

## **The School of Family Life Academic Internship Program**

Our internship program has been organized according to the standards established by the Council for the Advancement of Standards in Higher Education (CAS) and those set out by the University for “Quality Internship Programs.” These regulations as stated in the CAS handbook stipulate that a quality internship program should “engage students in planned, educationally-related work and learning experiences that integrate knowledge and theory with practical application and skill development in a professional setting.” “The focus must be on learning and educational objectives not just on hours accrued at the site.” The internships should provide quality supervision and maintain intellectual rigor in the field experience. “Learning outcomes should include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.” “The expectation is that when course credit is offered for an internship that the credit must be primarily for learning not just for the practical work completed at the internship.” Our program incorporates these standards.

### **Unique qualities of our program:**

- An internship is regarded as one of the options for a capstone experience. The number of students in the major this fall is 1,024. This requires growing and adapting our program to meet additional demands for internships.
- Through the internship experience we seek to fulfill the mission of the School of Family Life, part of which is “help(ing) students develop the attitudes, beliefs, behaviors and skills that characterize persons of positive influence – in their own marriages and families, in their professions, in church and public service, and in other personal relationships.”
- Great diversity of experiences are sought in internship opportunities because of the wide range of emphases students take within the School of Family Life Major: Certified Family Life Education (CFLE), Family Finance, Foundation of Developmentally Appropriate Practices for Young Children (referred to as the Preschool Program), Home and Family Living (HFL) which includes further emphases in Cooking, Sewing, and Design, Family and Consumer Science Education (FACS ED), Human Development (HD), Marriage and Family Studies (MFS), and Gerontology. All of these emphases could at times include a research component as a part of the field experience.
- The following emphases require that students do an internship: CFLE, MFS, and Gerontology.

- Students who seek internships vary in the amount of employment or field experiences they have obtained prior to doing an internship.
- The amount of academic credit students can take related to their internships varies from three to six credits.
- Because of the diversity within the major due to the wide range of emphases, past hands-on experiences, and the amount of credit the students seek, we strive to create a program that would best suit the wide range of interests and needs of the students.
- In order to meet these diverse interests and needs both in our online course, for out of area students, and our on campus classes we have organized the students into groups with similar types of internships. Doing so allows the coordinator to adapt the course content and assignments to enhance the unique learning experiences of the student interns. For example the interns: share weekly concerns, problem-solve together, share how they are applying course concepts and theories, share ideas related to their professional development paper and/or their tailored project and their portfolios.
- Our program seeks to teach the student excellent professional habits, such as awareness of ethical and liability issues, how to be proactive in obtaining valuable hands on experience, how to network, how to integrate hands on learning with concepts and principles taught in their major areas of emphasis, how to apply what they are learning to strengthen their families and contribute to the well being of the communities they live in and how to obtain jobs or get accepted into graduate school upon graduation.

**Today's employment environment is challenging for many students without the internship experience. In today's employment culture it is not enough any more to graduate from college with a degree and expect to secure a job. Having a valuable internship experience is vital.**

Attached please find a sample student contract.

- Instructions for each assignment are given in an orientation meeting.
- Detailed instructions are also located on Blackboard under course Materials.
- Students also have access to weekly instructions on Blackboard. Each weekly assignment has the PowerPoint I use with all other assignments and necessary information located at tabs below.

Major headings we use on Blackboard are:

- Syllabus
- Announcements
- Course Materials
- Weekly Assignments
- Groups

Under each of these headings there are additional subheadings as needed.

Three Major Issues have presented us with challenges:

1. Students with different amounts of credits (3 to 6, occasionally 9)
  2. Dealing with a wide range of varied emphases
  3. Students doing a second time internship
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1. Dealing with Variable Credits students take (3 to 6, occasionally 9)
    - Structuring assignments to vary with the amounts of credits being taken.
  
  2. Dealing with a wide range of varied emphases.
    - In consultation with the students adapting existing assignments to meet the students needs
    - Tailored project verses Professional Development Paper
    - Readings tailored to their types of internships verses doing Lesson Modules
    - Having other options already available
  
  3. Second time interns
    - Some assignments must be repeated such as journaling and weekly time logs, goals and objectives
    - Using them as guides on the side for internet students (mentors to new students)
    - Tailoring other assignments specific to their needs

NAME: \_\_\_\_\_ ID # \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_ Cr: \_\_\_\_\_ Major: \_\_\_\_\_

## INCLASS STUDENT CONTRACT

THE SCHOOL OF FAMILY LIFE  
Internships and Field Studies

I will participate in the internship/field study time, location, & credits noted on my Student Application. My internship runs for **14 weeks** regardless of the number of credits I am taking. All my work must be submitted by the last day of the semester. I will receive a grade reflecting the course work completed by this time. I will apply myself diligently to complete the following academic requirements:

### Prior to Starting Internship:

- One-on-one Internship Orientation & Paperwork Completion with Internship Coordinator and/or staff
- Read Syllabus Thoroughly

### Regular Assignments: (See syllabus for due dates)

- Weekly Class Attendance and Active Participation
- Weekly Reports: Time Log & Reflection Journal
- Learning Goals & Objectives Worksheet
- Learning Goals & Objectives Evaluation
- Lesson Modules with Critical Thinking Questions (Hard Copy at JFSB Copy Center or Blackboard)  
Number of Modules (varies with credits taken):     3    6    9    12    15    17
- Final Project: Professional Development Paper (includes topic & outline)  
Number of Credits for paper:     3    4    5    6

Tailored Project (if taking more than 4 credits): \_\_\_\_\_

One-Page Internship Summary/Testimonial

Copy of "Thank You" Note

Learning Portfolio

### One-on-One Meetings with Administrator /Coordinator Dr. Magarrell

- Introductory (Approximately week 3)
- Final Interview (Approximately week 12)
- Final Interview Questions

### Forms:

- Supervisor Evaluations (2) & Self Evaluations (2)
- SFLIFS Evaluations (3) & Contract Completion Report
- Supervisory Grades: Progress & Comparison (Filled out by supervisor- follow up to make sure they have submitted both grades.)

### Other Tailored Assignments as Applicable such as:

- Internship Fair or Supervisory Luncheon Participation (2 hours required)

3. I will complete \_\_\_\_\_ experience hours (\_\_\_\_ credits) at \_\_\_\_\_ . Name of Experience Provider

4. I will represent BYU by acting responsibly, taking initiative, & adhering to the honor code.

5. I grant SFLIFS the right to use my One-Page Summary/Testimonial for advertising purposes. YES/NO

My signature below indicates that I understand and agree to all of the terms set forth above.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Section #    Date

\_\_\_\_\_  
Internship Coordinator

Name: \_\_\_\_\_

Week: \_\_\_\_\_

**Weekly Reflection and Professional Growth Journal**  
(Tailored to your Internship)

Reflect on and write about each of the following:

1. Your week's highs and lows, values, thoughts, feelings, values; what you would do differently regarding your learning experiences, creative work; what you are learning about relationships, yourself, and others.

2. Apply a concept or principle from your MFHD or HFL classes to your internship.

3. Discuss an issue or challenge and possible solutions.

4. Respond to thought questions assigned by Dr. Magarrell in class, or listed under announcement on Blackboard.