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The Philosophy & Purpose of Student Internships

First student interns must be aware that the internship is a class, which counts for 12 credit hours or 4 courses. Much of what is learned in the CHFD curriculum will be applied during your internship. Interns will also learn a new knowledge base that applies to the field of CHFD and particularly the skills sets related to their internship experience. Since the internship is a course, students should turn in assignments on time, review feedback on reflective journals, and understand that a final grade is assigned. The intern remains responsible as both a student at the university and an intern in the profession. Students do not graduate until the full internship is successfully completed.

The purpose of internship, or supervised professional experience, is based on an assumption that field placements give students a chance to:

a) Integrate and use their knowledge and skills from the CHFD coursework in their chosen internship sites
b) Reflect upon internship experiences through reflective journals with the support of a CHFD faculty member
c) Apply knowledge obtained from CHFD coursework under the supervision of a site supervisor and a CHFD faculty supervisor
d) Discover the need for further competencies in the field
e) Take steps to gain that competence under educational or clinical supervision,
f) Become better acquainted with the types of work settings in which such competence can be applied, and
g) Take knowledge learned in program of study and apply it to the real work world

Students experience first hand the scope of the job often taking active roles, further developing job related skills, and evaluating their own needs for further skill development relative to their career aspirations.

Child and Family Development Student Learning Outcomes:

Graduates of the CHFD program will:

• Exhibit professionalism, ethical practice, and effective communication in community-based settings as evaluated by a professional in the field.
• Critically analyze research and apply findings to programmatic application to meet the needs of their internship site population through a capstone internship project.
Objectives of Internship

The supervised professional experience (Internship - CHFD 4790) is a required part of the Child and Family Development curriculum. The emphasis in the Internship Program is on undergraduate placements in agencies, organizations, and businesses that might be potential places of employment for graduates. The following are overall objectives for an effective internship:

1. Decide on courses of action based on evaluation of development of children and families.
2. Apply and implement child development and family development theoretical framework to practical situations.
3. Demonstrate effective communication skills through day-to-day interactions, reflective journals, professionally written documentation, and public speaking.
4. Demonstrate professional and ethical behavior when collaborating with other professionals and families.
5. Interpret how social system networks affect the functioning of the family.
6. Implement developmentally appropriate programs for individuals throughout the lifespan.
7. Apply family-centered practices to interactions with clients and consumers.
Grade Point Average Requirements for Internships

- Students must have a 2.25 total institution GPA to apply for the Child and Family Development Internship (CHFD 4790).
- Students who do not meet the 2.25 GPA requirement will complete twelve (12) credit hours of approved course work as substitute for the internship with the approval of the CHFD program coordinator.

Required Hours

- Student interns must complete 600 hours with a weekly average of 40 hours per week (up to 4 hours per week may be allocated for completion of internship coursework but must be documented in their Weekly Report and Reflective Journal and Internship Weekly Time Record). Interns are required to attend and participate in two internship meetings on campus (midterm and final) and to complete the assignments associated with the internship course.
- Interns may only count hours performed on the job, not hours spent driving to and from work. Personal lunch hours may not be counted unless it is a part of the internship responsibilities. For example, if an intern is eating lunch with children as part of an internship assignment or participating in a training session, then it may count toward internship hours. Sitting in the office while eating lunch, counts as a personal lunch UNLESS the student is actively working on something internship related. Thus searching for jobs, looking at social media, and working on journals or other assignments is considered personal time and does not count toward the semester total.
- Be aware that most internship sites do NOT take the same holidays observed on campus (such as Spring Break), so interns are expected to work the schedule observed by the site. Any sick days or personal days that interns take must be cleared with CHFD faculty supervisor prior to the absence and will have to be made up as quickly as possible.

Definition of Terms

- **CHFD Faculty Supervisor**: The CHFD faculty member to whom all reports, evaluations, etc. will be submitted.
- **Site Supervisor**: The person who will supervise the internship at the agency, organization, or business. This person must meet with the intern on a weekly basis and direct the experience at the site.
- **MOU**: The Memorandum of Understanding (MOU) is a legal contract between Georgia Southern University and the internship site that spells out the special relationship between the internship site and the university as well as the faculty’s and university’s responsibilities. The MOU must be signed by a facility representative and an administrator at the internship site who has authority to enter into this legal agreement and returned to the University attorney prior to the beginning of the internship. The intern may not begin the internship until the MOU is signed and returned to the University attorney.
Responsibilities of CHFD Faculty Supervisor

As a representative of the University, the CHFD Faculty Supervisor cooperates with you in all phases of the internship process. The responsibilities include assisting you in determining the appropriate placement, setting deadlines for and accepting internship forms, reading and providing feedback on reflective journals, communicating with the site supervisor as appropriate, facilitating the internship meetings, completing the evaluation process, and assigning the final grade.

Responsibilities of Site Supervisor

The site supervisor (or the appropriate agency representative) signs the MOU, provides the working environment for the intern, communicates with the CHFD faculty supervisor, provides on-site supervision and guidance for the intern’s working experiences, and provides timely evaluations of the intern’s performance. The site supervisor must represent the profession; hence, the School of Human Ecology requires that a site supervisor have:

- A bachelor’s degree or higher from an accredited college or university
- At least three years of successful professional experience in the program or a related field
Responsibilities of Student Intern

A student intern’s responsibilities include making an initial contact with the agency/business, establishing objectives and developing a work schedule, planning and implementing the experience according to agency policy and university requirements, performing responsibilities in a professional manner, scheduling weekly supervisory meetings, and completing all agency and university assignments associated with the internship. Interns will work with the university and agency participants to plan interns’ job description and identify learning objectives. It is imperative that interns give adequate time and attention to thoroughly planning the experience. A well-defined plan is the basis for the entire internship experience.

Responsibilities of Student Intern to Georgia Southern University During the Internship

Start and End Dates of Internship

Internship must begin no later than the first day of classes based on the university calendar. Interns must have prior permission from faculty supervisor to begin the internship early. All work must be completed by the end of the semester or session. Remember, students will not officially graduate until all hours are complete, paperwork handed in, and faculty supervisor has given a passing grade. All paperwork MUST be completed and submitted to faculty supervisor by the last day of classes.

Report and Reflective Journals

The journal is a way of keeping in contact with the CHFD faculty supervisor. Journals will be written at the close of each week and submitted electronically to the faculty supervisor no later than Sunday at midnight. A sample report and reflective journal is included in this manual. Thorough and detailed answers to each question on the report form are expected. Do not cut and paste from one journal to the next. Answers help the faculty supervisor to gain a clear understanding of what has been accomplished since the previous journal and what learning experiences were particularly important. The site supervisor is aware of the journal; however, the journal is NOT approved by nor shown to the site supervisor.

CHFD faculty supervisors will review and provide feedback to journals. Be sure to consider the feedback before submitting subsequent journals.

****Interns should call the CHFD faculty supervisor immediately if any concerns that affect the internship placement arise. Allow the faculty supervisor to help you through any ethical, professional, or other conflicts within your placement.

Responsibilities of Student Intern to Internship Site During the Internship

Guidelines Document

Near the end of this manual are two Supervisor Guideline documents: one for Family Services internships and one for Child Development internships. The Supervisor Guidelines address expectations of the site supervisor as his/her commitment to the internship process. At the beginning of the internship, interns are to provide a copy of the Guidelines to site supervisor, obtain his/her signature, then fax or scan it to the faculty supervisor and keep the original in your internship notebook.
Cell Phone and Technology Use Policy

Site supervisors will receive an introductory letter from the CHFD faculty supervisor at the beginning of the internship. In the letter, the cell phone use policy will be stated as follows: “Interns have been instructed that personal cell phones, tablets, or laptop use during working hours is strictly prohibited. This means that interns should not use technological devices for texting, making personal calls, internet access, or any other purpose including internship related assignments. The only exception to this policy applies to regularly scheduled breaks, such as a lunch hour, when interns have personal time. Also, cell phone use is permitted if a site supervisor specifically asks the intern to use his/her cell phone for emergencies. Please contact me if your intern violates this policy.” Logging onto Facebook, Twitter, YouTube, and other social media websites for personal use is forbidden during the internship hours. Student should not take personal laptops, tablets, or “gaming toys” to the work site.

