

**2009 End-of-Year Report for Capstone Experience Grants  
Center for Educational Effectiveness  
(formerly Center for Teaching Effectiveness and  
Office of Educational Assessment**

**Faculty Name(s)** and Department(s): Human Development and Family Studies -  
Lynn Worden, Norma Gaines-Hanks, Bahira Sherif Trask

**Grant Project Title: *The Professional Toolbox***

1. Did you complete your capstone project as planned? What changes and modification to the original project did you make, if any?

For the HDFS capstone experience, we originally proposed designing a module entitled: 'The Professional Toolbox.' This module was to be required for all graduating Human Services and Early Childhood Education majors in our department in the culminating seminars, HDFS465 and HDFS480 . We planned that the module would cover four areas of professional development:

- Ethics and confidentiality in the workplace
- Workplace and professional relationships
- Human resources issues and career transitions
- Coping with the increasingly diverse and global nature of work

While designing the module this summer we decided that sections two (workplace and professional relationships) and three (human resources issues and career transition) should be combined into one section. We also decided that we needed to pilot the module on the students in both HDFS 465 and HDFS 480 to see how they would react to the experience, and in order to further modify the various sections. Several students were asked to volunteer and to provide suggestions. As part of the pilot the students were asked to reflect upon their personal values and the ethics of their professions. In addition, they were encouraged to explore differing career paths to meet their professional goals.

'The Professional Toolbox' was conceived as a mechanism to assist students to transition from an academic, student culture to being a responsible, ethical member of a profession. We believe this to be a very valuable educational and professional development experience that will provide an excellent form of applied learning for our students. We plan to incorporate the student suggestions into the modified version of 'The Professional Toolbox' for spring 2010. In addition, the topics that are included in 'The Professional Toolbox,' diversity, ethics, and professional development have been integrated into the other aspects of the capstone seminar experience. We decided that these topics are critical aspects of the culminating experience for our students and should not be confined purely to a module. In order to strengthen the capstone curriculum, weaving these topics into the seminars, increases retention and understanding.

2. Please attach a copy of the final syllabus.

**EARLY CHILDHOOD EDUCATION  
STUDENT TEACHING SEMINAR**

**HDFS 480**

**Fall 2009  
1922**

**Lynn Worden Ph.D.**

[worden@udel.edu](mailto:worden@udel.edu), 831-

**Class will begin promptly at 6:00 (room 326B ALS) unless otherwise specified. Please come ready to discuss your student teaching placements.**

<b>Date</b>	<b>Topic/Assignments</b>	<b>Guest(s)</b>
August 24 <b>Career Services</b>	Introductions Student teaching overview Certification Career Services and Credential Files <b>Readings:</b> NAEYC Standards for Pre-Service Teachers	Cindy Holland and Barbara VanDornick
September 1	Visual Displays Work Sampling <b>Readings:</b> Student Teaching Guidelines (STG): Available at <a href="http://www.udel.edu/ocs/student/student_teaching/index.html">http://www.udel.edu/ocs/student/student_teaching/index.html</a>	
<b>Online class!</b> (Complete on your own time. No in-class meeting on 9/8)	Resumes/Cover letters <b>Available on Sakai</b> (more info regarding this class session will be provided in class) (View and complete assignments by 10/13)	Holland
September 15	Mastery Portfolio Introduction Philosophy of Education Small group discussion of placements <b>DUE:</b> Complete Online Blood Borne Pathogens Training	
September 22 <b>Chatroom 6:30 to 7:30 On Sakai</b>	Guidance/Classroom management <b>Readings:</b> Gartrell and Shiller et al. readings and NAEYC brochure on self-control Information regarding the chats will be given in class. <b>DUE:</b> Summary of Standards 1-5	
September 29	Follow-up of online chats/Challenging behaviors Dealing with sensitive issues in the classroom	
October 6	Ethical dilemmas Small group discussion of placements <b>DUE:</b> Walking/Driving Tour (if using 1 <sup>st</sup> placement)	
<b>Saturday October 17 Clayton Hall (No class 10/13)</b>	<b>DAEYC Conference</b> Be prepared to share handouts and a brief oral summary of what you learned in class on 10/20 (Information regarding times and responsibilities to be provided in class.)	

October 20	Changing Placements/Adapting/Transitions Placement evaluations DAEYC Conference follow-up <b><u>DUE</u></b> : Resume, cover letter, and movie reflection Photo (email or hard copy) of visual display (if using 1 <sup>st</sup> placement)	
October 27 <b>Chatroom</b> <b>6:30 to 7:30</b> <b>On Sakai</b>	Challenging behaviors, part 2 OR Balancing DAP and the “Real World”	
November 3	Connecting with parents Video/discussion	
November 10 <b>(At Career Services)</b>	Interviews/Job Fair Preparation Mock Interviews <b><u>DUE</u></b> : Philosophy of Education Walking/Driving Tour (if using 2 <sup>nd</sup> placement)	Holland
November 17 <b>Chatroom</b> <b>6:30 to 7:30</b> <b>On Sakai</b>	Challenges with colleagues Job searching concerns	
December 1	Portfolio Workshop <b><u>DUE</u></b> : Artifact Description, Analysis and Reflection for one NAEYC Standard and Personal Analysis of one standard. Be prepared to share with other students and discuss	
<b>Wednesday</b> December 2 11:00 to 4:00	MAEE Job Fair, at UD (more info to be provided in class; check with supervisor and co-op for permission to attend fair)	
December 8	I’ve been offered a job: Should I take it? <b><u>DUE</u></b> : Photo (email or hard copy) of visual display (if using 2 <sup>nd</sup> placement)	Recent Grads
<b>Monday</b> December 21 5:00 to 8:30 <b>Location TBA</b> (Double class replaces other class sessions)	Portfolio Defense, Course Evaluations, Pot Luck Dinner <b><u>DUE</u></b> : All Evaluations, Mastery Portfolio	Invited Faculty, Supervisors, Community Representatives

UNIVERSITY OF DELAWARE  
COLLEGE OF EDUCATION & PUBLIC POLICY  
HUMAN DEVELOPMENT AND FAMILY STUDIES

HDFS 480  
Fall 2009

Lynn J. Worden, Ph.D.  
107 ALW, 831-1922, worden@udel.edu

Early Childhood Education  
STUDENT TEACHING SEMINAR  
Syllabus

READINGS\*:

*University of Delaware Student Teaching Guidelines.* (Available at [http://www.udel.edu/ocs/student/student\\_teaching/index.html](http://www.udel.edu/ocs/student/student_teaching/index.html))

University of Delaware Conceptual Framework for Educators. (Available at [www.udel.edu/teachered/](http://www.udel.edu/teachered/) )

*National Association for the Education of Young Children Program Standards for Preparation of Early Childhood Professionals* (Link available on Sakai)

*Helping Children Learn Self Control.* 1998. NAEYC Brochure. (Given in Class)

Gartrell, D.J. (2004). *The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms.* Washington, D.C.: NAEYC/Delmar Thomson, Chapters 2, 3, 5 and 6. [On electronic reserve, some are copies from when the chapters were originally published in *Young Children*. The password is 9631.]

Shiller, V, O'Flynn, J., Reineke, J., Sonsteng, K., & Gartrell, D. (2008). Should rewards have a place in early childhood programs? *Young Children*, 63, 88-97. [Also on electronic reserve, listed as two separate articles called: Using rewards in the early childhood classroom and Nurturing mastery motivation.]

\*Note: There may be some changes (i.e. additions and/or subtractions) to this list.

This seminar is offered concurrently with student teaching in order to foster the exchange of ideas and promote support among students during this capstone senior experience. Sharing experiences from the diverse placements, analyzing problems and creating solutions develops new perspectives and techniques.

