

HDF 377-01: PROFESSIONAL DEVELOPMENT IN HDFS (SI, 3 credit hours)
Tuesdays and Thursdays 8-9:15am (Graham, Room 302)
FALL 2021

INSTRUCTOR INFORMATION

Elisa A. Merçon Vargas, Ph.D.

Office: 156 Stone Building

Office hours: By appointment

Email: eavargas@uncg.edu (best way to contact me)

COMMUNICATION

Questions: Send any question you have about the class organization, texts, and scores/grades via e-mail. Put the course in the subject of the email (e.g., HDF 377-01 FALL 2021). I will respond to emails within 24 hours on M-R. Emails received F-Sun will be responded to the following Monday.

Announcements: Important communication will be posted on Canvas and/or send by message on Canvas or by e-mail.

CATALOG COURSE DESCRIPTION

Development of professional skills and exploration of careers related to individuals and families.

PREREQUISITES

- Grades C- or better in HDF 111, HDF 112, & HDF 202 or 203 or 204 (previously HDF 211, 212, 302, 303, and 304)
- 2.50 GPA

FOR WHOM PLANNED

This course is designed to prepare students for their internship experience and to contribute to the development of their professional skills and career goals. This course is required for all HDFS majors in the *Child, Youth, and Family Studies* concentration. It is a prerequisite for the internship (HDF 499), and it is usually taken one semester before the internship.

TEACHING METHODS

We will meet weekly face-to-face on **Tuesdays and Thursdays from 8-9:15am**. Within the course Canvas site, you will access the learning materials and syllabus and submit assignments. Class time is for:

1. Explaining and reflecting about concepts and ideas related to professional development
2. Exploring careers and internship options
3. Developing professional skills
4. Reflecting on values, beliefs, and practices relevant for professional practices in Human Development and Family Studies
5. Promoting group discussion and working on assignments
6. Asking and answering questions

ATTENDANCE POLICY

Attendance is required. You can miss up to two classes without penalty. Each class missed without a reasonable justification after two will result in 2 points deducted from your final grade.

COURSE MATERIALS (Recommended)

Sweitzer, H. F., & King, M. A. (2019). *The successful internship: Personal, professional, and civic development in experiential learning* (5th Edition). Boston, MA: Cengage. (Also used for HDF 499)

Deux, K. (2001). Social Identity. *Encyclopedia of Women and Gender*. Academic Press.

Duncan, D., and Kopperud, J. (2008). *Service-learning companion*. Boston, MA: Houghton Mifflin Company. *(Posted on canvas)*

Kiser, P. M. (2008). *Getting the most from your human service internship: Learning from experience*. Belmont, CA: Wadsworth/Thomson Learning. *(Posted on canvas)*

STUDENT LEARNING OUTCOMES (SLO)

During this course, you will be able to:

1. Get prepared for HDF 499: Supervised Professional Experience in Human Development and Family Studies (service-learning internship).
2. Explore and identify professional goals and establish concrete strategies for meeting those goals.
3. Reflect on your values, beliefs, and behaviors to capitalize on strengths and address challenges when engaging in professional practices, including work with diverse populations.
4. Explore and identify careers and internship placements in which knowledge and skills related to Human Development and Family Studies can be used.
5. Develop basic professional skills essential for a successful internship experience.
6. Establish professional relationships with peers and practicing professionals.
7. Develop effective communication skills through practicing interviewing, class participation, and group interactions.

ASSIGNMENTS FOR ACHIEVING SLOs

There are **four** groups of assignments: **1. Group Discussions, 2. Professional Development Tasks, 3. Internship Preparation Activities, and 4. Career Debrief**. Each of these items are described below. Due dates can be seen in the Class Calendar (Appendix A).

1. Group Discussions (GD)

You will complete eight group discussions. The discussion topics will be addressed in class; you will post your main reflection (2 points) and interact with peers by replying to at least two other posts (1 point per response) on Canvas after class. The following discussion topics are planned:

	TOPIC	SLO
1	Expectations and anxieties	1, 2, & 3
2	Strategies to become an Engaged Learner	1, 2, & 3
3	Values and Learning Styles	1, 2, & 3
4	Social Identities	1, 2, & 3
5	Strengths and Challenges	1, 2, & 3
6	Exploring internship options	1 & 4
7	Diversity and working with diverse populations	1 & 3
8	Ethical decisions	1, 2, & 3

2. Professional Development Tasks

The purpose of the Professional Development Tasks is for you to grow in areas that will help towards your internship and professional goals. You are required to complete a total of four Professional Development Tasks: (A) Task 1: Critiqued Resume, (B) Task 2: Mock Interview, (C) Task 3: Additional Professional Development task, and (D) Task 4: External Speaking task. Each of these tasks are described below.