Weekly Time Record

Interns keep track of daily activities, when they arrive and leave the workplace, and a brief summary of what they accomplished and/or experienced each day. These logs will assist the intern in completing the weekly report and will be used as an additional basis for the final grade. Site supervisors must sign the record of hours at the end of each week. Time Records for the first half of internship should be turned in at the midterm meeting. At the final meeting, students will turn in Time Records for the entire semester (including copies of records prior to the midterm meeting).

Weekly Meetings

Interns must schedule and hold weekly meetings with the site supervisor to review work assignments. This regular contact is necessary so the site supervisor can evaluate the intern’s performance. This requirement should be communicated to the site supervisor before the beginning of the internship. If another staff member will be the intern's primary on-site supervisor, make sure this is cleared with the faculty supervisor before the start of the internship.

Termination of Internship

If an intern is terminated as a result of poor student performance the student will earn an F for the internship course. Subsequently, the student must reapply to intern the following semester given her/his GPA is still eligible to apply.
Finding Internship Site

Placement

The choice of an internship to suit individual interests and needs is an important decision. Internship site must align with a student’s emphasis area. The student initiates the placement process by researching available resources and conducting informational interviews. The CHFD faculty supervisor will have final approval of all internship sites. Please be aware that students’ second or third placement options may be approved instead of primary placements.

Internship Search

The success of a student’s search for an appropriate internship will be enhanced by:

• Meeting with a CHFD faculty member in the appropriate emphasis areas to discover suitable placements with a history of success for CHFD interns
• Researching the potential agency/ business/ site
• Speak with prospective site supervisor in order to learn about the agency and potential internship duties
• Preparing an effective resume and cover letter
• Ensure potential sites have proper accreditations and licenses to meet CHFD requirements (see page 6)

Interviews at Potential Internship Sites

As students interview at potential internship sites it is important that students use their time to interview the site and potential supervisor as much as the sites are interviewing the students. This is best done by physically visiting the location and going beyond phone interviews. Additionally, students should ask their potential site supervisor the following questions:

• What will the interns daily responsibilities include? What would a typical day look like?
• How will the supervisor and other staff members support the student in furthering her or his education through hands-on experiences? The internship requires 40 hours of work per week. Will this site have adequate work load for 40 hours of student intern work per week?
• Describe any orientations/trainings that the intern will need to complete during the internship.
• The supervisor is required to meet with the intern each week. Will this be an issue at this internship site?
• How will the intern and supervisor determine that internship goals are being met each week?
Pre-Internship Checklist

These steps should be completed in order.

☐ Attend Mandatory Internship Meeting the semester before internship: due dates for internship paperwork will be distributed at the meeting and in the Professional Development class, and will be posted in the Child Development Center (CDC) and on the SHE bulletin boards. **Child Life students, who take Professional Development class a semester early, are responsible for determining the meeting date, attending it, and turning in ALL internship paperwork by the deadline.**

☐ Speak to a faculty member after finding 4 places of interest.

☐ Visit a minimum of two placements of interest; talk with agency supervisors; confirm possibility of placement. (Child Life students are advised to apply at 20 sites and to speak with Dr. Kropp should they have questions). **THIS IS NOT A FORMAL COMMITMENT TO INTERN AT THAT SITE. MAKE SURE THE SITES ARE AWARE OF THIS**

☐ Complete CHFD Internship Site Approval Form and turn in before the deadline to faculty supervisor (Note: site supervisor does not sign this form).

All internship forms are available online on the School of Human Ecology webpage. Click “Child and Family Development” link and scroll until you see Internship.

CHFD faculty will meet to approve internship sites. The faculty supervisor will contact students by email or phone to provide notification that site was or was not approved.

☐ Submit typed MOU request to faculty supervisor no later than 1 week after your site has been approved.

☐ Contact the sites with whom you will NOT be interning and a.) Thank them for their time and b.) Let them know you are NOT going to be interning there.

☐ Complete the Draft Objectives Form and turn in to the faculty supervisor by the deadline. The internships faculty supervisor will notify student of any needed changes to objectives. (Note: Interns must send these to their site supervisor for review before submitting. If the site supervisor changes the objectives after final approval by the faculty supervisor, the intern may have to resubmit).

☐ Revise objectives and return to the internships faculty supervisor member for approval.

☐ Complete Internship Final Objectives including all contact information and learning objectives; include YOUR signature on the application.

☐ Obtain site supervisor’s signature approving learning objectives on Internship Final Objectives.

☐ Submit Internship Final Objectives (with your signature and site supervisor’s signature) and Off-Campus Participation Agreement to faculty supervisor by the deadline.

☐ Complete Professional Liability Insurance application online (30-45 days before internship, **you must follow the instructions in the manual. Payments must be made using a credit/debit card**).

☐ Print a copy of the confirmation page and turn in to faculty supervisor by the deadline. Also be sure to keep a copy for yourself.
Writing Internship Learning Objectives

Learning objectives describe the educational benefits of the intern experience. Internship learning objectives should be guided by what the intern hopes to gain from the internship experience, how he/she plans to reach the goals set, and how he/she can evaluate your accomplishments.

Step 1: Talk with Internship Site Supervisor

After an intern has been approved to intern with a particular site, the intern must contact the site supervisor to both let him/her know of the approval and gain a better understanding of what the internship responsibilities. By understanding the daily or regular responsibilities, students will be able to write objectives that align with the work they will be doing. Students are advised to discuss the following with their site supervisor:

• Anticipated daily responsibilities for the intern
• Primary tasks the intern will be expected to accomplish
• Trainings the student may complete
• Objectives the site already has in place for interns

Step 2: Utilize Emphasis Specific Guidelines

Within each emphasis, there are guidelines developed students should utilize in writing their objectives:

• Child Life internships must utilize the Child Life Competencies on the Child Life Council website (childlife.org).
• Internships at a child care center must have objectives aligned with the 10 NAEYC standards (naeyc.org). See the NAEYC website or CHFD 4131 course pack to look up the 10 standards. Each of the 10 standards should be reflected in an objective.
• Internship for CFLE must have objectives related to the CFLE standards (ncfr.org).
• For disability-related standards, reference the Division of Early Childhood and the Council for Exceptional Children's recommended practices.

Note: If a student is not interning at one of the above listed site, emphasis-specific faculty may be able to provide additional guidance.

Step 3: Write Objectives

Internship objectives should be clear, specific, and measurable in order for the intern to know when she/he has accomplished an objective. Objectives need to be behavioral in nature so that progress can be obtainable and evaluated.

After writing an objective, it is important to think about “how will I meet this” and “how will I report on this in the journal” in order to be sure there is a concrete response within the statement. When writing these objectives, the student should think about the job he/she will be doing and ask him/herself: “What new skills, knowledge or insights do I want or need?”, “How can I use skills and knowledge I already have in this “real” situation?”, “How will I measure and report my success in achieving these objectives?”