## COURSE OBJECTIVES:

By the completion of the seminar, the student will:

1. Be aware of the importance of advocacy for children and families and serve as advocates for children and families.
2. Demonstrate awareness of and understanding of the diverse background of children and families.
3. Demonstrate an understanding of appropriate guidance and classroom management techniques.
4. Reflect on practices and articulate a philosophy of early childhood education.
5. Be able to articulate the NAEYC standards for pre-service teachers and provide evidence of an understanding of them through reflecting on the student teaching experience and the development of a mastery portfolio.
6. Understand and design appropriate classroom visual displays.
7. Become familiar with professional development tracks and job search strategies, develop a resume, and develop skill in employment interviews.
8. Establish and maintain positive, supportive and collaborative relationships with fellow student teachers.

## REQUIREMENTS:

1. Attend all classes, including web chats. (If you cannot attend, email or call me BEFORE the class.) Excuses given according to University policy. Unexcused absences must be made up by a paper completed on subject of topic for the class.
2. Participate in class and online discussions.
3. Complete reading assignments (listed above).
4. Complete the following assignments.
  - a. Take a walking or driving tour or ride school bus for **one** placement. Talk with your teacher about the home environments of the children you teach. Take a tour of one of your off-campus schools' neighborhood and the neighborhoods in which the children you teach live. Use several paragraphs to describe the environment, social economic structure, traffic, maintenance of area, etc. Observe the children's homes. What would it be like for a child growing up there? Write a brief reflection about how you will use this knowledge to impact the children's learning and development. Give examples of how you used the information in your teaching and planning. Identify several possible resources in the immediate school area that teachers can use to enhance learning. ***See the assignment rubric posted on Sakai.***

DUE: If you choose the first placement: Oct 6 If  
you choose the second placement: Nov 10

b. Complete Blood Borne Pathogens Training (info on Sakai) Sep 15

c. Complete Visual Display assignment (info in class and on Sakai)

DUE: If you choose the first placement: Oct 20  
If you choose the second placement: Dec 8

- d. Reflection on online class on resumes and cover letters: Submit a maximum one-page reflection with questions, comments and/or what you learned from the online class. More information will be provided in class and on Sakai. DUE: Oct 20
- e. Turn in at least one Core Item assessment by the end of the semester (you need to complete one at both placements or equivalent assignment at second placement)
- f. Mastery Portfolio Development (NAEYC Standards for Preservice Teachers)
- Read all standards thoroughly.
  - Select one standard. Write a personal analysis. Select an artifact from your student teaching that demonstrates your competencies within the selected standard. Write a description, analysis and reflection of the artifact using the rubric as a guide (due May 12).
  - Completed Mastery Portfolio is due May 26<sup>th</sup> (Detailed instructions are on Sakai).
    - A defense of the portfolio will occur that evening. Details of the defense will be given in class.
  - Components of portfolio due in advance:

Summarize all standards (1-5) Due:	TBA
Resume and Cover Letter Due:	Oct 20
Philosophy of Education Due:	Nov 10
Personal Analysis of one Standard	Dec 1
Artifact Description, Analysis and Reflection	Dec 1
- g. Submission of all required student teaching evaluation forms (program, supervisor, cooperating teacher, seminar).

DUE: At the end of each nine-week student teaching session

Notes:

1. Original of the final evaluation will be stored electronically with the Office of Clinical Studies through the Pathwise system. If a student wishes to have these forms sent to a Career Service placement file, he/she must sign a release form in the Office of Clinical Studies.
2. Students must make up absences, return all borrowed materials, complete all assignments and receive a passing grade for the placements (defined as a minimum of a mean of 2.5 in each of the five sections) in order to pass student teaching.
3. Academic Honesty: All students must abide by the Code of Conduct. Specifically, plagiarism will not be tolerated as stated in the Student Guide to University Policies (<http://www.udel.edu/stuguide/09-10/code.html>):

“Plagiarism is the inclusion of someone else’s words, ideas, images, or data as one’s own. When a student submits academic work that includes another’s words, ideas, images, or data, whether published or unpublished, the source of that information must be acknowledged with complete and accurate references and, if verbatim statements are included, with quotation marks as well. By submitting work as his or her own, a student certifies the originality of all material not otherwise acknowledged. Plagiarism includes, but is not limited to:

- i. The quotation or other use of another person's words, ideas, opinions, thoughts, or theories (even if paraphrased into one's own words) without acknowledgment of the source; or
- ii. The quotation or other use of facts, statistics, or other data or materials (including images) that are not clearly common knowledge without acknowledgment of the source.

University of Delaware  
College of Education and Public Policy (CEPP)  
DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES (HDFS)  
HDFS 465-011: Seminar/HDFS 449: Internship

Fall 2009

Class Meeting Time/Site:        Processing Session (9:00 – 9:50) - 202 ALS and 120 ALW  
Seminar (10:00 – 12:00) - 202 ALS

### **Human Services Internship Team**

- **Instructor Dr. Norma Gaines-Hanks, Associate Professor**  
Office/Phone/Fax:    314 ALW / (302) 831-8616 / (302) 831-8776  
Email:                [ngaines@udel.edu](mailto:ngaines@udel.edu)  
Office Hours:        Wednesday - 2:00 – 4:00; Thursday - 9:30- 10:30  
                                 Other hours by appointment
- **Grad Assistant**  
Amanda Rich, M.A., Applied Behavior Analysis-Spec. Ed.    [ajrich@udel.edu](mailto:ajrich@udel.edu)
- **Counseling Professionals**  
Junichi (Jay) Shimaoka, Psy.D., Post-Doctoral Fellow    [shimoaka@udel.edu](mailto:shimoaka@udel.edu)  
Laura Testiler, PsyD., Post-Doctoral Intern                [lwalz@udel.edu](mailto:lwalz@udel.edu)  
Kimberly Zahm, PhD., Post-Doctoral Fellow                [kzahm@udel.edu](mailto:kzahm@udel.edu)  
Center for Counseling and Student Development  
261 Perkins Student Center  
Phone: (302) 831-2141        Fax: (302) 831-2148

#### **I. COURSE TEXT**

Sweitzer, H.F., & King, M.A. (2009). *The Successful Internship: Personal, Professional, and Civic Development*. Belmont, CA: Brooks/Cole.

#### **II. SEMINAR: PURPOSE AND ACTIVITIES**

This integrative seminar is designed to provide students with an opportunity to discuss practicum-related issues and experiences with other students and to make the transition from “undergraduate student” to “new professional” or “graduate student.” It is expected that students will apply the knowledge and skills from core Human Services courses (e.g., HDFS 235, 346, 347). The first hour of the seminar sessions will begin with processing discussions led by psychologists from the University Center for Counseling and Student Development. This is an opportunity for interns to share information about the internship, enhance colleague interaction, and express interpersonal concerns. As the internship emphasizes both SERVICE and LEARNING, the processing sessions are very much an integral part of the

seminar/internship experience. The last two hours are devoted to discussion, class presentations, and various experiential activities in which interns are expected to actively participate.

III. **COURSE OBJECTIVES:** Based on standards established by the National Organization for Human Services ([www.nationalhumanservices.org](http://www.nationalhumanservices.org)) and supported through its accrediting organization, The Council for Standards for Human Service Education (<http://www.cshse.org/standards.html>), it is expected that the successful student will demonstrate the following competencies:

1. Experiences relevant to the roles of human services professionals (e.g. caregiver, services broker, advocate, and teacher). (16c, g)
2. A high level of skill development for one or two roles (e.g. caregiver, services broker, advocate, and/or teacher) through specialized training during the internship (16c, g).
3. Technology skills to create and manage spreadsheets and/or databases as part of the seminar and/or internship. (15m)
4. Skills needed to provide direct services, under supervision, to individuals or groups during their internship. (16a)
5. Awareness, analysis and application of the knowledge, theory, and skills for organization management through reflection and other assignments related to the internship (18a).
6. Skills associated with supervision (18b), managing professional development of staff (18g), recruiting and managing volunteers (18h), legal/regulatory issues and risk management in human services (18f)
7. Strategies for self care (20e)