(A) Task 1 – Critiqued Resume (SLO 5): Your resume is one of the most important documents that provide information about you as a professional. You will have two options for this assignment: (a) Develop a draft resume (in pdf) and upload it to the [VMock platform](#); you will receive an online feedback and a score – take a screenshot of the page. Next, review your resume based on the feedback received from VMock and upload your revised resume to the platform – take a screenshot of your new score. You must reach a score of 65 or more (note that you only have 10 resume upload per academic year). Upload to Canvas the draft version of your resume and the screenshot with the score for the draft and your revised resume and the screenshot of your score after revisions. (b) Alternatively, you will develop a draft of a resume, have it critiqued by a Career & Professional Development Center (CPD) representative, and redo

your resume based on the feedback received. Check the CPD website for drop-in hours. You can also request an appointment with a coach through [Handshake](#) (in-person or Zoom appointments are offered). The CPD is located at EUC suite #1 (next to Chick-Fil-A). Confirmation is needed to show that you visited the CPD (remind the CPD representative to send confirmation). Upload to Canvas the draft version of your resume (before consultation) and the new version of your resume (after consultation). You can find information here: <https://cpd.uncg.edu/students/buildresume/>

(B) Task 2 – Mock Interview (SLO 5 & 7): This assignment will provide you an opportunity to practice your interviewing skills. You have two options for this assignment: (a) Record a mock interview through the [Big Interview](#) website. Login, click on “Assignments” tab (top menu) and enter the **Code: 10437b**. You will record your answers to 5 questions (access to a webcam is needed). After recording your answers, save it, and make sure to submit your assignment. You can request a mock interview coaching appointment through [Handshake](#) (in-person or Zoom appointments are offered). (b) Alternatively, you can schedule a face-to-face mock interview. The CPD is located at EUC suite #1 (next to Chick-Fil-A). **Contact the CPD office ahead of time to schedule a Mock Interview session.** After the interview, the CPD representative will provide you a feedback. Please take note of representative’s feedback related to the suggested ways to improve your interviewing skills. Submit the feedback you received with suggested ways for improvement on Canvas. You can find information here: <https://cpd.uncg.edu/students/interviewingandprofessionalism/>

(C) Task 3 – Additional Professional Development task: You will pick ONE additional task from the options below to develop your professional skills.

OPTION 1 – Campus or Community Workshops (SLO 2, 5, & 6): The Career & Professional Development Center, Speaking Center, and the Office of Intercultural Engagement are just a few of the programs on campus that provide information to help with your professional growth. Pre-approved community events may be utilized as well. For this assignment, you should select activities that specifically connect to your goals because you will need to be able to apply the information learned to your professional goals. In other words, you will need to be able to state what you will do with the information learned. After attending the event, submit a 1 to 2 pages online report to Canvas (see Appendix B). You can find information here: <https://cpd.uncg.edu/students/attendevents/>

OPTION 2 – Critiqued Cover letter (SLO 2 & 5): Your cover letter is an important document that accompanies your resume. Furthermore, it may be the first document read by a future employer. For this assignment, you will develop a draft of your cover letter, have it critiqued by a Career & Professional Development Center (CPD) representative, and redo your letter based on the feedback received. Check the CPD website for drop-in hours. Confirmation is needed to show that you visited the CPD (remind the CPD representative to send confirmation). Upload to Canvas the draft version of your cover letter (before consultation) and the new version of your cover letter (after consultation). You can find information here: <https://cpd.uncg.edu/students/buildresume/CoverLetter.pdf>

OPTION 3 – Critiqued Graduate School Statement (SLO 2 & 5): If you are interested in going to graduate school, this is a good assignment option. This assignment will give you the opportunity to develop a statement that would be used to complete a graduate school application. Graduate program committees are assessing your interest in the field and the department, your short and long-term goals, and your writing skills. For this assignment, you will develop a draft of your Graduate School Statement, have it critiqued by a Writing Center representative, and redo your statement based on the feedback received. You will need to focus on a specific program at a specific university/college; bring with you to the Writing Center consultation the graduate school’s guidelines for writing the statement (only include the specific requirements for writing the statement). Confirmation is needed to show that you visited the Writing Center (please request one during your meeting). Upload to Canvas the draft version of your graduate school statement (before consultation), the new version of your graduate school statement (after consultation), and the confirmation that you received consultation. You can find information here: <https://cpd.uncg.edu/students/prepareforgradschool/>

Writing Center page: <https://writingcenter.uncg.edu>

(D) Task 4 – External Speaking task: The purpose of this assignment is for you to grow in areas that will help towards your speaking skills in diverse ways. You will pick ONE External Speaking task from the options below.