Note: If an intern is working in a faith-based organization (such as a church or synagogue), objectives must be non-denominational and related to skills/knowledge pertaining to child and family development.
Action verbs should be used to describe the desired outcomes, for example:

- analyze
- demonstrate
- identify
- operate
- synthesize
- apply
- describe
- implement
- organize
- translate
- articulate
- determine
- improve
- perform
- understand
- communicate
- develop
- integrate
- prepare
- write
- conduct
- differentiate
- interpret
- practice
- work
- create
- evaluate
- observe
- relate
- explain
- examine
- obtain
- show

Examples of appropriately worded objectives (reminder: objectives must match emphasis area and site):

- Learn the mission and goals of the Ga. Association of Child Care Resource and Referral Agencies (GACCRRA) and the southeast Ga. regional office and apply these goals on a daily basis.
- Learn and comply with the rules, regulations, procedures, and state laws required for the Georgia Lottery funded pre-k and Bright from the Start licensing and Quality Rated standards.
- Promote family involvement in the child’s classroom through family-centered activities such as contributing to the class newsletter, researching and communicating family resources, and inviting family members to school functions.
- Apply the Georgia Early Learning and Development Standards (GELDS) through documenting children's development, activity-planning, and responding to children's behaviors.
- Integrate inclusion practices into the preschool classroom for children who have IEP’s through embedded learning opportunities.
- Implement the 4-H curriculum to children and youth in 4th to 12th grade by planning and teaching approved curriculum-based lessons.
- Plan, organize, and implement developmentally appropriate activities that enhance learning and development for children 6 weeks to 5 years old.
- Assess children’s progress using systematic, formal, and informal assessments such as anecdotal records, developmental checklists, and the ASQ-3 for children ages 6 weeks to 3 years of age and to assist the teachers in maintaining children’s individual portfolios.
- Improve behavior management skills with preschool children by using positive guidance techniques and to assist with conflict resolution with the children over two years of age.
- Utilize communication skills in the process of supporting the child and family such as professional documentation of case records and respectful, strengths-based interactions.
- Implement best practices associated with cultural competence by reflecting on diverse familial backgrounds and attuning to personal biases in order to facilitate respectful client interactions.
- Utilize knowledge of developmental theories in order to assess and prioritize the psychosocial needs of a child/patient/client.
- Assess clients’ well-being and evaluate the services they are receiving in order to assure all services are applicable and available to them utilizing site specific guidelines.
- Observe families in a counseling setting including communication skills, confidentiality protocols, and therapeutic techniques demonstrated by the counselor/therapist.
Examples of inappropriate or improperly worded objectives that you should not use:

- To communicate what I know with new co-workers and identify when I should listen
- To gain the information that would help me decide which Master’s program it would be better to attend in graduate school
- To obtain the knowledge of job opportunities that may be available at this site after the internship is completed
- To make the transition from student to professional
- To complete a special project
- To arrive on time to my internship site
Midterm Meeting

Interns meet as a group with the CHFD faculty supervisor and other faculty at the midterm of the semester and at the last day of final exams. During the meeting, students will share learning experiences and broaden their knowledge of other work settings. This serves to further integrate classroom learning with field experience.

Professional dress is required!

Interns are expected to attend the midterm meeting. Exceptions must be approved by faculty. The date of the midterm meeting will be announced by the faculty supervisor at the beginning of the semester, and the intern is expected to notify the site of this date in order to be allowed time off to attend.

Materials to bring to the Midterm Meeting:

- Weekly Time Records completed up to that point
- Midterm Evaluation must be completed by the intern and the site supervisor
- Project Outline (form page 37)
- Typed answers to the following questions:
  1. What is the mission of your site?
  2. What are your typical daily job responsibilities?
  3. What has gone well thus far and what problems have you encountered at your site?
  4. Describe in a paragraph your special project ideas.

(Note: Send typed answers to the faculty supervisor electronically in addition to bringing a printout to the meeting.)
Special Project

The internship project enhances the experience through in-depth study in an area of interest related to the site. Ideas and plans for the project should be discussed with the site supervisor and then those ideas should be discussed with the CHFD faculty supervisor at the Midterm Meeting. Interns may NOT begin the special project until all approvals have been obtained!

The project should: a) have educational value b) be based in theory (explain theoretical orientation), best practices, and empirical research (should include reference to at least 5 scholarly, peer-reviewed journal articles), c) benefit the site, and d) contribute to the learning of the student.

A written outline describing the project should be submitted for approval following the Midterm Meeting (see Internship Project Outline form). The project will be reviewed and evaluated in the Evaluation of Final Internship Project Submission. All written work related to the project should be typed and submitted at the Final Meeting.

Interns will give a brief presentation of their project at the Final Meeting. The faculty will determine what documentation must be submitted as proof of project completion. This documentation will usually consist of a written report regarding the process of completing the project in addition to other visual aids that are applicable to the project.

Projects are to be left at the site for future use; interns may make a copy of the project for their own use if desired (as permitted by confidentiality rules). Names and photos may NOT be used without written permission from the site.

The special project will be evaluated by the site supervisor and the faculty supervisor using the Internship Project Evaluation Rubric.

Final Project - submitted materials:

Interns should submit their final project in a notebook at the final meeting. The notebook should include:

1. Copy of their PowerPoint presentation
2. Documentation of all planning leading up to final project (meeting notes, calendar of planning, brainstorming sessions, supervisor feedback, etc.)
3. Signed Project Outline Draft form with faculty supervisor's feedback
4. Updated final copy of project outline form
5. Copies of 5 scholarly peer-reviewed journal articles and APA reference list
6. All outcomes including but not limited to: teaching materials, images of intern completing final project, budget, surveys developed, report of survey outcomes, materials given to internship site, etc.
7. Final supervisor Project Evaluation Form

Note: Interns will be graded on completion, professionalism, and thorough documentation of all steps of their project.
Final Meeting

Interns are required to attend the final meeting. The final presentation and submission of the special project is considered the final exam. The date of the final meeting will be announced by the faculty supervisor at the beginning of the semester, and the intern is expected to notify the site supervisor of this date in order to be allowed time off to attend.

Interview attire is required!

Preparing for Final Meeting: each intern will complete a 10-minute oral presentation regarding his/her special project. The presentation will be followed by a faculty and peer question-and-answer period. An example of the special project should be brought to show to those in attendance (see p. 17). The presentation should be well-organized, give a clear explanation of the process of completing the special project, its purpose and usefulness to the site, and the final outcome of the project.

Faculty will evaluate the final presentation based on:

- Clear and detailed description of the project objectives
- Concrete examples of the usefulness of the project to the internship site
- Scholarly research supporting the project that is evidence-based, relevant, recent, and peer review
- Clear grasp of application of CHFD knowledge and core concepts to project
- Discussion of project outcomes that were completed and samples of completed project
- Overall professionalism (prepared, speaks with confidence, eye contact, professionally dressed, on-time, and presents within allotted time frame)
- Use of PowerPoint, Prezi, Google, etc. presentation
End of Internship Checklist

_ Submit Weekly Time Records (from second half of internship) to CHFD faculty supervisor; Make sure this includes weekly totals and final total of hours completed.

_ Hold conference with site supervisor near end of internship to evaluate experience

_ Obtain site supervisor’s evaluation of Special Project on the Internship Project Evaluation Rubric and submit with other paperwork at Final Meeting

_ Submission of Supervisor Final Evaluation (it is the intern’s responsibility to ensure the supervisor has completed and submitted the evaluation)

_ Present Special Project to interns and CHFD Faculty at Final Meeting

_ Turn in Special Project documentation to Faculty Supervisor

_ Submit CHFD Intern Final Evaluation

_ Send thank-you letter to placement facility director and/or Site Supervisor
Forms

Unless otherwise noted, ALL forms must be TYPED!

All forms needed during the application procession will be provided to students during CHFD 4138: Professional Development. If a student completed that course prior to applying to intern, those forms may be obtained by contacting the Internship Committee Chair Dr. Meghan Dove at mdove@georgiaouthern.edu.

All form needed during the internship will be provided by the Internship Course Instructor.

Note: The Internship Course Instructor reserves the right to make minor language and formatting changes.
Pre-Internship Forms

- CHFD Internship Site Approval Form
- Memorandum of Understanding
- Draft Internship Objectives
- Internship Final Objectives
- Instructions for Completing Liability Insurance Application Online
- Example of an Off-Campus Student Participation Agreement
The CHFD internship instructor will approve internship sites. You will be notified whether your site is approved or not approved.

Attach a current copy of your Georgia Southern transcript to this form.