#### IV. **SEMINAR REQUIREMENTS**

- A. **Attendance:** Not only are students are expected to attend all bi-weekly seminars and processing sessions, but they are also expected to be punctual. Only one excused absence will be accepted (without possible grade penalty); additional absences and excessive lateness may affect the successful completion of this experience unless appropriate documentation is presented.
- B. **Communications:** Interns must regularly check their UDel e-mail accounts for course-related information and updates. All internship-related forms will be sent to students electronically within the first week of the semester. If using another account, please arrange to have emails forwarded (please be aware that attachments may not always forward). The instructor will not accept any responsibility for resending emails if forwards do not work. When sending emails to the instructor, graduate assistant or counseling facilitators, please be sure to include a "subject" in the subject line and your name. Emails without a subject or that lack clear identification of the sender will not be read (or may automatically go into the "junk folder"). Failure to check your email is not an acceptable excuse for missing important information as postings may include class information or adjustments to the syllabus.
- C. **Course requirements:** All assignments other than bi-weekly time logs must be typed using correct grammar and spelling, and complete sentences/paragraphs (unless otherwise directed). Multiple page submissions **must be paginated and stapled**. Points will be deducted for more than minimal errors in grammar, punctuation, spelling, and failure to



paginate. Any assignments submitted after the posted due date may be considered “late” and therefore penalized. Any submission (faxed, emailed or turned in as a hard copy) that is more than 24 hours late will not be accepted unless prior arrangements have been made and confirmed in writing (i.e. via email). Some assignments can be submitted by electronically (with prior written approval).

1. Bi-Weekly Logs:

- a. **Part A:** Must be emailed or faxed to your designated group processing facilitator not later than midnight on the Friday preceding the scheduled bi-weekly seminar (do not send to Dr. Gaines-Hanks or Amanda Rich, the graduate assistant). This will allow the facilitators the opportunity to identify common themes and focus that session’s discussion around those themes. It will also give them a chance to evaluate and return your logs to you in a timelier manner.

It is strongly recommended that you keep a daily journal in which you reflect on your activities for that day as well as your feelings about what you are doing. Although these journals are not required, they can be helpful in completing your bi-weekly reflections and giving more meaning to your placement experience.

- b. **Part B:** The agency supervisor or designee must sign a report of the previous weeks’ activities and identify plans for the next two weeks. The forms may be submitted in person at the regularly scheduled seminar or via fax (not later than 9:00 a.m. the following day).

2. Reflections: Interns will submit four pieces (1 – 3 pages in length) that reflect their feelings, thoughts, goals, accomplishments, and challenges about the internship experience, especially as they relate to the readings from Sweitzer and King. Each of these pieces should be included in your final portfolio. Although there are seven possibilities, you are only required to submit four (4). However, everyone **MUST** complete topic D: Mid-Term Goals Assessment. Descriptions of individual reflections are included in Appendix A. (Required: 4 @15 points each). Students will choose which reflection topic to submit—and when, based on their internship experience. However, under no circumstances will more than one reflection be accepted at one time. The final reflection must be submitted not later than the seminar session prior to the portfolio deadline.

3. In-class activity: Panel discussion (30 points). Students will take responsibility for leading a seminar discussion as detailed in Appendix B. The idea is to share your internship experience with your classmates in order to demonstrate some of the commonalities and differences in your respective experiences. Be creative...make the presentation interactive and, dare I say, fun! Panel topics:
- Establishing working relationships
  - Dealing with disillusionment and confrontation
  - Personal and Professional Growth
  - Termination

4. Portfolio: Each student will submit a professionally organized portfolio as outlined on the course schedule. The format will be emailed to you in a packet. The information must be placed in a binder, with each section separated by dividers, and presented in such a way that it could be used for a job or graduate school interview. (60 points)
5. Required forms: All bi-weekly time logs and mid-term and final evaluation forms must be completed and signed by the agency supervisor or her/his appropriate designee according to the course schedule.

## V. CLASSROOM DECORUM, ACADEMIC HONESTY, AND ETHICS

- A. Classroom decorum. Students are required to exercise appropriate classroom decorum. Students will respect the right of their classmates to express an opinion and acknowledge that it is acceptable to disagree without being disagreeable.  
**Common courtesy** requires that all cell phones, beepers/pages, Blackberries, and PDAs be switched off during class meeting times. In addition, it is inappropriate to receive/send text messages during class. A two-point penalty **will** be assessed any violation (after one warning) of suspected (or confirmed) inappropriate use of cell phone, beepers/pages, Blackberries, PDAs, etc., during class time. In addition, disruptive behavior, plagiarism (whether suspected or confirmed), cheating (whether suspected or confirmed), and excessive lateness will be appropriately sanctioned as specified in university guidelines and policies.
- B. Academic honesty. Academic honesty is an expectation for all UD students. Please familiarize yourself with the University's policy on academic honesty which can be accessed at: <http://www.udel.edu/stuguide/09-10/code.html>. Penalties for suspected or confirmed plagiarism may range from point loss (at least 10% off grade for one or two instances of "forgotten" citations in one paper) to the filing of judicial charges (for a pattern of failing to appropriately document information that is not the student's own). Ignorance of the policy is no excuse.
- C. Ethics. It is expected that information from personal disclosures remain within the classroom context. That is, consistent with the **ethical standards** of our accrediting professional organization (i.e., The National Organization for Human Services) under no circumstances should information of a personal nature be disclosed outside the classroom, particularly if the person discussed in the disclosure can be identified. Appropriate sanctions will be applied to any violations of this standard. These sanctions can range from point penalties to possible removal from the internship.

## VI. GRADING

- A. Internship (10 credits): Given the difficulty of evaluating field placements, a letter grade of "P" (pass) or "F" (fail) will be assigned for the semester for HDFS 449 (the field placement). In order to receive a passing grade, interns must satisfactorily complete all internship assignments. If an intern does not complete all assignments and/or receives less-than-satisfactory supervisor evaluations (i.e. weekly logs and midterm and final evaluations)," s/he may be in danger of failing. The following represents the list of internship assignments and the weight assigned to each:
  1. Initial Placement Report – 2.5%

2. Supervisor’s Mid-Term Progress Report – 5%
3. Supervisor’s Final Evaluation – 7.5%
4. Bi-Weekly Logs (n=7) – 35%
5. Satisfactory Completion of a minimum of 400 placement hours – 50%

B. Seminar (2 credits): Final grades for the internship and seminar will be assessed separately, with grades of A through F being awarded in the seminar. To receive a grade of A, a student must complete all requirements for a given assignment in an outstanding manner. Whenever possible, grading rubrics will be supplied. Assignments will be weighted as follows:

1. Reflections (n=4) – 40%
2. Panel Discussion – 15%
3. Attendance/Punctuality – 5%
4. Class Participation– 10%

<b>INTERNSHIP</b> (Pass/Fail)	Points Possibl e	<b>SEMINAR</b>	Points Possibl e
Initial Report	5	Panel Discussion	30
Supervisor’s Mid-Term Evaluation	10	Portfolio	60
Supervisor’s Final Evaluation	15	Reflections (4 @ 20 pts)	80
Completion of 400 hours	100	Attendance/Punctuality	10
Bi-Weekly Logs (7 @ 10)	70	Participation	20
<b>TOTAL</b>	<b>200</b>		<b>200</b>

5. Completed Portfolio including Resume – 30%

<b>INTERNSHIP</b>		<b>SEMINAR</b>		
150+	Pass	192 – 200	A	Outstanding
<150	Fail	180 – 191.9	A-	
		176 – 179.9	B+	Good
		168 – 175.9	B	
		160 – 167.9	B-	
		156 – 159.9	C+	Satisfactory
		148 – 155.9	C	
		140– 147.9	C-	Minimally Acceptable
		136 – 139.9	D+	Unsatisfactory
		128 – 135.9	D	
		120 – 127.9	D-	
		<127.9	F	

**VII. GRADING: Point Value and Grading Protocol**

Grading Protocol

**CLASS SCHEDULE\***

*\*Subject to change at instructor's discretion. Students will be notified via email for any significant changes and assume full responsibility for checking their email on a regular basis*

