and a professional disposition.

If a faculty member has a concern about a student's disposition, they should complete this form and submit it to the HDFS program coordinator. Please highlight areas that are concerning by putting an "X" in the appropriate column. The faculty member should identify the concern and include documentation or narrative to provide context.

The documentation is kept for internal use and will not be placed on a student's transcript. If the faculty believes the concern will negatively impact students' ability to secure an internship or complete the program, a meeting will be called to discuss the concerns with the student. If the concern is beyond the program's scope, the issue will be sent to the appropriate university office. Some recent areas of concern include:

Disposition	Unacceptable (1)	Acceptable Beginning Practice (2)	Acceptable Professional Practice (3)	Exceptional Practice (4)
<b>Disposition #1</b> Commitment to learning, growing, and changing in a rigorous academic environment. Evidence of self-directed learning, analytical and creative thinking, reflection to deepen and apply academic content.				
<b>Disposition #2</b> Value and appreciate the diverse and multicultural community that they are part of. Strive to foster culturally appropriate communication, activities, language, and behaviors in and outside of the classroom.				
<b>Disposition #3</b> Commitment to collaboration with peers, professional communities, internship sites, academic units, faculty, Deans etc. to grow as a professional. Willingness to accept and use feedback to grow in the program.				
<b>Disposition #4</b> Commitment to high ethical standards when serving children, youth, and families. Adherence to the code of ethics set forth by any NAEYC, NCFR, and NOHS.				
<b>Disposition #5</b> Show communication and writing skills that align with expectations for higher education and for human services professionals. The use of credible sources to communicate and support ideas in professional settings and materials.				

Signature \_\_\_\_\_ Print Name \_\_\_\_\_

Position \_\_\_\_\_ Date \_\_\_\_\_

Explanation for the concern:

Recommendation/Remediation for Student:



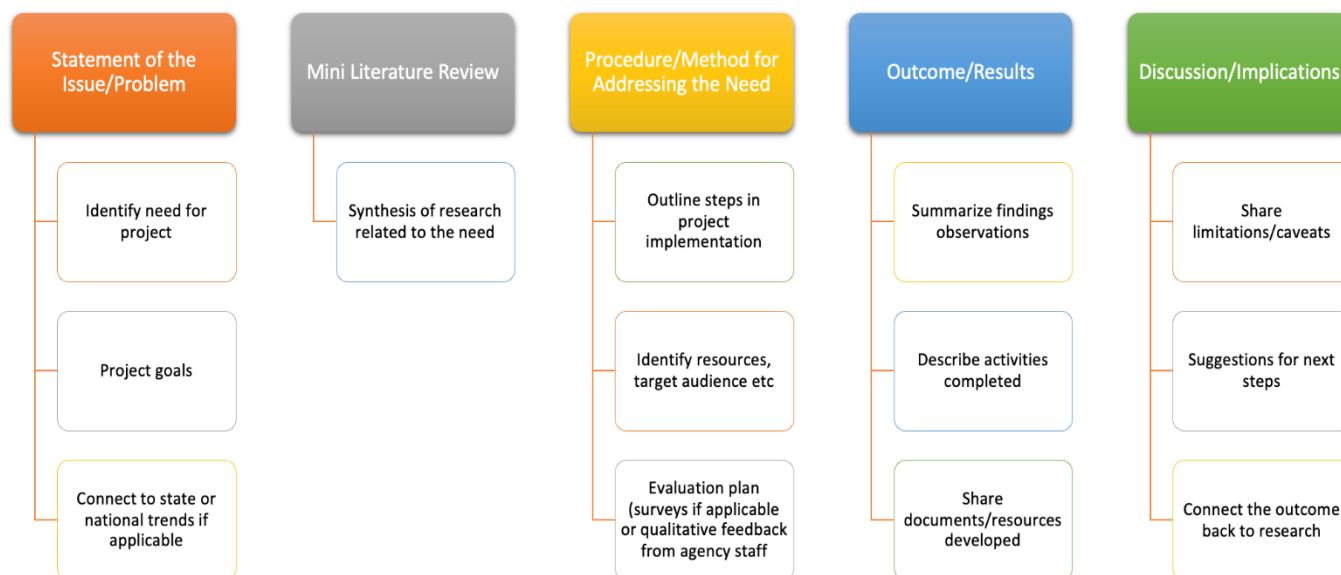
## Appendix A: HDFS Internship Leadership Project