OPTION 1 – Speaking Center Consultation (SLO 5 & 7): This assignment will provide you an opportunity to practice your speaking skills. This task can be used for preparation for your Career Debrief Presentation or for a presentation in another class. Visit the Speaking Center website to schedule an appointment and to learn how to prepare for a consultation: <https://speakingcenter.uncg.edu>. During the meeting, you and your counselor will discuss ways to improve your presentation/speaking skills and a criteria sheet will be given to you based on what you discussed. Upload to Canvas the evaluation/criteria sheet showing what was discussed during your meeting.

OPTION 2 – Career or Graduate Fair or other Fairs (SLO 2, 5, 6 & 7): The fairs provide an opportunity to practice your interviewing skills. You will need to visit 1-2 organizations to ask them questions about opportunities with them (even regarding future opportunities). Fairs can include Volunteer Fair, Career Fair, Educational Fair, and Graduate School Fair. If you have interest in another type of fair, please obtain permission before attending. Upload a 1 to 2 pages online report to Canvas (see Appendix C). You can find information here: <https://cpd.uncg.edu/students/careerfairs/>
<https://uncg.joinhandshake.com/login>

OPTION 3 – Informational Interviews (SLO 1, 2, 4, 5, 6, & 7): This assigned will provide you an opportunity to learn about an agency and/or internship possibility with an agency. You will be able to use the skills developed in Task 2. To complete this assignment, pick 1 to 3 potential internship placements to conduct the informational interview. Please, read the **Information Interview Guidelines** (Appendix D) carefully. After completing the informational interview(s), submit a 1 to 2 pages online report to Canvas (see Appendix F).

3. Internship Preparation Activities

You will complete two activities as part of preparation for the internship: (A) Submit the Internship Eligibility Form and (B) Participate in Placement Conference. Each of these assignments are described below.

(A) Internship Eligibility Form (SLO 1): The purpose of this form is to obtain information on your internship eligibility and intentions, as well as graduation plans. The link will be provided on Canvas.

(B) Placement Conference (SLO 1 & 4): The purpose of the one-on-one placement conference is to check on internship search progress and to help identify what, if any additional support is needed. A calendar link will be provided on Canvas.

4. Career Debrief (SLO 4, 6, & 7)

This assignment will provide you an opportunity to explore and share information (in-class presentation) on jobs/careers or agencies that involve working with children and/or families. For this assignment, you can either (a) research academic papers or other reliable sources about a specific job/career or agency, or (b) interview professional(s) about a specific job/career or agency. If you select a job/career, then you should include a description of the career and the duties and responsibilities that it entails, as well as reflect on how knowledge in Human Development and Family Studies align with the job/career. If you select to discuss an agency, then you should include information on the services that they provide, as well as reflect on how knowledge in Human Development and Family Studies align with the services. You can include any other pertinent information. **Please remember your audience in that they all are pre-interns.** Therefore, if you have information about whether the agency accepts interns would be helpful. Any information about an intern's responsibilities/tasks would be helpful as well. Upload your presentation to Canvas. **NOTE:** If you choose to conduct Informational Interviews, you may use it as a basis for your presentation.

POLICY ON LATE WORK

A 5% grade deduction per day will be automatically applied to late submissions posted on Canvas. **Late submissions cannot surpass 7 days**; after that, assignments will be locked, and you will receive 0 for the assignment.

GRADING

Final grades will be computed based on the following point system and assigned letter grades using conversions that make it equivalent to a traditional 100-point grading scale.

Grade Distribution and Due Dates

	POINTS	DUE DATE
1. Group Discussions (32 points)		
GD 1: Expectations & Anxieties	4*	Aug. 27
GD 2: Engaged Learning	4*	Sep. 03
GD 3: Values & Learning Styles	4*	Sep. 10
GD 4: Social Identities	4*	Sep. 17
GD 5: Strengths & Challenges	4*	Sep. 24
GD 6: Exploring Internship Options	4*	Oct. 01
GD 7: Diversity & Working with Diverse Populations	4*	Oct. 22
GD 8: Ethical Decisions	4*	Oct. 29
2. Professional Development Tasks (40 points)		
Task 1: Critiqued Resume	10	Oct. 15
Task 2: Mock Interview	10	Nov. 05
Task 3: Additional Professional Development Task	10	Nov. 12
Task 4: External Speaking Task	10	Nov. 19
3. Internship Preparation Activities (13 points)		
Internship Eligibility Form	3	Sep. 30
Placement Conference	10	Oct. 14, Nov. 02, 04, 09, <u>or</u> 11
4. Career Debrief (15 points)	15	Nov. 16, 18, <u>or</u> 23
TOTAL	100	

Note. *2 points for the main reflection; 1 point for each response.