Name: ____________________________ CHFD Emphasis Area: ____________________________
Cell Phone #: ____________________________ E-mail Address: ____________________________
Semester of Internship: ____________________________ Eagle ID: ____________________________

List the 2-3 potential internship sites. (Minimum of 2 required):

**Site 1.** Complete Name: ____________________________
Location: ____________________________
Site Supervisor’s Name: ____________________________ Phone Number: ____________________________
Email address: ____________________________
Does the site supervisor meet the requirements (at least a 4 year degree and 3 years in the field)?
Yes: ______ No: ______

Program Mission: (purpose/goals of site-request from site if unsure)

Justification for choosing this site. Why does this fit your emphasis area? Be specific about your course work up to this point rather than your possible career goals.

Have you contacted this site personally by phone or email? Yes: ______ No: ______

Do you have a face-to-face interview at the chosen site? Yes: ______ No: ______
If yes, date/time: ____________________________

Do you have a phone interview? Yes: ______ No: ______
If yes, date/time: ____________________________

Did you meet your site supervisor? Yes: ______ No: ______
If yes, date/time: ____________________________

Did you discuss your planned duties with your site supervisor? Yes: ______ No: ______

What will those responsibilities be?

If the site is a child care center, is it NAEYC accredited? Yes: ______ No: ______
(Verify accreditation status at naeyc.org)
If the site is an after-school program, is it COA accredited? Yes: ______ No: ______
If the site is a summer camp, is it ACA accredited? Yes: ______ No: ______

Check the appropriate category:

______ This is a state agency
______ This a federal agency
______ This a faith-based organization
______ This is a nonprofit agency
______ This is a private company

**Site 2.** ______________________________________
Location: ____________________________
Site Supervisor’s Name: ____________________________ Phone Number: ____________________________
Email address: ____________________

Does the site supervisor meet the requirements (a 4 year degree and at least three years in the field)?
___ Yes ___ No

Program Mission: (purpose/goals of site-request from site if unsure)
Justification for choosing this site. Why does this fit your emphasis area? Be specific about your course work up to this point rather than your possible career goals.

Have you contacted this site personally by phone or email? ___ Yes ___ No

Do/did you have a face-to-face interview at the chosen site? ___ Yes ___ No
   If yes, date/time: ________________________

Do/did you have a phone interview? ___ Yes ___ No
   If yes, date/time: ________________________

Did you meet your site supervisor? ___ Yes ___ No
   If yes, date/time: ________________________

Did you discuss your planned duties with your site supervisor? ___ Yes ___ No

What will those responsibilities be?

If the site is a child care center, is it NAEYC accredited? ___ Yes ___ No
(Verify accreditation status at naeyc.org)

If the site is an after-school program, is it COA accredited? ___ Yes ___ No

If the site is a summer camp, is it ACA accredited? ___ Yes ___ No

If the site provides child or family services, check the appropriate category:
___ This is a state agency
___ This a federal agency
___ This a faith-based organization
___ This is a nonprofit agency
___ This is a private company

Site 3, ________________________________
Location: ____________________________
Site Supervisor’s Name: ____________________________ Phone Number: ____________________________
Email address: ____________________________

Does the supervisor meet the requirements (a 4 year degree and at least three years in the field)?
___ Yes ___ No

Program Mission: (purpose/goals of site-request from site if unsure)

Justification for choosing this site. Why does this fit your emphasis area? Be specific about your course work up to this point rather than your possible career goals.

Have you contacted this site personally by phone or email? ___ Yes ___ No

Do/did you have a face-to-face interview at the chosen site? ___ Yes ___ No
   If yes, date/time: ________________________

Do/did you have a phone interview? ___ Yes ___ No
   If yes, date/time: ________________________

Did you meet your site supervisor? ___ Yes ___ No
   If yes, date/time: ________________________

Did you discuss your planned duties with your site supervisor? ___ Yes ___ No

What will those responsibilities be?

------------------------------
If the site is a child care center, is it NAEYC accredited? ______ Yes ______ No
(Verify accreditation status at naeyc.org)
If the site is an after-school program, is it COA accredited? ______ Yes ______ No
If the site is a summer camp, is it ACA accredited? ______ Yes ______ No
If the site provides child or family services, check the appropriate category:
______ This is a state agency
______ This a federal agency
______ This a faith-based organization
______ This is a nonprofit agency
______ This is a private company

I understand that I must have an institution GPA of 2.25 and a grade of C or better in all Area F, major courses and guided electives prior to enrolling in CHFD 4790. I meet this requirement.

Signature: ___________________________ Date: _____________
Request to Establish/Renew a Memorandum of Understanding

TO: Shirley Inman
Office of Legal Affairs
P.O. Box 8020
FAX 478-7488
PHONE 478-7481

FROM: ________________________________
Name of Faculty Member Requesting MOU

Dept.: ________________________________

Facility: ________________________________
Full Name of Facility ____________________
Mailing Address ________________________

City, State, ZIP ________________________

Facility Representative:
Name - please include credentials (MD, RN, etc.) if applicable
______________________________________
Title _________________________________

Area Code & Phone ____________________ Area Code & Fax ____________________

☐ Originate or ☐ Renew
To begin _____________________________ Month __________ Year

Type of MOU: (check one)
☐ MOU with a member hospital of the Georgia Hospital Association
☐ MOU for clinical training at health care facilities other than GHA member hospitals
☐ MOU for clinical education experience (school)
☐ MOU for applied education experience (non-profit agencies, government agencies, etc.)

Academic Program Name, if different from dept. name ________________________________

Signature ____________________________ Date ____________
(Faculty Member Requesting MOU)

A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA - AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION
Request to Establish/Renew a Memorandum of Understanding

TO: Shirley Inman
Office of Legal Affairs
P.O. Box 8020
FAX 478-7488
PHONE 478-7481

PLEASE PRINT OR TYPE

FROM: ____________________________
Name of Faculty Member Requesting MOU

Dept.: School of Human Ecology

Facility:
North Georgia Child Care Center
1200 Pennsylvania Ave.

Full Name of Facility
Ladosta, GA 12345

Mailing Address
City, State, ZIP

Facility Representative:
Mrs. Jane Doe, M.Ed

Name - please include credentials (MD,RN, etc.) if applicable

Director

Title
912-555-5555

Area Code & Phone
912-555-1111

Area Code & Fax

To begin
January 2012

Month
Year

Type of MOU: (check one)
☐ MOU with a member hospital of the Georgia Hospital Association
☐ MOU for clinical training at health care facilities other than GHA member hospitals
☐ MOU for clinical education experience (school)
☒ MOU for applied education experience (non-profit agencies, government agencies, etc.)

Academic Program Name, if different from dept. name
Child and Family Development

Signature
(Faculty Member Requesting MOU)

Date

енее пример

**例**

Child Development Center
POST OFFICE BOX 8021
STATESBORO, GEORGIA 30460-8021
TELEPHONE (912) 478-5537
FAX (912) 478-7087

DEPARTMENT OF
HOSPITALITY, TOURISM AND
FAMILY AND CONSUMER SCIENCES

COLLEGE OF HEALTH & HUMAN SCIENCES

Request to Establish/Renew a Memorandum of Understanding

TO: Shirley Inman
Office of Legal Affairs
P.O. Box 8020
FAX 478-7488
PHONE 478-7481

PLEASE PRINT OR TYPE

FROM: ____________________________
Name of Faculty Member Requesting MOU

Dept.: School of Human Ecology

Facility:
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Full Name of Facility
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Mailing Address
City, State, ZIP

Facility Representative:
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Name - please include credentials (MD,RN, etc.) if applicable

Director

Title
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Area Code & Phone
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To begin
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Month
Year

Type of MOU: (check one)
☐ MOU with a member hospital of the Georgia Hospital Association
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☒ MOU for applied education experience (non-profit agencies, government agencies, etc.)

Academic Program Name, if different from dept. name
Child and Family Development

Signature
(Faculty Member Requesting MOU)

Date

A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA - AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION

23
Draft Internship Objectives

This form must be typed!

Instructions: Turn in this completed form to the CHFD Main Office by the due date. After your objectives are reviewed, you will be contacted regarding any needed edits. Once approved, the objectives should then be typed on the Internship Final Objectives Form.