### Description:

### HDFS Internship Leadership/Family Life Education Project Description

#### Description:

The purpose of the HDFS Internship Project is to increase students' understanding of how knowledge is constructed and applied within a human and family service setting. Collaboratively with site supervisors, HDFS interns will develop a plan to address needs and develop a family life education program. HDFS interns will research evidence-based strategies to develop a program to address the identified needs. HDFS Interns will present implementation process and outcomes along with highlights from the literature in an 8–12-page paper and poster presentation. Students who are pursuing the CFLE certification must develop, implement, and evaluate a family life education program.



#### Steps for Leadership/FLE Project Implementation:

1. Thoroughly review internship sites through a needs-based lens while asking questions. Note these questions and list the potential needs.
2. Meet with site supervisor to discuss needs and questions list. Determine potential focus area(s) and the age group of participants. Students may develop programs for children, youth, couples, or adults.
3. Meet with university supervisor to share needs and questions list and discuss potential focus area(s).
4. In collaboration with site and university supervisors, identify an *issue/topic* to address.
5. Review the literature on the chosen issue/topics. (Minimum of 7 sources)
6. Determine necessary resources that include both individuals and materials. Students should be guided by the principles of FLE as outlined by the Duncan and Goddard text.
7. Develop an implementation plan with a *start-to-finish* timeline.
8. Share plan with site and university supervisors. Get approval before beginning.
9. Execute and evaluate the plan/FLE project.
10. Evaluate Leadership Project from the perspective of stakeholders and personal reflections on impact made and lessons learned.
11. Present projects as a professional poster presentation to junior students, site supervisors, and faculty.

#### Leadership/Family Life Education Project Poster Presentation (Rubrics will be available on Sakai)

\*Prepare a professional poster presenting highlights based on the Leadership Project.



## Appendix B: Mid-Term & Final Evaluation form of Intern

### The University of North Carolina, Chapel Hill Human Development and Family Sciences Midterm and Final Evaluation of Intern:

The purpose of the evaluation is to:

1. Help students assess their overall performance and growth in the internship experience.
2. Provide students with suggestions for development in their chosen career path.
3. Provide feedback to the internship supervisor, faculty supervisor, and student about areas of strengths and opportunities for future learning.

Instructions:

Students are evaluated in three ways:

1. Self-assessment
2. Faculty supervisor assessment
3. Internship supervisor assessment

Student interns are required to submit this evaluation at Midterm/Final. The site supervisor, the faculty supervisor, and student should discuss the evaluation providing students with feedback on growth and opportunities for future learning.

Intern: \_\_\_\_\_

Date(s) Worked: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Position/Title: \_\_\_\_\_

Rating Scale:	
Level 5	<b>Proficient:</b> The intern has a well-established competence in the <u>element (knowledge, awareness, or skill)</u> being evaluated. The use of the element is consistently incorporated into the intern's work. Interns can reflect on their experience of the element and know when to consult. The intern functions in this element at a level that could allow them to work independently.
Level 4	<b>Competent:</b> The intern is aware of the element and frequently applies it in their work without need for assistance. The intern seeks greater learning about and understanding of the element as a form of ongoing development. Supervision focuses on further refining and developing advanced performance of this element.
Level 3	<b>Maturing Competence:</b> The intern is aware of the element and can utilize this awareness to inform their work in the internship setting, though the intern may still need assistance didactically or experientially to regularly utilize the element in their direct service/work. The application of learning to practice may be inconsistent. Ongoing supervision and monitoring are focused on continued advancement, integration, and consistency.
Level 2	<b>Emerging Competence:</b> The intern has a foundation in the element and moves toward acquiring competence in it. The intern may have cognitive understanding or experiential skills with the element, but those may not be well integrated. Significant supervision and monitoring are required to support the skill level needed for competence.
Level 1	<b>Insufficient Competence:</b> The intern does not understand or is unable to effectively demonstrate the element that is expected at this time in the training experience OR the intern exhibits behaviors indicating lack of readiness for the work that will be required in the internship setting. <i>Note, a meeting with the student intern should have occurred clearly identifying issues.</i>

Please circle the appropriate box that best describes the performance level of the student intern using the rating scale above.