Date	Topic/Activity	Assignments
9/2	COURSE INTRODUCTION Topic: The Transformative Impact of Experiential Learning	
9/11		✓ <b>Due:</b> Initial Internship Report (electronically or via fax)
9/16	INTERNSHIP: Reflection, Seminar, Developmental Stage Model	<ul style="list-style-type: none"> <li>• <b>Readings:</b> Chaps. 1, 2, 3</li> <li>✓ <b>Due:</b> <ul style="list-style-type: none"> <li>➤ Bi-Weekly Report #1* - Part B</li> <li>➤ Reflection</li> </ul> </li> </ul>
9/30	POST-UNDERGRADUATE OPTIONS: Following processing session, interns will report to the Career Services Center	<ul style="list-style-type: none"> <li>✓ <b>Due:</b> <ul style="list-style-type: none"> <li>➤ Bi-Weekly Report #2*- Part B</li> <li>➤ Reflection</li> </ul> </li> </ul>
10/14	SELF-AWARENESS/DEVELOPMENT: Prosocial and Cultural Identity - Panel 1	<ul style="list-style-type: none"> <li>• <b>Readings:</b> Chaps. 4</li> <li>✓ <b>Due:</b> <ul style="list-style-type: none"> <li>➤ Bi-Weekly Report #3* - Part B</li> <li>➤ Mid-Term Reflection</li> <li>➤ Supervisor's Mid-Term Progress Report (via fax)</li> </ul> </li> </ul>
10/28	ESTABLISHING A WORKING RELATIONSHIP: Clients, Colleagues, Placement Site, Community - Panel 2	<ul style="list-style-type: none"> <li>• <b>Readings:</b> Chaps. 5, 6, 7,8,9</li> <li>✓ <b>Due:</b> <ul style="list-style-type: none"> <li>➤ Bi-Weekly Report #4* -Part B</li> <li>➤ Reflection</li> </ul> </li> </ul>
11/11	FACING REALITIES: Disillusionment and Confrontation - Panel 3	<ul style="list-style-type: none"> <li>• <b>Readings:</b> Chaps. 10, 11, 12, 13</li> <li>✓ <b>Due:</b> <ul style="list-style-type: none"> <li>➤ Bi-Weekly Report #5* -Part B</li> <li>➤ Reflection</li> </ul> </li> </ul>
11/18	PERSONAL AND PROFESSIONAL GROWTH: Competence; Professional, Ethical and Legal Issues - Panel 4	<ul style="list-style-type: none"> <li>✓ <b>Due</b> <ul style="list-style-type: none"> <li>➤ Bi-Weekly Report #6* - Part B</li> <li>➤ Portfolio</li> </ul> </li> </ul>
12/9	TERMINATION: Pursuing Closure - Panel 5	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Chap.14</li> <li>✓ <b>Due:</b> <ul style="list-style-type: none"> <li>➤ Bi-Weekly Report #7* - Part B</li> <li>➤ Supervisor's Final Evaluation (via fax)</li> </ul> </li> </ul>

\*Note: **Part A of the Bi-Weekly report** form is due as indicated below to your designated group processing leader not later than midnight on the Friday preceding the regularly scheduled seminar):

- #1 - Friday, Sept. 11
- #2 - Friday, Sept. 25
- #3 - Friday, Oct. 9
- #4 - Friday, Oct. 23
- #5 - Friday, Nov. 6
- #6 - Friday, Nov. 13
- #7 - Friday, Dec. 4

Appendix A:  
HDFS 449/465: Human Services Internship/Seminar  
Project #2 - REFLECTIONS

**EXPECTATION:** Each student will submit four (4) reflections from the options listed below which demonstrate that s/he has read the appropriate chapter in). Some suggested themes are listed below with each topic; however, you decide what you want to include. The goal is for you to write in a meaningful way about how you are dealing with internship-related issues and whether you feel you are heading in the right direction in terms of meeting your goals. Given that each intern's experience may differ, you determine the most appropriate time to submit your reflections. For example, if issues relating to "establishing a working relationship" ("C" below) arise early in your internship, you may want to write about that, based on your experiences and the text. However, (1) EVERYONE must submit a mid-term reflection during seminar session #4 and (2) under NO circumstances will more than one reflection be accepted at a time. The fourth reflection must be submitted by November 11, 2009; none will be accepted thereafter.

**FORMAT/CONTENT:** The paper must be typed, double spaced, paginated, stapled together and 1 to 3 pages in length. You must integrate information/examples from the text (Swietzer and King, 2009) to demonstrate the extent to which your experiences reflect or do not reflect the text. Remember, that any time you use information from the text, it MUST be properly cited (otherwise, it is plagiarism).

- A     **Goals:** What are your goals for the internship? How will you try to meet them? What options do you have if your goals are not/cannot be realized? Do you have any long-term goals that the internship will help you meet?
- B     **Description of work tasks:** What are some of your successes, challenges, and opportunities at this time in the process of working toward your goals and/or in assigned tasks? What are you learning? Is anything surprising? Is it easier or harder than you expected? Are there any problems you are having trouble handling? Use examples to illustrate your points.
- C     **Relationships with co-workers and clients:** Discuss the quality of relationships with co-workers and clients and what you have had to do to develop, maintain, and improve the relationships. What are the benefits of these relationships to you? What are the costs, if any? Are there co-workers or clients with whom you just cannot seem to develop a relationship? What can you do to ensure that the personal relationship does not impact the professional relationship? Use examples to illustrate your points.
- D     **Mid-term goals assessment:** Do some goals need to be changed or modified? Do you have new goals? How did you decide that you needed to identify new goals? Discuss the nature of your supervisor's instruction/ guidance (based on the text). Are you getting the support you need? Explain, with one or two specific examples.
- E     **Ethics:** Discuss the positive and negative aspects of ethics in the workplace with clients and with co-workers. Using specific examples from your internship describe and reflect on any ethical decisions you or your co-workers have had to make. How comfortable were you with the process and outcome?

- F **Theory:** Describe an example of how one developmental or counseling theory appears to apply in your placement. How helpful was it to know that theory? What do you wish you had known to help you better serve your clients?
- G **Policy:** How have your internship site's policies influenced any decisions and completed tasks? Did the policies hinder or help you in your work? Are there any policies you feel need to be changed? Who would benefit from these changes? What would be the costs of making these changes? Use examples to illustrate your points.

GRADING PROTOCOL: Evaluation will be based on the extent to which you submit a document that

1. ...identifies the reflection letter **and** title on top of page (5%)
2. ...is 1 – 3 pages in length (1 = minimal; 3 – outstanding); is paginated and stapled (5%)
3. ...integrates/applies information from the text (20%)
4. ...address questions/topics in a meaningful way, using examples wherever possible to illustrate points (40%)
5. ...meets the writing standards expected of a university-level student (30%)

APPENDIX B:  
Project #3 - Panel Discussion

**EXPECTATIONS:** Students will be assigned to one of five panels and take responsibility for leading the class discussion as outlined below. Panelists may choose to respond to some of the discussion questions below (although going through each one is discouraged), with a primary focus on engaging classmates in discussions about the topic based on the assigned text reading and your respective placement experiences. The goal is to show how your experience is similar to or distinct from that of your classmates. This will give everyone a broader understanding of the challenges, opportunities, and triumphs associated with helping professions.

Although there is no requirement for submitting anything in writing, the more successful students will come to class prepared to offer insights and inspire discussion. Interactive and non-traditional class activities are also strongly encouraged. It may also be beneficial to communicate with other members of the panel prior to the scheduled date to decide who will be responsible for what part of the discussion, including identifying a discussion leader.

PANEL 1: SELF-AWARENESS

1. How relevant is “self-understanding” for the helping professions?
2. Has your privilege been an issue? Has your cultural identity been a factor in the nature of your relationship with your supervisor, co-workers or clients? How do you deal with difference?
3. Have you had to deal with a value-conflict? If so, what was involved? How did you to resolve it?

4. What personal “unfinished business” do you think you have at this time? How might that arise and impact your internship?