Name:
Local or Cell Phone: E-mail Address:
Name & Location of Internship Site: Mission of Internship Site:

BEFORE COMPLETING THIS FORM, READ PAGES 10-12 OF THE INTERNSHIP MANUAL! Note: if you are doing a Child Life internship, see Dr. Kropp for sample objectives. You must relate to the standards of your internship field.

Type 10-12 internship objectives below, using format shown in internship manual.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
**Internship Final Objectives**

**Child and Family Development Program**

*This form must be typed*

<table>
<thead>
<tr>
<th>Student: _______________________________</th>
<th>Semester: □ Fall □ Spring □ Summer</th>
<th>Year: ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eagle ID:</td>
<td>Emphasis Area:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Address:</th>
<th>Student’s Address While Interning:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
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<tr>
<th>Phone:</th>
<th>Phone:</th>
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<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Georgia Southern Email:</th>
<th>Other Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internship Beginning Date:</th>
<th>Internship Ending Date:</th>
<th>Credit Hours: 12</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Internship Site Name:</th>
<th>Site Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Site Supervisor:</th>
<th>Supervisor’s Email:</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Supervisor’s Title:</th>
<th>Supervisor’s Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**INTERNSHIP OBJECTIVES:** Type objectives below. Use all suggestions from CHFD faculty supervisor.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

Signatures (signatures should be obtained in the order listed)  

<table>
<thead>
<tr>
<th>Student Intern:</th>
<th>Date Signed:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Site Supervisor:</th>
<th></th>
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</thead>
<tbody>
<tr>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>CHFD Faculty Supervisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Instructions for Completing Liability Insurance Application Online

PLEASE NOTE: Professional liability insurance coverage is required. THIS IS DIFFERENT FROM HEALTH OR LIFE INSURANCE COVERAGE, therefore it is unlikely students already have this coverage. Interns must pay for the policy online using a credit card.

Site Address: www.proliability.com

Opening Page:
- Hover over “Healthcare Professionals”
- From the drop-down menu, select “Students”
- Click on “Get a Quote” link (it is orange in the middle of the image)

Screen 2:
- “Effective Date”: Put in beginning date of Internship (or the first day of the month internship will begin)
- “State of Residence”: Click on the state where the internship site is located
- For Area of Study: Select “Child Care Assistant” if interning in child care. Everyone else should select “Child Dev/Family Svc Counselor”
- Click “Continue”

Screen 3:
- Occupation or Area of Study: Select “Child Care Assistant” if interning in child care. Everyone else should select “Child Development and/or /Family Services”
- Click “Continue”

Screen 4:
- Select Coverage Amount: The minimum allowed by the university is $1,000,000 per incident (4th column on the table)
- Click “Apply Now”

Screen 5: Applicant Info
- Fill in all required fields
- Graduation date: This is the date ALL requirements for graduation (including internship), will be completed, NOT the date a student walks across the stage!

Screen 6:
- Complete all required credit card information

Check for verification that application process has been successfully completed before exiting the webpage! Print the confirmation page and give a copy to the CHFD Faculty Supervisor.

If having difficulties using the website, call their customer service number: 1-800-503-9230.
**Off-Campus Student Participation Agreement**

[THIS IS A RELEASE OF LEGAL RIGHTS. READ CAREFULLY BEFORE SIGNING]

I ________________________________ hereby acknowledge my awareness that participation in an off-campus internship or applied learning experience arranged through Georgia Southern University's School of Human Ecology may expose me to a risk of property damage and bodily or personal injury, including injury that may prove fatal, to myself or others. For the sole consideration of the University arranging for my participation in an off-campus internship or applied learning experience at ________________________________, I agree to assume all the risks and responsibilities surrounding my participation in the above referenced internship/experience, the transportation, and in any independent research or activities undertaken as an adjunct thereto, and in advance release, waive, forever discharge, and covenant not to sue the University, the Board of Regents of the University System of Georgia, their members individually and their officers, agents, employees, and any students acting as employees (hereinafter collectively referred to as the "Releasees"), from and against any and all liability for any harm injury, damage, claims, demands, actions, causes of actions, costs, and expenses of any nature that I may have or that my hereafter accrue to me, arising out of or related to any loss, damage, or injury, including but not limited to suffering and death, that may be sustained by me or by any property belonging to me, whether caused by negligence or carelessness of the Releasees, or otherwise, while in, on, upon, or in transit to or from the premises where the internship/experience, or any adjunct to the internship/experience, occurs or is being conducted. I understand that acceptance of this signed *Off-Campus Student Participation Agreement* by the Board of Regents of the University of Georgia shall not constitute a waiver, in whole or in part, of sovereign immunity by said Board, its members, officers, agents, and employees.

I further agree to follow all administrative policies, standards, and practices of the off-campus facility. I understand that I shall not be deemed to be employed by, or to be an agent or servant of, the Board of Regents or Georgia Southern University for any services I provide during the internship and that I will not receive monetary compensation for such services from the University. I further state that there are no health-related reasons or problems which preclude or restrict my participation, without provisions of reasonable accommodation, in this activity and that I shall be fully responsible for any medical costs, through adequate health insurance or otherwise, that may be attendant as a result of injury to me during my internship activities.

I have read and understand the above *Off-Campus Student Participation Agreement* and I agree that it binds my heirs, executors, administrators, and assigns, as well as me. I have freely and voluntarily signed this *Agreement* and agree that it shall be construed in accordance with the laws of the State of Georgia. If any terms or provision of this *Agreement* shall be held illegal or unenforceable, the validity of the remaining portions shall not be affected.

______________________________  ________________________________  _______________
Signature of student participant  Signature of witness  Date
During Internship Forms

a. Internship Report and Reflection Journal Form

b. Internship Weekly Time Record
INTERN’S NAME: 

Weeks #__-__

DATES: __________ TO __________

**Total Hours Worked** During This Reporting Period _______

Review your journal grading rubric BEFORE completing.

Summarize and evaluate your internship experiences during the previous two weeks by responding to the following: (Note: Responses must be typed)

1. Describe the tasks that you accomplished during this reporting period. Outline by each day of the week. (For example, week one type out Monday, Tuesday, etc. with a description, then start over with week two, Monday, Tuesday, etc.)

2. Discuss a minimum of four objectives were met for the reporting period. Make sure you are meeting all objectives across journals.

3. What new experiences did you encounter in the workplace during this reporting period? What important knowledge or skills did you gain during this period? (Be sure you answer BOTH questions!)

4. What skills or knowledge that you learned in CHFD classes did you use during this period? (Discuss the classes by name).

5. What challenges did you during this reporting period? How did you overcome them or how are you working to overcome them?

6. Any suggestions for improvement at your internship site? Be specific and remember that this information will be used for program improvement. Your name will never appear on any report or document.

7. Rate the reporting period’s learning experience on a scale of 1 to 10, with 10 as the most favorable situation.

<p>| | | | | | | | | | |</p>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

8. Additional comments:

If ANY issues come up during your internship that concern you, please contact your faculty CHFD immediately.

SITE NAME _______________________ SITE SUPERVISOR’S NAME ______________

SUPERVISOR’S PHONE # __________

*Remember to contact your CHFD Faculty Supervisor immediately if your phone number, address, or e-mail address changes.*
Georgia Southern University  
Child and Family Development  
Internship Weekly Time Record

Intern’s Name: ________________________________

Week Number: ________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Total Daily Hours</th>
<th>Duties Performed (summary)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Previous Weekly Total

MON

TUES

WED

THU

FRI

Weekly Total

Site Supervisor Signature:

Cumulative Total (total of all hours thus far at the internship site): _______

Make additional copies of this form as needed. Have Site Supervisor sign at the end of each week to verify hours.
Final Project Forms

a. Internship Project Outline

b. Timeline and Tips for Internship Special Projects

c. Internship Project – Final Paper Outline

d. Internship Project Evaluation Rubric (Site Supervisor)

e. Internship Project Presentation Evaluation Rubric (CHFD Faculty)

f. Evaluation for Final Internship Project Submission
# Draft of Internship Project Outline

**Due Date:** Draft must be submitted at midterm meeting. Based on feedback at midterm meeting, interns should update and submit the updated draft electronically to CHFD faculty supervisor. The project is not approved until your faculty supervisor signs off.