Grading Scale

Letter Grade	% Points Accumulated
A	≥ 93.0
A-	90.0-92.9
B+	87.0-89.9
B	83.0-86.9
B-	80.0-82.9
C+	77.0-79.9
C	73.0-76.9
C-	70.0-72.9
D+	67.0-69.9
D	63.0-66.9
D-	60.0-62.9
F	<60.0

NOTE: Assignment rubrics can be seen on Canvas.

ACADEMIC INTEGRITY

It is your responsibility to read the [Academic Integrity Policy](#), available in the UNCG Student Calendar/Handbook, and to abide by its requirements on all evaluations and course requirements. If you have any questions, discuss this policy with the instructor. These issues are taken seriously in this class as in all HDFS classes.

Academic dishonesty includes, but is not limited to, fabricating information or citations, facilitating the academic dishonesty of others, and submitting the work of another person as your own (plagiarism). All of the following are included in the definition of plagiarism: (a) representing the ideas of another as one's own, (b) representing as one's own a paper written by another person, or (c) **including within a paper sentences or phrases used verbatim from another source without enclosing the quoted words within quotation marks and indicating the source and page number of the quotes**. Plagiarism is a clear violation of the UNCG Academic Honor Policy.

All graded assignments should be completed **individually**. The one exception to this is that you are encouraged to work with UNCG Writing Center Consultants to improve the phrasing of their written assignments.

DIVERSITY AND INCLUSION IN THE CLASSROOM

The HDFS department embraces equity, diversity, and inclusion (EDI) as its core values, and is committed to ensuring a climate that promotes awareness of and knowledge about EDI. The HDFS department aims at creating a safe environment for people from all races, colors, religions, sex, sexual orientations, gender identities, national origins, political affiliations, genetic information, veteran status, disabling conditions, or age. As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

ACCOMMODATIONS

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, 334-5440, oars.uncg.edu.

DOCUMENTED DISABILITIES

Students with disabilities documented through the UNCG Office of Accessibility Resources and Services who need to discuss academic accommodations should contact me as soon as possible to make necessary arrangements.

TECHNICAL SUPPORT

Students with technical issues with the course and email should contact 6-TECH for support either by email or phone or chat ([6TECH Help](#)). Please also make your instructor aware of the issue and if there will be any delays in resolving the issue.

ELASTICITY STATEMENT

It is my intention that this syllabus and course calendar will be followed as outlined; however, as the need arises, there may be adjustments to the syllabus and calendar. In such cases, I will notify the students on Canvas and via email with an updated syllabus and calendar within a reasonable timeframe to allow students to adjust as needed.

APPENDIX A
HDF 377-01: PROFESSIONAL DEVELOPMENT IN HDFs
Class Calendar – FALL 2021

WEEK	TOPICS	READING	M	T	W	R	F	S	Su
1	ORIENTATION: INTRODUCTION	Sweitzer & King (2019) CHAPTER 1	16 Aug	17 Aug	18 Aug	19 Aug	20 Aug	21 Aug	22 Aug
2	ORIENTATION: PROFESSIONAL EXPECTATIONS	Sweitzer & King (2019) CHAPTER 2	23 Aug	24 Aug	25 Aug	26 Aug	27 Aug Group Discussion 1	28 Aug	29 Aug
3	ORIENTATION: ENGAGED LEARNING	Sweitzer & King (2019) CHAPTER 4	30 Aug	31 Aug	01 Sep	02 Sep	03 Sep Group Discussion 2	04 Sep	05 Sep
4	SELF-AWARENESS: VALUES AND LEARNING STYLES	Sweitzer & King (2019) CHAPTER 5	06 Sep Labor Day	07 Sep	08 Sep	09 Sep	10 Sep Group Discussion 3	11 Sep	12 Sep
5	SELF-AWARENESS: MEANINGFUL WORK AND SOCIAL IDENTITY	Deux (2001)	13 Sep	14 Sep	15 Sep	16 Sep	17 Sep Group Discussion 4	18 Sep	19 Sep
6	INTERNSHIP: SERVICE-LEARNING	Duncan (2008) CHAPTERS 1 & 2	20 Sep	21 Sep	22 Sep	23 Sep	24 Sep Group Discussion 5	25 Sep	26 Sep
7	INTERNSHIP: GETTING READY	Kiser (2008) CHAPTER 1	27 Sep	28 Sep	29 Sep	30 Sep Internship Eligibility Form	01 Oct Group Discussion 6	02 Oct	03 Oct
8	PROFESSIONAL DEVELOPMENT: RESUME/INTERVIEW CPD PRESENTATIONS	–	04 Oct	05 Oct Resume presentation (by Kristina Feduik; CPD)	06 Oct	07 Oct Interview presentation (by Kristina Feduik; CPD)	08 Oct	09 Oct Fall Break	10 Oct Fall Break