<b>Outcomes</b>					
<i>Professional Ethics</i> (Maturity, judgement, ability to take initiative)	1	2	3	4	5
<i>Communication Skills with Staff and Clients</i> (Effective verbal and written communication)	1	2	3	4	5
<i>Empathy in dealing and working with others</i>	1	2	3	4	5
<i>Clinical skills if applicable for site or NA</i> (Demonstrating genuine care for clients, children, families)	1	2	3	4	5
<i>Diversity</i> (Respect for diverse people and talents)	1	2	3	4	5
<i>Professionalism</i> (Ability to accept professional responsibilities)	1	2	3	4	5
<i>Leadership</i> (Displayed leadership qualities)	1	2	3	4	5
<i>Organizing</i> (Great ability to establish priorities, utilize resources to solve problems, and prepare for meetings)	1	2	3	4	5
<i>Leadership and problem solving</i> (Great ability to solve problems)	1	2	3	4	5
<i>Technical skills</i> (Displayed high level of computer or technical skills necessary for the internship)	1	2	3	4	5
<i>Independence</i> (Displayed high level of ability to work independently)	1	2	3	4	5
<i>Completion</i> (Consistently completed tasks and projects on time and maintained perseverance when challenges arose)	1	2	3	4	5
<i>Teamwork</i> (Ability to work well within a team of professionals)	1	2	3	4	5
<i>Professional and interpersonal skills</i> (Ability to network by easily meeting new people and developing a professional relationship).	1	2	3	4	5

Strengths:

Opportunities for Future Learning and Growth:

## **Appendix C: Course Schedule**

## Appendix D: Student Self-Assessment of Behavioral and Skill Outcomes

**Description:** This self-evaluation should be completed after you have successfully met the 370-hour requirement for the internship. Compare the level of behavioral and skill development at the **end** of the internship to the level you had when you started your internship. Check the appropriate box that best describes the level of change in your development at the **end** of the internship. Survey will be available on Canvas.

Outcomes	1	2	3	4	5	6	7
<b>Behavioral Development</b>							
Self-confidence							
Enthusiasm							
Professional ethics							
Maturity							
Judgment							
Ability to take initiative							
Development of good working relationships with co-workers							
Ability to persuade people to act, change, or improve situations							
Ability to empathize with others and situations							
Ability to consider new ideas without becoming defensive							
Ability to demonstrate high energy							
Shows genuine caring for clients/children/families							
Appreciation of diverse people and talents							
Ability to accept professional responsibilities							
Ability to accept constructive criticism							
Clarity of professional goals							
Appreciation that education is a lifelong process							
<b>Skill Development</b>							
Time management							
Leadership skills							
Fiscal/money management knowledge							

Decision making							
Ability to problem solve							
Communication skills							
Computer skills							
Ability to complete tasks and projects on time							
Ability to work independently							
Understanding how organizations function							
Ability to apply core knowledge from FCS courses in internship							
Ability to change							
Ability to set priorities							
Ability to work well within teams of professionals							
Networking contacts							
Awareness of community resources							
Writing skills							
Oral presentation skills							
Ability to clearly articulate ideas to other professionals							
Development of creative thinking							
Understanding roles as FCS professionals in initiating, maintaining, and assessing policies that support the wellbeing of others							
Ability to access information and resources							
Professional image							
Understanding of Human Development and Family Science related jobs/careers							
Opportunities to learn from professionals/mentors on the job							
Practical work experience for FCS majors							
Quality of work							
Quantity of work							

## Appendix E: Weekly Time Log

### HDFS Internship Time Log

Human Development and Family Science Program  
School of Education/University of North Carolina at Chapel Hill

Student: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Agency: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

First Day: \_\_\_\_\_ Last Day: \_\_\_\_\_ Total hours: \_\_\_\_\_

Complete the log by writing in **the arrival time** and **departure time** each day with the total number of hours at the agency each day and total number of hours for the week. Give brief description for absences (e.g., holiday, spring break, sickness etc.). Each day must have a written response.

Date	Hours/Min Completed	Cumulative Hours	Activities


Email verification can replace signature.

To be signed by the student at the completion of the internship hours.

\_\_\_\_\_  
Signature of Intern

Date

\_\_\_\_\_  
Signature of Site Supervisor

Date