**Intern’s Name:** ___________________________________

**Emphasis Area:**___________________________________

**Internship Site:** __________________________________

**Project Name:** __________________________________

*Note: You may not implement your project until the SAME form has been signed by both your faculty supervisor and site supervisor.*

<table>
<thead>
<tr>
<th>I.</th>
<th>(5 points)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Describe your project in detail.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II.</th>
<th>(6 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>State the purpose and goals of your project. <strong>State your purpose then list your goal, bulleted.</strong></td>
</tr>
<tr>
<td>b.</td>
<td>What do you hope to achieve for the clients, staff, children, families, etc.?</td>
</tr>
<tr>
<td>c.</td>
<td>How does your project meet the needs of your site?</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>III.</th>
<th>(10 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Describe how your project is current and relevant.</td>
</tr>
<tr>
<td>b.</td>
<td>Describe how your project is creative.</td>
</tr>
<tr>
<td>c.</td>
<td>Describe how your project is research-based using peer-reviewed journal articles. (Use APA to cite a minimum of five peer-reviewed articles; do not just summarize each article but write a cohesive summary of the research and the ties to how it supports your project ideas- Remember you have to submit the printed version of each article with your final project submission).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV.</th>
<th>(5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explain how your project applies to the knowledge you acquired from your Child and Family Development major and your emphasis area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V.</th>
<th>(5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How will the project you are proposing contribute to the Internship Site? Describe the impact you expect your project to have. Consider how this applies to theoretical perspectives discussed in CHFD coursework (i.e. ecological systems theory contextual levels: micro, meso, macro, etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI.</th>
<th>(5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How will you know your project is successful? Describe how you plan to assess your project and how you will know when your goals have been met. Any goals listed in IIa. should have a corresponding way to assess (you could create a table with the goal and then the assessment).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VII.</th>
<th>(4 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What anticipated resources are needed (materials and cost)?</td>
</tr>
</tbody>
</table>

**Reference List:**

**Site Supervisor’s Signature:** ______________________________________________________

Any variations from this approved plan without CHFD Faculty Supervisor may result in failure of course.

**CHFD Faculty Supervisor’s Signature:** ____________________________________________
Timeline and Tips for Internship Special Projects

Students should be discussing their special project as soon as they feel comfortable at their site. Make sure supervisors are aware of the project so they can start brainstorming ideas. Research should be done BEFORE your project is written as you discover how to best design and implement the project with your population. Students should use peer-reviewed, scholarly articles to back up both how their project will be completed and why it is best practices for their field.

Students will complete their Special Project Draft using the format provided prior to their midterm meeting. Students will bring TWO copies of the draft to the midterm meeting. One copy will be turned in to the course instructor and the second copy the student will use to take notes based on faculty feedback. Students must have 5 peer-reviewed, scholarly references summarized in their Special Project Draft. An APA reference list must be included. Students may use other reputable sources (NAEYC, CDC, etc.) but these would be in addition to the peer-reviewed, scholarly articles.

Students will make changes and corrections to their Special Project Draft based on the feedback received during the midterm meeting. Students should clarify any questions they have with their course instructor before submitting.

Once updated, students will submit their Special Project Draft electronically to their course instructor by the assigned due date following the midterm meeting. The course instructor will provide feedback.

Before beginning the project, the student will discuss the changes with their site supervisor and update their draft. The supervisor will sign this updated copy and keep the signed copy in their notebook to be submitted at the final.

For their final project, students must update their project draft to represent their final project as it is completed. This must be in the format provided titled, Internship Project – Final Paper Outline. This should take what was completed at your midterm but update it using past tense (the project is completed) and connect project objectives to final outcomes. This paper must be in APA format for both in-text citations and reference list. Please review https://owl.english.purdue.edu/owl/resource/560/01/ for guidance on APA if you are unsure.

The Final Project Paper will be submitted at the Final Internship Meeting to your faculty supervisor. Please see your manual for all materials that need to be submitted.
Internship Project – Final Paper Outline

Intern’s Name: ________________________________
Emphasis Area: ______________________________
Internship Site: ______________________________
Project Name: _______________________________

Note: You may not implement your project until the SAME form has been signed by both your faculty supervisor and site supervisor.

Before writing your paper, review the Timeline and Tips sheet prior to this page. Be sure to consult the Final Project Rubric as a guide for how final papers will be assessed. This paper should include the following headings, be in APA format, and be in past tense as your project should be completed by the time you complete this paper.

Project Description

Objectives of the Project
    Connection to Various Levels of Site (Child, Staff, Families, Policy, Practices, etc.)

Research of Project

Connection to CHFD Course and Content

Contribution to Internship Site

Description of How Outcomes Were Met

Note: Attach any appendices as needed such as materials list, project materials, budget, etc.

References
**Internship Project Evaluation Rubric**

To be completed by **Site Supervisor**

**Intern’s Name:** ___________________________________

**Internship Site:** ____________________________

Supervisors: This form should be used to provide the intern and CHFD faculty supervisor with feedback on the intern's professionalism and achievement related only to the final project. Please provide detailed feedback and an associate score for each section below.

<table>
<thead>
<tr>
<th>Section</th>
<th>POOR 0 points</th>
<th>ACCEPTABLE 1 point</th>
<th>VERY GOOD 2 points</th>
<th>EXCELLENT 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usefulness of Project to Site - Describe how the completed project</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>has supported your sites mission and goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project information is current, relevant, and research-based - How</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>has the student use evidence-based practices to achieve project goals?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows creativity and application of knowledge in CHFD emphasis area -</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How does the project apply creativity and knowledge from the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>major?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intern met deadlines of project planning and completion - Describe</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>how the student met deadlines, contributed to the program, and the</td>
<td></td>
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<td></td>
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<tr>
<td>plan for the project's use.</td>
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<tr>
<td>Comments:</td>
<td></td>
<td></td>
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<tr>
<td>The intern communicated with me regarding the project - How did</td>
<td></td>
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<tr>
<td>the intern work with you to complete the project?</td>
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<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
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</tbody>
</table>

Evaluated by

_______________________________________________________________________

Site Supervisor’s Signature ______________________________________ Date

_______________________________________________________________________

Printed Name __________________________________________ Title
# Internship Project Presentation Evaluation Rubric

To be completed by CHFD Internship Committee

**Intern’s Name:** ____________________________________

**Internship Site:** ____________________________________

<table>
<thead>
<tr>
<th></th>
<th>POOR 0 point</th>
<th>ACCEPTABLE 1 point</th>
<th>VERY GOOD 2 points</th>
<th>EXCELLENT 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly describes objectives of project, including usefulness to the project site</td>
<td></td>
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</tr>
<tr>
<td>Comments:</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Describes research and evidence-based practices during the presentation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
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<tr>
<td>Discusses outcomes of project that were completed. (Only assess ongoing outcomes if the student has not finished their internship).</td>
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<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td>The intern demonstrates a clear grasp of how CHFD core concepts were applied to the preparation of the project.</td>
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<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td>The intern uses PowerPoint, Preszi, Google, etc. presentation and provides samples of completed project.</td>
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<tr>
<td>Comments:</td>
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<tr>
<td>The intern comes prepared, speaks clearly with confidence, and makes eye contact with audience.</td>
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<tr>
<td>Comments:</td>
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<tr>
<td>The intern displays professionalism: professionally dressed, on-time, and presents within allotted time frame</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Evaluated by _______________________________
## Evaluation for Final Internship Project Submission