9	<i>PLACEMENT CONFERENCE</i>	–	11 Oct Fall Break	12 Oct Fall Break	13 Oct	14 Oct Placement Conference	15 Oct Professional Development Tasks 1	16 Oct	17 Oct
10	PROFESSIONAL AWARENESS: DIVERSITY & DIVERSE GROUPS	Sweitzer & King (2019) CHAPTER 7	18 Oct	19 Oct	20 Oct	21 Oct	22 Oct Group Discussion 7	23 Oct	24 Oct
11	PROFESSIONAL AWARENESS: ETHICAL DECISIONS	Sweitzer & King (2019) CHAPTER 11	25 Oct	26 Oct	27 Oct	28 Oct	29 Oct Group Discussion 8	30 Oct	31 Oct
12	<i>PLACEMENT CONFERENCE</i>	–	01 Nov	02 Nov Placement Conference	03 Nov	04 Nov Placement Conference	05 Nov Professional Development Tasks 2	06 Nov	07 Nov
13	<i>PLACEMENT CONFERENCE</i>	–	08 Nov	09 Nov Placement Conference	10 Nov	11 Nov Placement Conference	12 Nov Professional Development Tasks 3	13 Nov	14 Nov
14	CAREER DEBRIEF	–	15 Nov	16 Nov Career Debrief	17 Nov	18 Nov Career Debrief	19 Nov Professional Development Tasks 4	20 Nov	21 Nov
15	CAREER DEBRIEF	–	22 Nov	23 Nov Career Debrief	24 Nov	25 Nov Thanksgiving	26 Nov	27 Nov	28 Nov
16	CAREER DEBRIEF <i>(IF NEEDED)</i>	–	29 Nov	30 Nov	01 Dec	02 Dec Reading Day	03 Dec	04 Dec	05 Dec
17	FINAL EXAMS WEEK	–	06 Dec	07 Dec	08 Dec	09 Dec	10 Dec	11 Dec	12 Dec

Appendix B
Workshop Report

EVENT INFORMATION

Event Name: Presenter (First & Last Name): Presenter's Affiliation/Title: Event Purpose: Date:
--

EVENT SUMMARY

Provide a summary of the workshop/event that you attended, e.g., what was the event about?

YOUR PURPOSE/GOAL FOR ATTENDING THE EVENT

Explain why you chose to attend this specific event, e.g., why did this specific event call your attention? How did you think the event would contribute to your knowledge and professional development? In other words, what motivated you to attend the event and what you expected to gain from it?

DESCRIPTION OF MAIN TOPICS COVERED

Provide specific details and examples of the main topics covered in the event. It is helpful to make notes during the event, so you have a more accurate description of the topics.

REFLECTION ABOUT WHAT YOU LEARNED FROM THE EVENT

Reflect on how the information gained in the event was useful, e.g., how has your thought process and opinions changed by attending this event? What new knowledge did you gain? How can this knowledge be applied in your professional practice? What stood out to you about the event and why?

Appendix C
Professional Fair Report

FAIR INFORMATION

Fair Name:
Fair Purpose:
Date of Fair:

ORGANIZATIONS INFORMATION

1. Agency/Company Name:	4. Agency/Company Name (optional):
Name of Contact:	Name of Contact:
Position of Contact Person:	Position of Contact Person:
2. Agency/Company Name (optional):	5. Agency/Company Name (optional):
Name of Contact:	Name of Contact:
Position of Contact Person:	Position of Contact Person:
3. Agency/Company Name (optional):	6. Agency/Company Name (optional):
Name of Contact:	Name of Contact:
Position of Contact Person:	Position of Contact Person:

FAIR SUMMARY

Provide a summary of the fair that you attended, e.g., what was the fair about? Make sure to describe each fair you attended (if more than one).

YOUR PURPOSE/GOAL FOR INTERVIEWING THE ORGANIZATIONS ABOVE

Explain why you chose to interview professionals from these specific agencies/companies, e.g., why did these agencies/companies call your attention? How did you think talking to them would contribute to your knowledge and professional development? In other words, what motivated you to interview these agencies/companies and what you expected to gain from it? Make sure to describe your goals for each interview you conducted.

DESCRIPTION OF MAIN TOPICS COVERED DURING THE INTERVIEW

Provide specific details and examples of the main topics covered in the interviews. It is helpful to make notes during the interviews, so you have a more accurate description of the topics. Make sure to describe the main topics for each interview you conducted.