#### PANEL 2: ESTABLISHING WORKING RELATIONSHIPS

1. What did you do to establish relationships with your supervisor, colleagues and/or clients?
2. How did you get them to accept you?
3. What did you have to do to get your supervisor, colleagues, or clients to accept you?
4. What specific issues have you faced in your relationship with your colleagues and/or clients? How did you respond to them? Do you think your response was effective? Explain.
5. Which of your supervisor’s characteristics do you find helpful? distracting?
6. In what areas have you discovered matches and mismatches among your supervisor, colleagues, and/or clients? How do you deal with the mismatches?
7. Based on your experience and conversations with your supervisor and/or colleagues, what advice would you offer to other interns to help them establish positive relationships with supervisors, colleagues, and/or clients?

#### PANEL 3: DISILLUIONMENT AND CONFRONTATION

1. What have been some of your greatest challenges in your internship? How are these challenges affecting you?
2. How did you deal with them?
3. Do you think your response was effective?
4. Did you seek input from your supervisor/colleague for guidance in dealing with the challenge? If so, were their responses helpful? Explain.

#### PANEL 4: PERSONAL AND PROFESSIONAL GROWTH

1. In what ways has your internship experience redefined your relationships with your supervisor and colleagues?
2. In what ways has your internship redefined your own identity?
3. What are your concerns and “growth opportunities” as you make the transition from student to professional?
4. What information do you feel would be helpful as you prepare to make the transition from student to professional? What have you done to assist you in that process?

#### PANEL 5: TERMINATION

1. What has been the most challenging aspect of ending your internship?
2. How do you feel about ending your internship, especially in terms of your relationship with colleagues and clients?
3. What do you wish you were able to accomplish but did not? What factors may have prevented you from accomplishing your internship-related goals?
4. What are some of the triumphs you experienced?
5. What are your plans to acknowledge or celebrate the end of your internship?

EVALUATION PROTOCOL: Grading will be dependent on the quality and extent to which the group

1. ...thoughtfully and creatively covered the topic – 30%
2. ...offered insight into their placement experience – 30%

3. ...utilized information from course reading – 20%
4. ...encouraged discussion from classmates – 20%



**Appendix C:****Evaluation Rubric**

The following criteria will be used when evaluating all written submissions and will be assessed as follows:

- Outstanding = 5 points (or 100%)
- Good = 4 points (or 80%)
- Satisfactory = 3.5 points (or 70%)
- Minimally Acceptable = 3 points (or 60%)
- Unsatisfactory = 0 points

The evaluation assessment will then be weighted depending on the assignment.

<b>Criteria</b>	<b>Outstanding</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
<u>Critical Thinking</u> * Applies logical reasoning to arrive at a thesis * Demonstrates a clear line of reasoning	A thought-provoking thesis that effectively addresses the subject, followed by original explanation that supports the thesis	An obvious but simple thesis that appropriately responds to the question, followed by a convincing but somewhat predictable explanation that supports the thesis	Vague or no thesis, followed by little support or an irrelevant explanation
<u>Focused Development</u> * Paragraphs with clear topics * Appropriate details, examples, and/or explanations * Few Digressions	An essay that supports its thesis in well-developed paragraphs with clear topics containing details and examples	An essay that discusses its thesis with few digressions, with most paragraphs containing some details and examples	An essay that does not address its thesis and is seriously deficient in explanation and/or supporting detail
<u>Organization and Structure</u> * Order * Overall form * Transitions * Intro and Conclusion and related	A structure that promotes thoughtful progression of an idea from beginning to end with unifying transitions	A mechanical but identifiable structure with clearly related introduction and conclusion connected by obvious transitions	No overall sense of structure, inadequate or unrelated intro/conclusion
<u>Fluency</u> * Appropriate tone for audience and purpose * Sentence variety and complexity * Work choice and vocabulary	Engaging; a tone appropriate for addressing educated readers; sophisticated vocabulary; varied sentence structure	Awareness of audience; appropriate tone, somewhat engaging; adequate but unexceptional vocabulary and sentence structure.	Lack of audience awareness; limited or vague vocabulary; simple, repetitive sentence structure.
<u>Mechanics</u> * Grammar, punctuation, spelling * Usage and conventions	Few errors in grammar, punctuation, or spelling	Some common errors (major and minor) in sentence construction and mechanics; generally demonstrates a correct sense of syntax	Numerous errors and/or a pattern or major flaws.

3. What concrete results have you, your students, and your department seen from your project? Please give specific examples of what has worked well and what needs further refinement.

The most concrete result has been a dialogue between students and faculty from both majors that allows for a bridging of what have classically been perceived as two distinctive majors. By having faculty dialogue about commonalities, bridges between the disciplines have been built. From the student perspective, increased reflection about the practical aspects of the professional experience have been enhanced. The only problematic aspect of our project was the actual technical piece (creating a couple of the videos and embedding them online). One of the team leaders spent a considerable amount of time with members of UD – IT in order to understand the mechanisms that would allow us to create functioning original pieces.

4. How have you assessed student-learning and what did you learn from the assessment? Please address (a) the extent to which students met capstone learning goals; (b) how you might modify the capstone experience based on assessment data; (c) how capstone assessment results aligned with programmatic assessment goals; (d) what impact does the capstone experience have on the overall program curriculum; and (e) how might you modify your program based on assessment data.

The capstone experience is an essential culminating aspect of student's final work. Our students, in general, are well versed in research findings and scholarly knowledge. However, their experiences in the final two seminars allows them to pull their work together and to apply some of their academic learning in a more practical manner. Students' reflection papers illustrate that the dialogues and experiences in the capstone seminars are productive and conducive to professional development. As was mentioned above, producing and piloting the module allowed us to recognize how important each of these topics were, and they were thus also incorporated throughout the two seminars. Both instructors of the current capstone seminars developed rubrics that would allow them to assess their student's reflections and understandings.

We will continue to refine the capstone experience to allow for greater dialogue between the two majors and to emphasize to students that reflection and preparation for their future professional development is an integral aspect of what they will take away from their UD experience. Redesigning the two capstone seminars to include the topics of professional development only serves to strengthen our two majors.

5. Please attach supporting documentation (e.g. products of student work, writing samples, rubrics).

## ETHICS MODULE

### Introduction

It should be the goal of all professionals to behave in an ethical manner. Not only must professionals know and apply the ethical standards of their respective disciplines, they should also be aware of the types of ethical issues that may emerge, i.e., confidentiality, informed consent, duty to warn, client autonomy, awareness of dual relationships, and maintaining appropriate boundaries.

A code of ethics offers guidance to professionals but does not specify how to accomplish the task. Sometimes issues are clear-cut; other times they are more ambiguous. Whether one adopts Cottone's (2001) **social constructivism model** (that is collaborative in nature) or the **transcultural integrative model** described by Garcia, Cartwright, Winston and Borzuchowski (2003) which suggests including cultural factors in resolving ethical dilemmas, professionals are challenged to constantly act in the best interests of their clients. One way to do is to follow an ethical decision-making model (Corey and Corey, 2007) which includes:

1. Identification of the problem or dilemma
2. Identification of the potential issues involved
3. Application of the ethics code
4. Knowledge of the applicable laws and regulations
5. Consultation with other professionals
6. Consideration of possible and probable courses of action
7. Exploration of the consequences of various decisions
8. Deciding on the best course of action

Based on the ethical codes established by one of the professional organizations below, review the ethical decision-making model to determine areas where it appears that the professionals involved in the case of Danieal Kelly failed to adhere to their ethical standards.

1. The National Association for the Education of Young Children (NAEYC):  
<http://208.118.177.216/about/positions/pdf/PSETH05.pdf>
2. Council for Exceptional Children (CEC):  
[http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/default.htm#code\\_ethics](http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/default.htm#code_ethics)
3. The National Organization for Human Services (NOHS):  
<http://www.nationalhumanservices.org/%5Btitle%5D-22>



Danieal Kelly (around 2000) died in 2006 at the age of 14.