**Intern:**  
**Project Title:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points awarded (10 each category)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met all deadlines for documentation materials of final project</td>
<td></td>
</tr>
<tr>
<td>Included Internship Project Outline signed by site supervisor and CHFD faculty supervisor feedback</td>
<td></td>
</tr>
<tr>
<td>Project description completed and incorporated feedback from midterm evaluation</td>
<td></td>
</tr>
<tr>
<td>Documentation of project plan (meeting notes, budgets, pictures, site supervisor feedback, etc.)</td>
<td></td>
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<tr>
<td>Materials list/documentation (e.g., photographic evidence, flyers, handouts, surveys)</td>
<td></td>
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<tr>
<td>Clearly links and applies CHFD core concepts, courses, and content to preparation of the project</td>
<td></td>
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<tr>
<td>Demonstrates evaluation of project outcomes</td>
<td></td>
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<tr>
<td>Benefit and contribution to site (based on presentation and other documentation)</td>
<td></td>
</tr>
<tr>
<td>Provided evidence of research-based project: Reference list to support and justify project consisting of at least 5 scholarly, peer-reviewed articles with APA formatting (websites or non-peer review articles can be used as additional references). Student included entire printed articles in final notebook.</td>
<td></td>
</tr>
<tr>
<td>Final project professional in appearance, well organized, and includes typed tabs, table of contents, and title/cover page</td>
<td></td>
</tr>
</tbody>
</table>

**Total (out of 100)**
Final Review and Evaluation Forms

- Final Internship Evaluation By CHFD Faculty Supervisor
Final Internship Evaluation
By CHFD Faculty Supervisor

Print and place this form at the front of your internship notebook

Intern’s Name: ___________________________    Semester ____________

The completed evaluation will be placed in your student folder, shared with other faculty, and be a consideration in writing letters of recommendation. The purpose of this evaluation is to provide the intern with feedback regarding his/her performance of the following essential elements of the internship experience: timeliness, completeness, and professionalism of weekly reports; prompt response to requests from the Faculty Supervisor; and satisfactory completion of the Special Project and Final Review. This evaluation is separate from the Final Evaluation completed by the Site Supervisor.

Overall performance rating:
_____ Exceptional
_____ Strong
_____ Needs Improvement
_____ Poor

Comments:

Final Paperwork Received

Weekly Reports: ________

Weekly Time Records (must meet minimum hours and minimum weeks): ________

Intern Final Site Evaluation: ________

Final Evaluation by Site Supervisor: ________

Special Project: ________

Supervisor Project Evaluation: ________

Special Project Presentation ________

Faculty Supervisor ’s Signature____________________________ Date ________________
Internship Guidelines Documents

- Guidelines for Internships at Family Services Sites
- Guidelines for Internships at Child Development Sites
- An Introductory Guide for New CHFD Internship Sites
Georgia Southern University  
Child and Family Development  
Guidelines for Internships at Family Services Sites  

Give a copy of this form to your Site Supervisor at the beginning of internship. The Site Supervisor should read and sign the form then return to you. Mail the signed form to your CHFD Faculty Supervisor.

1. Restrictions to clerical work
   - A Georgia Southern University CHFD intern should not spend more than 5 hours per week doing clerical work.
   - Clerical work is defined as answering phones to field calls as a receptionist would, and doing filing or other purely organizational work that would not characteristically be performed by a caseworker or other human services professional.
   - An exception to this is listening in on or fielding intake calls that would normally be taken and recorded by a caseworker or documenting case notes for a file.

2. Internship as a Hands-On Course Experience
   - Please remember that an internship is meant to teach students about real human services and to prepare them for such a position in the future.
   - Students have completed a program of study in family services and their internship is part of their professional training.
   - While this is a hands-on experience, it is also a course where the student receives a grade and must complete all components and meet all CHFD goals to graduate.

3. Multiple Experiences:
   - The intern should be allowed to work in as many different aspects of the agency as possible.
   - For example, an intern might spend several weeks working with caseworkers in investigations, ongoing cases, foster care/adoption, adult protection investigations, placement in residential center, counseling, and eligibility. If the intern cannot work in all areas, he/she should be allowed to shadow as many different workers as possible to observe their unique styles/methods of case management and human services.

4. Site Weekly Meetings
   - The intern should have an identified site supervisor who can and will meet with them at least once a week to supervise their experience.
   - If the site supervisor is too busy or requires a great deal of time away from the office that will not allow for meeting with the student, a new site supervisor should be assigned.

5. Site supervisor guidance for weekly tasks
   - The intern should not be expected to make their own work or to have to go around asking for work to do. It is the site supervisor’s responsibility to oversee the internship experience and ensure that the intern is getting relevant experience and has enough work to do in a full-time capacity (40 hours per week). Up to 4 hours per week may be allocated for completion of internship coursework but must be documented in their Weekly Report and Reflective Journal and Internship Weekly Time Record.
• If there is not sufficient work that can or will be assigned to the intern, then the intern cannot complete his/her internship at that site. This is to be a directed internship experience where the intern receives regular supervision and instruction from an experienced person in a position of responsibility.
• The site supervisor should work with the intern enough to be able to thoroughly assess the intern’s performance of the internship.

6. Limited to one intern per site
• No more than one CHFD intern is allowed to work at a site per semester or in the same division of a site.
• For example, the Cooperative Extension Services has multiple divisions and a student might work in 4-H while another one works in a program under family and consumer sciences, like family management, parenting, etc.

7. Education of policies and procedures
• The intern needs to know the policies and procedures of the office where they will be working. This may require reading and understanding manuals outlining office policies and the duties and protocols to be followed in various positions or it may be through an orientation workshop.
• The intern should learn and understand these policies and protocols, but he/she is expected to begin working toward meeting his/her objectives when he/she starts the internship thus the first week should involve more than studying manuals.

8. Out of the office experiences
• Field work is an important part of human services and a vital aspect of an internship. At a minimum, interns should be involved in field work as much as possible during the week to observe field work in action.
• Students should be educated about the importance of confidentiality and then taken on investigations with different caseworkers. Arrangements to go in the field with caseworkers should be made by the site supervisor.

Signature of Site Supervisor: ________________________________
Georgia Southern University
Child and Family Development
Guidelines for Internships at Child Development Sites

Give a copy of this form to the Site Supervisor at the beginning of internship. The Site Supervisor should read and sign the form then return to the intern. Mail the signed form to the CHFD Faculty Supervisor.

1. Restrictions to clerical work
   • A Georgia Southern University CHFD intern should not spend more than 5 hours per week doing clerical work.
   • Clerical work is defined as answering phones to field calls as a receptionist would, and doing filing or other purely organizational work that would not characteristically be performed by a center administrator, classroom teacher or service provider.
   • An example of an exception to this is listening in on an IEP or referral meeting, helping to document observations for parent-teacher conferences or other applied work.

2. Internship as a Hands-On Course Experience
   • Please remember that an internship is meant to teach students about working in child development settings and to prepare them for such a position in the future.
   • Students have completed a program of study in child development and their internship is part of their professional training.
   • While this is a hands-on experience, it is also a course where the student receives a grade and must complete all components and meet all CHFD goals to graduate.

3. Multiple Experiences:
   • The intern should be allowed to work in as many different aspects of the agency as possible.
   • The Intern should be allowed to work in as many different areas/classrooms of the program as possible.
   • For an early education program, ideally, an intern would spend several weeks in each age-group classroom, working with the director for several weeks, and perhaps even work in the kitchen for one week. The goal is not for the intern to become the lead teacher in one classroom but to learn about the unique characteristics associated with planning and supervising each age group and understand the overall operation of a child care center and/or program.
   • The intern should be an additional teacher in each classroom assigned, not part of the counted ratios or used purely as a substitute.
   • Interns should gain enough understanding about the overall operation of a center and/or program that they understand the full role of the program director by the completion of their internship.