REFLECTION ABOUT WHAT YOU LEARNED FROM THE INTERVIEWS

Reflect on how the information gained in the interviews was useful, e.g., how has your thought process and opinions changed by interviewing the organizations? What new knowledge did you gain? How can this knowledge be applied in your professional practice? What stood out to you about the interviews and why? Make sure to reflect on each interview you conducted.

Appendix D Informational Interview Guidelines

STEP 1: Self-Reflection

The first step to start looking for an internship placement is to think about and identify areas of specialization that you would like to experience within the Human Development and Family Studies field. You should consider, for example, the population, setting, and function you would like to work with. Think about the type of experience you want to achieve (you can have different interests! This is the time to explore different options). Issues to consider:

- Do you want to work with adolescents? Young children? Older people? Families?
- Do you want to work on a specific setting, e.g., healthcare, educational, immigration, or judicial setting?
- Do you want to work with people with some specific needs or in specific areas, e.g., special needs, adoption/foster care, after school programs, or nutrition?
- Do you want to have more hands-on experience (working directly with clients) or have more of an administrative experience (work “behind the scenes”)? Or do you want a little of both?

You have flexibility in selecting your internship with two exceptions. This flexibility provides the opportunity of selecting an internship that will give you the most beneficial experience. **The two exceptions include childcare centers (all types included) or in the classroom in K-12 school settings.** Please note that it is possible to be placed outside of the classroom in K-12 settings, such as guidance counsel offices. Again, childcare centers of any type are not permitted. Internships may be coordinated with a job which you hold full time WITH prior permission AND only if expanded responsibilities are beyond your job.

STEP 2: Finding a Placement

After reflecting about and identifying your interests (Step 1), start looking for places that match your interests (Step 2). Explore your options and choose some agencies to contact; **make a priority list but be open-minded.** Once you have located a few places and created a list, do some preliminary research on the agencies you want to visit—look at their mission, services, internship opportunities, and any other relevant information. You can find information on the web or by visiting the agency and collecting brochures and pamphlets. You should do this **BEFORE** scheduling a meeting with an agency representative.

Resources to explore:

- [Career & Professional Development Center \(CPD\)](#) at UNCG have a database of possible internships, which can be found at [Find an Internship](#).
- Look at the [Sample Placements](#) page on the HDFS Internship Website to see a list of agencies where interns have been accepted in previous semesters. This list gives you an idea of the possibilities but does not mean that you have to do your internship with these agencies. *You must contact the agency to verify that they are still accepting interns.* **NOTE:** If you are interested in an agency that is not listed, please provide the Internship Coordinator with a contact person and phone number.
- Check the North Carolina Agency database list of social service agencies throughout the state of North Carolina. This website is NOT an internship database, rather it is a place to find potential agencies. Website: <http://www.nc211.org/>.

STEP 3: Making Contact

You are encouraged to interview at least three agencies before deciding on a placement. Once you have identified possible placements (Step 2), and after receiving approval from the Internship Coordinator, you may begin contacting an agency representative at the placement of interest (Step 3). **This contact will be your first impressions;** make sure that you are prepared before sending an email or calling an agency.

Make sure to be professional and respectful when contacting agencies. Below are general guidelines to follow when making contact:

1. **Research about the agency first.** Make sure that you have some basic knowledge about the agency before contacting them.
2. Check to make sure that you are using the correct name for the agency.
3. When contacting, send an email AND leave a message. Some agency representatives respond faster to one method over the other.
4. When making a phone call, be clear and concise. Have a script or an outline of what you are planning to say, either for a message or a live person, so that you don't speak too long. **Be prepared.**
5. When leaving your phone number, remember to speak slowly and repeat it.
6. Make sure to have an appropriate, professional e-mail address.
7. When sending an e-mail, use an appropriate, professional salutation (ex: Dear Ms. Williams) and email closings (e.g., Sincerely). **Make sure to re-read your email for typos and clarity before sending it.**

Examples of Contact Scripts:

Example #1: Telephone script – Speaking with an actual person

Hello, my name is _____ and I am a (class year) at UNCG majoring in Human Development & Family Studies. (pause...wait for their acknowledgement). I am looking for an internship for next semester and, if possible, would like to schedule a meeting with you to discuss internship possibilities. Is this a good time for me to try to set up a meeting with you or someone on your staff?

(If not) *When would be a better time for me to call?*

(If yes) *I would like to meet with you for about 30 minutes at your convenience. Would you be available to speak with me during the week of _____?*

NOTE: Be prepared to discuss your internship on the phone. The agency representative may only have that time to speak or ask questions to get an idea of who you are and your interest in the agency.