Source:

[http://www.philly.com/inquirer/gallery/20090502\\_More\\_charges\\_in\\_Danieal\\_Kelly\\_s\\_death.html](http://www.philly.com/inquirer/gallery/20090502_More_charges_in_Danieal_Kelly_s_death.html)

### The Story of Danieal Kelly

Danieal Kelly was the third of Andrea Kelly's nine children by five fathers. Danieal, who suffered from cerebral palsy and had to use a wheelchair, was 14 years of age when she was died in her West Philadelphia home on August 4, 2006.

Her 42-pound body was found in a dirty, airless room on a mattress (which was surrounded by feces) on the floor. She was not fed or given water, did not go to school or a doctor, and was not cleaned. Her body had “maggot-infested bedsores” on her back. In fact, according to one report, she had been on the mattress so long that “the shape of her body was imprinted into the mattress.” Her mother, who said she was “embarrassed by her disabled daughter,” did not want to touch her, take her out in public, change her diapers or ensure that she had enough fluids.

For a brief period of time, Danieal lived with her father (Daniel) and his girlfriend in Arizona where there was evidence that she received proper care. But after that relationship ended, her father returned to Philadelphia in 2003 and shared a home with Danieal’s mother and her other children. He moved out and left Danieal in Andrea’s care. Danieal was supposed to be under the supervision of Philadelphia’s Department of Human Services (DHS). However, a 258-page grand jury report documented that neither DHS nor the private agency that was sub-contracted to oversee the case (MultiEthnic Behavioral Health, Inc) fulfilled their responsibilities to Danieal. Despite the fact that neighbors complained about Danieal’s care, those complaints were ignored.

After her death, Danieal’s parents filed a law suit against the City of Philadelphia and the Department of Human Services (DHS) “for not preventing their daughter’s death.”

The outcome. Nine people have been indicted in Danieal’s death: her mother, Andrea (murder); her father, Daniel (endangering the welfare of children); four social workers (suspected of falsifying home visits and progress reports; involuntary manslaughter; reckless endangerment; forgery; tampering with public records; conspiracy; endangering the welfare of children); three friends of Danieal’s mother (perjury for lying to the grand jury about the girl’s condition before her death). In addition, the Assistant Health Commissioner, who is suspected of trying to cover up details of Danieal’s death, resigned the day after the grand jury’s report.

Legal response: On April 29, 2009, Andrea Kelly was sentenced to 20 to 40 years in prison for third-degree murder and endangering the welfare of a child. This was a plea bargain that spared her from a first-degree murder charge. Andrea’s lawyer claimed that “had one DHS worker done their job on one occasion, the child would be alive...” Daniel Kelly was charged with “endangering the welfare of a child” after he relinquished custody to her unfit mother “fully aware of the deplorable conditions...”

A grand jury found DHS and MultiEthnic Behavioral Health “grossly negligent in their duties and complicit in Danieal Kelly’s death.” The agency was also charged with fraud for “fabricating bills for nonexistent or unfulfilled services.” Two city officials were fired and two former city social workers have been charged with child endangerment.

Sources:

Mother sentenced in death of disabled daughter:

[http://www.associatedcontent.com/article/1748416/mother\\_sentenced\\_in\\_death\\_of\\_disabled.html?cat=8](http://www.associatedcontent.com/article/1748416/mother_sentenced_in_death_of_disabled.html?cat=8)

Outrage! Parents of Danieal Kelly Suing City and DHS for Not Preventing their Daughter’s Death:

[http://www.associatedcontent.com/pop\\_print.shtml?content\\_type=article&content\\_type\\_id=953489](http://www.associatedcontent.com/pop_print.shtml?content_type=article&content_type_id=953489)

More charges in Danieal Kelly's death:

[http://www.philly.com/inquirer/front\\_page/20090502\\_More\\_charges\\_in\\_Danieal\\_Kelly\\_s\\_death.html](http://www.philly.com/inquirer/front_page/20090502_More_charges_in_Danieal_Kelly_s_death.html)

The death of Danieal Kelly: Philadelphia's Shame:

[http://www.associatedcontent.com/article/927941/the\\_death\\_of\\_danieal\\_kelly\\_philadelphias.html?singlepage=true&cat=17](http://www.associatedcontent.com/article/927941/the_death_of_danieal_kelly_philadelphias.html?singlepage=true&cat=17)

Corey, M.S. and Corey, G. (2007). *Becoming a Helper* (Fifth Edition). Belmont, CA: Thomson Brooks/Cole.

Cottone, R.R. (2001). A social constructivism model of ethical decision making in counseling. *Journal of Counseling and Development*, 79(1), 39-45.

Garcia, J.G., Cartwright, B., Winston, S.M., & Brozuchowska, B. (2003). A transcultural integrative model for ethical decision making in counseling. *Journal of Counseling and Development*, 81(3), 268-277.

## **The Inter-Cultural Workplace**

### **Introduction:**

As our world becomes increasingly integrated, cultural awareness is becoming an essential component of any educational and work experience. Globalization is accompanied by the transmission of cultural values as well as leading to an increasingly culturally diverse US labor force. Much of this diversity is due to the increase in immigration of a variety of professional and non-professional individuals from other countries. Many immigrants come to the United States with strong educational and professional backgrounds while others come specifically to study or work here. Due to professional opportunities many people remain in the U.S. and become incorporated into the workforce. Schools and communities are particularly impacted by this new wave of immigration. We, thus, have a situation where human services and early childhood workplaces and the clients they serve are both increasingly diverse.

A culturally diverse workplace means that individuals with very different values and traditions will be interacting with each other on a variety of issues. These cultural perspectives impact workplace relationships often in unanticipated and challenging ways. This makes cultural awareness an increasingly important aspect of any employment situation. As our world become more integrated, cultural awareness is an essential component of any educational and work experience.

### **Learning Objectives and Long-term goals:**

Develop greater cultural sensitivity and critical thinking skills

Prepare students to effectively resolve new situations they may encounter in professional

life

Communicate better with co-workers and clients

See improved work outcomes and client compliance

Develop a respect for varied traditions, beliefs and values leading to more comfortable work relationships

### **Activities:**

#### 1. Cultural Genogram\*

Instructions:

In order to complete this exercise you will need some paper and colored pencils or pens. When you have finished the exercise, you may want to share it with your family. Keep in mind that in order to complete this genogram you may use categories such as educational level, disabilities, serious illness, or even regionality as markers of your family.

Although many genograms go back for several generations, the one you will complete today will just go back to your grandparents, that is, your mother's and father's mother and father and will include your parents' generation (and aunts and uncles) and your own generation with all your brothers and sisters and their spouses.

In your genogram women are represented by circles; men are represented by squares. A marriage is represented by a line connecting a square and a circle. Children resulting from a marriage are shown as circles and squares on a line descending from the marriage line.

1. You can use a variety of categories in order to create your genogram. For example, from what countries and cultures do persons in your genogram come? Or you may use educational level as the marker of your family. For example, who completed high school, college, or has a graduate degree? How about illness – has that played a role in the definition of your family.

2. As you build your genogram, consider the following questions and jot down a few notes – you do not need to answer ALL of these points:

a. Were any of the persons shown first generation Americans? That is, did they come here from another country? Put an "FG" in their circle or square. How many first generation persons are there in your genogram? How many countries did they come from? Do you know how old they were when they came and why they came?

- b. Did the migrants come from rural or urban backgrounds? Put a small “r” or a “u” next to the “FG.”
- c. How do the persons in your genogram self-identify, that is, do they see themselves as belonging to any specific ethnic, racial, religious, or national group?
- d. Do race, skin color, disability, and educational background have any significance in this extended family? Explain a bit about your answer.
- e. Are there intercultural/ethnic/inter-religious marriages in this extended family? If so, how were these marriages accepted in the family?
- f. What range of education is represented in this extended family group?
- g. Who was/is the most influential person in this genogram? Why?
- h. Have there been cultural conflicts among people in the genogram? If so, what kinds of things cause these conflicts? How are/were they resolved?
- i. What important generational differences in terms of women’s and men’s roles exist among the relatives in your genogram? Do you see these as cultural differences?
- j. What illnesses have caused difficulties in this extended family?
- k. What do members of the family do when someone is ill? Are there caregiver persons in the family? What kinds of treatments are used, traditional and modern?
- l. How are older members of this extended family treated differently from younger members, if at all?
- m. What languages are spoken in this extended family group? How many and who are dominant in a language other than English? How many and who speak only English? What part has language played in the relationships among people in your family?