4. Site supervisor Weekly Meetings
   • The intern should have an identified site supervisor who can and will meet with them at least once a week to site supervise their experience.
   • If the site supervisor is too busy or requires a great deal of time away from the office that will not allow for meeting with the student, a new site supervisor should be assigned.
5. **Site supervisor guidance for weekly tasks**
   - The intern should not be expected to make their own work or to have to go around asking for work to do. It is the site supervisor’s responsibility to oversee the internship experience and ensure that the intern is getting relevant experience and has enough work to do in a full-time capacity (40 hours per week). Up to 4 hours per week may be allocated for completion of internship coursework but must be documented in their Weekly Report and Reflective Journal and Internship Weekly Time Record.
   - If there is not sufficient work that can or will be assigned to the intern, then the intern cannot complete his/her internship at that site. This is to be a directed internship experience where the intern receives regular supervision and instruction from an experienced person in a position of responsibility.
   - The site supervisor should work with the intern enough to be able to thoroughly assess the intern’s performance of the internship.

6. **Limited to one intern per site**
   - No more than one CHFD intern is allowed to work at a site per semester or in the same division of a site.
   - For example, the Cooperative Extension Services has multiple divisions and a student might work in 4-H agent while another one works in a program under Family and Consumer Sciences agent.

7. **Education of policies and procedures**
   - The intern needs to know the policies and procedures of the office, agency, or program where they will be working. This may require reading and understanding manuals outlining office policies and the duties and protocols to be followed in various positions or it may be through an orientation workshop.
   - The intern should learn and understand these policies and protocols, but he/she is expected to begin working toward meeting his/her objectives when he/she starts the internship thus the first week should involve more than studying manuals.

8. **Out of the office experiences** (for service provider internships such as CCR&R, early intervention, etc.)
   - Field work is an important part of a service provider’s role and a vital aspect of an internship. At a minimum, interns should be involved in field work as much as possible during the week to observe field work in action.
   - Students should be educated about the importance of confidentiality and then taken on investigations with different providers. Arrangements to go in the field with caseworkers should be made by the site supervisor.

Signature of Site Supervisor: _________________________________
An Introductory Guide
For New CHFD Internship Sites
Child and Family Development Program
Georgia Southern University

What is the Purpose of Internship?
Internship is the capstone experience that provides students with hands-on, real-world experience in a work setting. Ideally, internship will enable interns to: (a) integrate and use their knowledge and skills from the classroom, (b) discover where further competence is needed, (c) take steps to gain that competence under educational supervision, and (d) become better acquainted with the types of work settings in which such competence can be applied.

What Types of Work Can Interns Do at a Site?
Internship prepares students for a professional career related to the major, therefore it is important that interns get “hands-on” experiences similar to the experiences of paid professionals at the site. Interns should not perform the duties of clerical or support staff. Also, interns should not be considered “substitutes” to fill in for employees who are absent from work. This is an applied educational experience, therefore it should be carefully structured to provide the greatest educational benefit to the intern.

What is Required of the Intern?
Interns are expected to exhibit professionalism at all times during the internship experience. This professionalism should be evident in their interactions with clients, co-workers, and supervisors. Interns are expected to apply their knowledge, skills, and abilities in the performance of all duties, to behave ethically, and to follow all rules and policies of the site. Internship is a requirement for graduation.

CHFD interns are required to work full-time (40 hours per week) at an approved site. Fall and Spring interns must complete a minimum of 15 weeks of full-time work; Summer interns complete 12 weeks of full-time work. The work at an approved site must involve duties relevant to the child and family development degree. Sites that may be approved include social service agencies, assisted living and nursing facilities, hospitals, early intervention, county extension, group homes, mental health-mental retardation facilities, NAEYC-accredited child care centers, schools, camps, tutoring centers, non-profit agencies, etc. Each site must be approved by the CHFD Internship Committee.

Contracting with the University
Georgia Southern University students get real-world experience at hundreds of off-campus sites with which the University has established clinical affiliations. The University enters into a Memorandum of Understanding (MOU) with each site, using forms prescribed by the Board of Regents of the University System of Georgia. These contracts are legal agreements that spell out the special relationship between the internship site and the university as well as the facility’s and university’s responsibilities. The MOU must be signed by a facility representative and returned to the University attorney prior to the beginning of the internship.

What is Required of the Site?
For internship to be successful, it must be a true collaboration between the site and Georgia Southern University. Internship is not meant to benefit only the intern. It is intended to benefit the site by providing a trained, educated intern who can assist the site in many ways. We understand that certain time demands will be placed on the site, particularly the site supervisor, to provide necessary supervision of the intern. Therefore, we strive to limit the demands placed on the site supervisor.

Each site must be willing to do the following:

• **Provide supervision.** An on-site supervisor must be available to direct the intern’s activities. This person should be in a position of authority and have 3-5 years of experience in the field and a minimum of a 4 year degree. The site supervisor does not need to interact daily with the intern, but should be available to answer questions and check on the intern frequently. The supervisor must ensure that the intern has daily duties/activities to ensure a 40-hour workweek. Interns are expected to take initiative at the work site, however, interns should not be expected to find their own work. Supervisors should meet weekly with their interns for reflection and professional growth.
• **Evaluate the intern.** Each site supervisor will complete a mid-term and final evaluation of the intern’s performance. These will be complete through an online survey sent by the CHFD Course Instructor. The mid-term evaluation, completed at the half-way point of the semester, is not confidential. The intern will complete an identical self-evaluation, and request a meeting with the site supervisor to compare the results of these evaluations with the goal of improving the intern’s performance. The final evaluation is confidential and does not need to be shared with the intern (although the site supervisor should discuss the outcomes with the intern). These evaluations help the CHFD Internship Course Instructor determine the intern’s level of success in the placement.

• **Communicate with the Internship Course Instructor as needed.** Site supervisors are encouraged to contact the Internship Course Instructor on campus by phone, mail, or email with questions, comments, or concerns regarding the internship. The site supervisor will receive an email with contact information from the Internship Course Instructor at the beginning of the internship.

• **Sign the Memorandum of Understanding (MOU).** As discussed above, the MOU will be mailed to the site supervisor prior to beginning the internship. This document must be signed and returned to the University Attorney prior to the beginning of internship. The MOU should be signed by the site supervisor or by someone at the site who has the authority to contract with the university.

**Frequently Asked Questions**

*Are internship sites required to pay interns?*
Sites are not required to pay interns and most internships are unpaid. However, with approval of the Internship Course Instructor, some sites may choose to hire the intern as a paid employee or provide a stipend. We encourage sites that require extensive travel to at least compensate the intern for travel expenses.

*If I sign the MOU, will I have to accept every intern who applies here in the future?*
No, sites have the right of first refusal. Sites are not required to accept any additional future interns, and we encourage sites to interview intern applicants to choose the best qualified intern for that site.

*Who should be assigned to supervise the intern?*
We require site supervisor hold a minimum of a bachelor’s degree and have several years of experience in his/her field. Professionals with experience tend to provide the best supervision. Also, the supervisor should be someone who understands the purpose of internship and is willing to assist the intern in having the best possible experience at the site.

*What if the site supervisor takes a vacation or a leave of absence during the internship?*
If the site supervisor will be absent for a significant portion of the semester and unable to continue supervision, we ask that a temporary site supervisor be assigned. This ensures that interns will receive ongoing supervision from a qualified person.

*What if the site can’t give the intern full-time work (40 hours per week)?*
Interns must work at least an average of 40 hours per week in order to complete their internship hours by the end of the semester. Up to 4 hours per week may be allocated for completion of internship coursework but must be documented in the intern’s Weekly Report and Reflective Journal and Internship Weekly Time Record. If an intern consistently works less than 40 hours per week, it will delay his/her internship completion and may result in moving the student to a new site.

*Can more than one student intern at the same site?*
A general policy of our program is that no more than one Georgia Southern CHFD student may intern at a particular site. However, this usually applies to students who will work within the same office. If there are multiple offices or locations for the organization, and Georgia Southern CHFD students will be placed in separate offices (and therefore do little or no work “together”), this will meet our requirements.

*Who do I contact if I have questions or concerns about the intern’s performance?*
Please contact the Internship Course Instructor. If uncertain how to contact the on-campus Internship Course Instructor, please contact CHFD program coordinator **Dr. Katy Gregg at (912) 478-5199**