Example #2: Telephone script – Leaving a message

Hello, my name is _____ and I am a (class year) at UNCG majoring in Human Development & Family Studies. If possible, I would like to schedule a meeting with you to discuss internship possibilities for the (fall/spring). I can be reached at (555) 555-5555. Again, my name is _____ and I can be reached at (555) 555-5555.

(If applicable) *I will also contact you through email. I look forward to hearing from you.*

NOTE: Remember to speak slowly.

Example #3: Email Script

Dear Ms./Mr./Mrs. _____:

My name is _____ and I am a (class year) at UNCG majoring in Human Development & Family Studies. I have an interest in working with _____. I am in the process of researching internship placements for the (fall/spring) semester and I believe that your agency connects with my future goals. I would like to schedule a meeting with you to discuss internship possibilities with (name of agency). I can be reached at (555) 555-5555 or through this email.

(If applicable) *I also left a message for you earlier. I look forward to hearing from you.*

STEP 4: Preparing for Informational Interview

After researching about the agency and scheduling a meeting with a representative (Step 3), you should prepare for the interview (Step 4). Issues to consider:

- Bring notes with you about the agency—you can write down the agency's mission, services, projects, etc. Also, research about the person you will talk to (e.g., their role and responsibilities in the agency).

- Bring a copy of your resume (or notes about your professional goals) so you can also talk about your professional experiences and how they fit with your career goals and the agency’s mission.
- Ask relevant questions (based on your research). Remember that you are also trying to determine if the agency would be a good fit for you.
- Prior to the meeting, print a copy of the Site Supervisor Letter (Appendix E), which provides information about the internship requirements and expectations, and the roles and responsibilities of the site supervisor.
- Dress appropriately and be on time (allow time to find parking and find the correct place).

Tips on what to look for in a placement:

1. **Supervision:** One of the key components to a successful internship is having a good working relationship with your site supervisor. You will work very close with your site supervisor, and it is important to determine if you will be able to work professionally. Try to determine if this supervisor will give you adequate supervision to meet your needs. Some interns need more guidance than others—it is important to determine **your** needs as an intern. Question for consideration:
 - a. What type of supervision do you prefer? Are you looking for regular contact, supervision meetings, or reporting (for example)?
2. **Roles and responsibilities:** Identify the types of experiences internship placements provide. You want to ensure that you can get the appropriate experience to meet your needs as well as meet the needs of the agency. Therefore, you will need to have an idea about your goals for this internship. Questions for consideration:
 - a. Will you have direct contact with clients, or will you do more administrative work? Will you do programming, evaluation, grant writing?
 - b. Has your site supervisor had interns before? If so, what were their roles and responsibilities? Does it match with your expectations?
3. **Scheduling:** Some agencies have very limited hours of when you can earn your internship hours, while other agencies are flexible. Therefore, think about your schedule, including classes and work, to determine if the agency is an appropriate placement. Some supervisors can provide feedback about the number of hours that can be accumulated based on previous experience. Question for consideration:
 - a. Will you be able to complete your hours in the allotted timeframe?

STEP 5: Conducting Informational Interview

Now that you are prepared for the interview (Step 4), it is time to conduct the interview (Step 5). During the meeting, you should:

- Clarify any questions you may have about the agency and the services provided by the agency (remember that you already researched about the agency).
- Discuss responsibilities of all parties and the activities you would be engaging in during the semester.
- Inquire about internship application procedures and expectations.
- Ask general questions about the process of selecting interns. For example, the time frame for selecting an intern or how many interns they will accept.

SPEP 6: After the Informational Interview

- Remember to send thank you letters!
- When an internship is offered, respond to that offer immediately with a phone call and either a letter of acceptance or a letter of regret.

Appendix E
Pre-Site Supervisor Letter



Department of Human Development and Family Studies
248 Stone Building
P.O. Box 26170, Greensboro, NC 27402-6170
336.334.5307 Phone 336.334.5076 Fax
<http://www.uncg.edu/hdf>

To whom it may concern:

This student is majoring in Human Development and Family Studies (concentration: Child, Youth, and Family Development) at UNCG and has an interest in interning with your agency. To help with your decision on whether to accept this student as an intern, this letter explains the main requirements of the internship course and share information on what previous site supervisors have arranged with their interns. The internship is required for graduation and includes either **120 contact hours** (3-semester hours) or **240 contact hours** (6-semester) during the semester. Note that interns are required to complete **at least 13 weeks** for their internship (Fall & Spring semesters only). The student will be able to inform you of the semester s/he is planning to do her/his internship, and whether s/he are planning to complete 120 or 240 hours.

If this is your first time working with our department, then an **Instructional Agreement (contract)** must be signed by the agency and the university representatives. If you accept our student, the agreement will be sent by e-mail to be read and signed by a representative of your agency. If you have a contract that your agency uses, then we can discuss our options in which contract to use for this student. After your agency representative has signed the contract, the Dean of the School of Health and Human Science will sign and, upon request, I will send you a copy with completed signatures.