\*(Modified from activity suggested by Georgetown’s National Center for Cultural Competence)



## Activity 2 Cross-Cultural Encounter

Please watch the following video link:

Then write a short synopsis highlighting Ms. Cooper's perspective on her new job AND Mr. Sanchian's perspective. Do both have valid points? Is this a cross-cultural situation, a gendered one, or both? How can this situation be resolved.

### **Career transitions tutorial**

- Workplace and professional relationships: Students will be introduced to a series of potential workplace relationships and be asked to reflect on appropriate behaviors. For example, issues of supervision, workplace dating, and relationships with co-workers and clients. Also, covered in this section will be networking and maintaining professional networks.
- Human resources issues and career transitions: Students will learn about issues of salary negotiation, evaluating basic benefits packages, and creating a work and household budget. This part will also introduce students to the concept of career ladders in their respective fields of Human Services and Early Childhood Education and how to think about 'first' jobs and potential advancement.

Introduction:

Transitioning from being a full-time student to a professional who is responsible for supporting oneself, living independently, while developing a career, can be a stressful and challenging time. The goal of this tutorial is to help you navigate this difficult transitional time by providing skills to help with salary and benefits package negotiation, budgeting, developing and maintaining work relationships and moving up the career ladder.

Activities:

- I. View the modified Mary Tyler Moore clip available on Sakai to introduce the topics of inappropriate interview questions and behavior; then please respond to the following questions:

What would be an appropriate way to respond to an inappropriate question a potential employer asks? Explain your answer. Use an example from the MTM video and discuss.

1. What could the job candidate have done to improve his interviewing skills in the second video? List the three recommendations that you think are most important to improve. Why did you choose these three?

II. Workplace relationships: Explore one of the following websites and discuss its content, Why is workplace dating such a contentious issue?

Workplace dating

<http://www.employer-employee.com/dating.html>



[http://www.hrtutor.com/en/news\\_rss/articles/2004/Workplace\\_Dating\\_and\\_Potential\\_Consequences.aspx](http://www.hrtutor.com/en/news_rss/articles/2004/Workplace_Dating_and_Potential_Consequences.aspx) (good--had scenarios to discuss)

<http://resources.lawinfo.com/en/Videos/Sexual-Harassment/Federal/workplace-dating.html> (video, 1:26, law perspective, a bit boring, but good info)

Handling conflicts:

<http://www.boston.com/jobs/galleries/workplaceconflict/> (8 tips for handling workplace conflict--good info. Edit for a PP presentation or make into video.)

III. Should I take this job? Choose one of these websites (or a similar one) and reflect on the usefulness and accessibility of the content

Salary negotiations: <http://www.youtube.com/watch?v=X9QfOzBAp6s&feature=fvw> (2 min)--good info, but a bit boring. Also from "expert village", Difficult questions:

[http://www.youtube.com/watch?v=rr7\\_D0kyAX8&feature=channel](http://www.youtube.com/watch?v=rr7_D0kyAX8&feature=channel) (2 min)

[http://www.youtube.com/watch?v=8ze\\_-4SEu1s](http://www.youtube.com/watch?v=8ze_-4SEu1s) Interview and Salary negotiation (4 min)--well done

Evaluating benefits packages:

<http://jobsearch.about.com/od/salary/a/benefitperk.htm> (website with good info)

This site had a lot of good info about interviewing, benefits packages, etc.:

<http://www.collegegrad.com/jobsearch/Competitive-Interview-Prep/>

Job offer evaluation checklist: <http://www.adminsecret.com/benefits/articles/757>

Creating a budget:

<http://financialplan.about.com/od/budgetingyourmoney/ht/createbudget.htm> (plan that takes about 30 min to one hour)

[http://www.bankrate.com/brm/news/Financial\\_Literacy/Jan07\\_budgeting\\_howto\\_a1.asp](http://www.bankrate.com/brm/news/Financial_Literacy/Jan07_budgeting_howto_a1.asp) (7 steps to creating a budget)

<http://www.youtube.com/watch?v=zHrekZUm7h8> (video, 1:34, very brief overview)

[http://www.bankrate.com/nydn/news/financial\\_literacy/debt\\_management/secrets-to-creating-a-budget-video.asp](http://www.bankrate.com/nydn/news/financial_literacy/debt_management/secrets-to-creating-a-budget-video.asp) (same video), Bankrate.com, 1:46)

**Capstone Module Rubrics:**

<b>Outcome</b>	<b>Outstanding</b>	<b>Met Expectations</b>	<b>Did Not Meet Expectations</b>
Students will demonstrate an ability to reflect thoughtfully and	Reflection is clear and convincing. Evidence of thorough critical	Reflection begins to explore what has been learned and the impact on the	Student gives superficial statements with little to no reference to

<p>critically about professional development and workplace ethics and dilemmas.</p>	<p>analysis and ability to use reflection as a tool for growth is present. Student accurately identifies how the activity impacted their own professional development. Student identifies ability to use or is planning to use the information in the future to enhance their professional development.</p>	<p>student's professional development. Interpretations may be broad. Student conveys desire to grow/improve as a professional and is beginning to understand how to use reflection as a tool to grow.</p>	<p>what has been learned or how this information will be used in the future to enhance/improve effectiveness. Student does not accurately consider impact on the professional development.</p>
<p>Students will demonstrate an understanding of content and skill development provided in the modules related to professional development and workplace ethics.</p>	<p>Able to demonstrate an understanding of the many facets of ethical issues and professional development and can develop a course of action that is consistent with a well-thought-out solution. Can think through consequences and implications Uses appropriate problem-solving strategies. Understands ethical implications.</p>	<p>Demonstrates an understanding of relevant ethical issues or professional development dilemma. Makes connections between ethical codes/guidelines and real-life situations. Can articulate problem-solving strategies.</p>	<p>Unable to identify issues of an ethical dilemma or professional development issue. Few or no connections to ethical code/guidelines or appropriate practice. No understanding of ethical implications of a situation.</p>

Evaluation Protocol:  
BI-WEEKLY REFLECTION REPORTS

Name: \_\_\_\_\_ Bi-Weekly Report # \_\_\_\_\_/7

	Points Possible	Evaluation:				
		Outstanding	Good	Satisfactory	Minimally Acceptable	Unsatisfactory
The degree to which the student...		100%	85%	75%	60%	0%
1. ...submitted assignment on time?	1	1.0	--	--	--	0.0
2. ...identified/reflected on challenges and triumphs?	4	4.0	3.40	3.00	2.40	0.0
3. ...identified goals for next reporting period?	2	2.0	1.70	1.50	1.20	0.0
4....submitted a paper that reflects the writing quality expected of a university-level student	3	3.0	2.55	2.25	1.80	0.0
	10					

TOTAL POINTS \_\_\_\_ / 10

COMMENTS:

Evaluated by: \_\_\_\_\_

FILE: Evaluation Protocol\_HDFS 465 - Bi-Weekly Reports

**HDFS 449/465: Human Services Internship/Seminar  
Evaluation Protocol  
PANEL DISCUSSION**

Group Members: \_\_\_\_\_

- Group Topic:
- \_\_\_\_\_ Prosocial and Cultural Identity
  - \_\_\_\_\_ Establishing Working Relationships
  - \_\_\_\_\_ Disillusionment and Confrontation
  - \_\_\_\_\_ Personal and Professional Growth
  - \_\_\_\_\_ Termination

	Points Possible	Points Earned	%
How well did the group...			
1. ...thoughtfully and creatively cover the topic	6.0		
2. ...offer insight into their placement experience	6.0		
3. ...utilize information from course readings	7.0		
4. ...encourage discussion from classmates	6.0		
Totals	25		

HDFS 449/465: Human Services Internship/Seminar  
Evaluation Protocol

PORTFOLIO

NAME: \_\_\_\_\_ Term: \_\_Fall  
\_\_Spring/Year\_\_

	Points Possible	Points Earned	%
The quality of the portfolio's components based on the interns' submission of...			
1. ...a well-written and properly formatted resume	5.0		
2. ...a summary that includes the placement site and supervisor; the site's philosophy and population; and a summary of completed tasks	5.0		
3. ...a brief discussion of what the intern learned from the experience as well as the value of the internship	9.0		
4. ...a brief discussion of some of the experiences' challenges and triumphs	9.0		
5. ...information about two agencies	10.0		

6. ...the required (previously evaluated) reflections	4.0		
7. ...the completed agency evaluation form	3.0		
8. ...a self evaluation/professionalism statement	5.0		
9. ...a well written, professionally presented portfolio	10.0		
<b>TOTAL</b>	<b>60.0</b>		

IFST 449/465: Human Services Internship/Seminar  
Evaluation Protocol

**REFLECTIONS**

NAME: \_\_\_\_\_

Reflection Topic (check one)

- A - Goals
- B - Description of Work Tasks
- C - Relationships
- D - Mid-Term goals assessment
- E - Ethics
- F - Theory
- G - Policy

<b>Rating</b>	<b>Evaluation</b>	<b>Quality</b>	<b>Descriptors</b> (*not all descriptors apply in every category)
100%	Exceptional	Highest	Overall quality exceeds expectations and reflects the highest levels of subject mastery based on instructor standards and as compared to course peers; no structural problems (e.g., spelling, grammar);
90%	Very Good	High	Overall quality is very good; minor structural errors*
85%	Good	Above Average	Overall quality is generally above expectations and reflects above average level of subject mastery based on instructor standards and as compared to course peers ; some structural errors*
75%	Satisfactory	Average	Overall quality meets expectations and reflects average level of subject mastery based on instructor standards and as compared to course peers; higher level of structural errors*
60%	Minimally Acceptable	Below Average	Overall quality below expectations and is inconsistent; it reflects limited levels of subject mastery based on instructor standards and as compared to course peers; more than acceptable level of structural errors*
0	Unacceptable	Poor	Overall quality barely meets minimum subject mastery based on instructor standards and as compared to course peers; high level of structural errors*

Reflection #\_\_\_\_\_/4 required (# of reflections submitted, including this one)

	Points Possible	Points Earned	%
1. Reflection letter and topic are identified at top of paper	1.0		
2. Reflection is between 1 (average) – 3 (outstanding) pages, double-spaced	1.0		
3. Paper integrates/applies information from the text	5.0		
4. Questions/topics are addressed in a meaningful way, using examples wherever possible to illustrate points	5.0		
5. Reflection is well-written and consistent with writing standards expected of a university-level student with limited spelling and grammatical errors	3.0		
<b>TOTALS</b>	<b>15</b>		

### Rubric Descriptors

Rating	Evaluation	Quality	Descriptors (*not all descriptors apply in every category)
100%	Exceptional	Highest	Overall quality exceeds expectations and reflects the highest levels of subject mastery based on instructor standards and as compared to course peers; a thought-provoking thesis that effectively addresses the subject, followed by original explanation that supports the thesis; structure promotes thoughtful progression of an idea from beginning to end with unifying transitions; few errors in grammar, punctuation, or spelling
90%	Very Good	High	Overall quality is very good; minor structural errors
85%	Good	Above Average	Overall quality is generally above expectations and reflects above average level of subject mastery based on instructor standards and as compared to course peers ; some structural errors
75%	Satisfactory	Average	Overall quality meets expectations and reflects average level of subject mastery based on instructor standards and as compared to course peers; higher level of structural errors; an obvious but simple thesis that appropriately responds to the question, followed by a convincing but somewhat predictable explanation that supports the thesis; an essay that discusses its thesis with few digressions, with most paragraphs containing some details and examples; some common errors (major and minor) in sentence construction and mechanics; generally demonstrates a correct sense of syntax
60%	Minimally Acceptable	Below Average	Overall quality is below expectations and inconsistent; reflects limited levels of subject mastery based on instructor standards and as compared to course peers; vague or no thesis, followed by little support or an irrelevant explanation; essay does not address its thesis and is seriously deficient in explanation and/or supporting detail; no overall sense of structure, inadequate or unrelated intro/conclusion; numerous errors and/or a pattern or major flaws.
0	Unacceptable	Poor	Overall quality barely meets minimum subject mastery based on instructor standards and as compared to course peers; high level of structural errors*

Dxxxx Rxxxxx  
HDFS Seminar  
Dr. Gaines-Hanks  
Fall 2009

### **Reflection A: Goals**

Beginning this internship I come across feelings of excitement, nervousness, insecurity and anxiousness. Am I going to enjoy it? How will I do? Will this be something I see myself doing for the rest of my life? These are the type of questions that are filling my mind as I begin this new experience. Putting my emotions aside I have set goals for myself to strive for during my internship. Goals that will hopefully be achieved at its completion.

One important goal during this internship is to further my development by continuing to learn and grow within the field. Sweitzer and King would describe this as developing your personal, professional, and civic development. During the internship I would like gain, “the ability to look critically at information, as well as to think creatively and to look at issues from multiple viewpoints” (Sweitzer & King, 2009, p. 5). In regards to professional development, I would like to be able to pull together all I’ve learned in classes and apply it directly in the field. My civic development goal includes developing the knowledge, skills, and values that will make me become a, “responsible, and contributing member” of my community and society as a whole “Sweitzer & King, 2009, p. 6).

Another goal of mine would to be able to become more diverse. As Sweitzer and King explain, we all will meet people with different cultural backgrounds that are different from our own. Being conscious, aware, and knowledgeable of these various cultures will allow me to better serve my clients, making me a better professional (Sweitzer & King, 2009, p. 29).

Throughout this internship experience becoming competent would allow me to feel better about entering the field as a professional. When I reach this stage, Sweitzer and King report, “you may find yourself thinking of yourself less as an apprentice and more as a professional”



(Sweitzer & King, 2009, p. 56). When I reach this goal I will feel a sense of accomplishment and relief that I will be successful in what I choose to do in life.

Getting to know, understand, and test my values is an important goal in becoming a professional. Clarifying my values and being ready to respond to co-workers and clients that do not share the same values will better prepare me for any client. With this, my main goal would be to know how to respond to different clients that have a wide range of different values that I do not agree with. In addition, I want to be able to continue the client even with our differences in values (Sweitzer & King, 2009, p. 66).

Lastly, establishing relationships with my co-workers and supervisor is an important goal. Having connections within the field is beneficial to my professional career. Whether it is with getting a job or calling them for advice, relationships with co-workers can be helpful and are ones that last forever.

During my internship experience I will strive to meet all of these goals. Being open minded, flexible, and receptive will be the attitudes I use to achieve these goals. (Sweitzer & King, 2009, p. 28) In addition, not being afraid to ask questions and being able to voice my opinion when asked will help me achieve them. Getting involved, being open, and experiencing everything I can will be most useful in furthering my knowledge.

In terms of long-term goals I hope this internship experience will help decide what I want to do or do not want to do. Hopefully I will love this experience and it will reflect what I have wanted to do, but if not at least I will know now and not later. I also hope to decide what area of counseling I would like to go into.

### **Bibliography**

Sweitzer, H., & King, M. (2009). *The Successful Internship: Personal, Professional, and Civic Development*. Belmont, CA: Brooks/Cole.

6. How will the capstone experience continue beyond the grant phase? If the capstone experience will be taught by multiple instructors, how will transfer of this grant developed capstone experience be ensured?

The capstone seminars are embedded in the curriculum of the department. Thus, even as instructors change, the goals of the final two seminars do not. The modules that we developed for the capstone courses are available on Sakai and are easily transferred from one semester to the next. In addition, instructors tend to follow the syllabi of previous instructors in order to ensure continuity of learning.