The internship course has an academic grade attached to it, which means interns will need to participate in weekly activities, attend scheduled class meetings, and complete internship assignments. As part of their graded assignments, interns are evaluated by their site supervisor twice—once around the midpoint of the semester (Mid-Term Evaluation) and once at the end of the internship (Final Evaluation). **These evaluations are required for students to receive a final grade and are confidential documents sent directly to me.** For the Mid-Term Evaluation, you and the intern will meet to discuss the intern's progress; this time will allow for you and the student to address any concerns, issues, and/or changes that need to be made for the rest of the semester. After the meeting, you will fill out an online Mid-Term Evaluation form and send it back to me. If there are any issues, you can request for me to conduct a site visit and we can discuss further. Site visits can also be conducted as a way for me to become more familiar with your agency. At the end of the semester, you will fill out an online Final Evaluation form, in which you evaluate the student on a 5-point scale and to provide a suggested grade for the class. Therefore, **as a site supervisor, it will be important for you to be familiar with the student's progress throughout the internship.**

Also, as part of the required assignments, at the beginning of the internship interns will complete a **Learning Contract** (signed by the intern, site supervisor, and internship coordinator), which includes a section for their **Learning Objectives**. These objectives are the goals and strategies that they have set forth to achieve while on their internship. The objectives should encompass what the agency can provide and what the intern wants to experience, which **should be approved by the site supervisor**. The purpose of the Learning Objectives is to make sure that students have an opportunity to focus on their professional

growth while at the same time serving the agency. Please note that these goals are not the only tasks they complete—students should get a breadth of the agency/department and complete many tasks throughout their internship experience.

Moreover, students are required to complete a **Service-Learning Project** during their internship. This project focus is on giving back to your agency/department. Thus, this project is a good opportunity for students to engage in activities that will help fulfilling the needs of the agency (e.g., a project you have wanted to complete but were unable to do so). Students completing 120 contact hours should plan on devoting 5-10 hours towards this project and students completing 240 contact hours should plan on devoting 10-15 hours.

In addition to the activities mentioned above, most site supervisors **meet with their interns on a regular basis**. These meetings provide an opportunity for students to address topics or concerns they may have. At minimum, site supervisors have **informal meetings**, where the intern and the site supervisor can debrief after seeing a client or running a program. Both methods provide an outlet for the student to express any concerns or questions that arise. This is important, so that students are able to have an environment where they feel safe to speak with an appropriate, experienced professional.

I hope this information helps in understanding the expectations of the internship course in the Human Development and Family Studies Department. Please feel free to contact me with any further questions.

Sincerely,

Elisa A. Merçon-Vargas, Ph.D.

AP Assistant Professor & Internship Coordinator

248 Stone Building, Office 156

Department of Human Development and Family Studies

University of North Carolina at Greensboro

Greensboro, NC 27402-6170

evargas@uncg.edu

Appendix F
Informational Interview Report

ORGANIZATION INFORMATION

1. Agency/Company Name:
Name of Person Interviewed:
Position of Person Interviewed:
Date of Interview:
2. Agency/Company Name (optional):
Name of Person Interviewed:
Position of Person Interviewed:
Date of Interview:
3. Agency/Company Name (optional):
Name of Person Interviewed:
Position of Person Interviewed:
Date of Interview:

ORGANIZATION SUMMARY

Provide a summary of the agency/company you visited, e.g., what is the agency mission? Make sure to describe each agency/company you visited (if more than one).

YOUR PURPOSE/GOAL FOR INTERVIEWING THE ORGANIZATION(S) ABOVE

Explain why you chose to interview these agencies/companies, e.g., why did these agencies/companies call your attention? How did you think talking to them would contribute to your knowledge and professional development? In other words, what motivated you to interview these agencies/companies and what you expected to gain from it? Make sure to describe your goals for each interview you conducted (if more than one).

DESCRIPTION OF MAIN TOPICS COVERED DURING THE INTERVIEW

Provide specific details and examples of the main topics covered in the interviews. It is helpful to make notes during the interviews, so you have a more accurate description of the topics. Make sure to describe the main topics for each interview you conducted (if more than one).

REFLECTION ABOUT WHAT YOU LEARNED FROM THE INTERVIEWS

Reflect on how the information gained in the interviews was useful, e.g., how has your thought process and opinion changed by interviewing the organizations? What new knowledge did you gain? How can this knowledge be applied in your professional practice? What stood out to you about the interviews and why? Has the interview helped you decide on your internship placement? How? Make sure to reflect on each interview you conducted (if more than one).