Course Description:

This course offers students the opportunity to apply what they have learned in the HDFS program in a professional setting, under the guidance and supervision of a qualified professional.

Course Objectives:

As part of the Silver Core Curriculum, this course will satisfy Core Objective 14 stating: “Students will be able to demonstrate their knowledge and skills developed in previous Core and major classes by completing a project or structured experience of practical significance.”

Student Learning Objectives:

Upon completion of their internship, students will be able to:

1) …evaluate potential career choices and further define career goals.

2) …apply professional interview techniques and resume writing skills.

3) …identify, assess, and develop personal and professional strengths, and areas in need of professional development.

4) …utilize communication and interpersonal skills, academic knowledge, and professionalism to identify and resolve problems or conflicts that occur in a professional setting.

5) …recognize certain situations, behavior, interactions, and developmental responses during the internship that relate to knowledge gained in the classroom.
Textbooks and Course Materials:

There is no required text.

Partnership between HDFS 470 and Nevada Career Studio:

A partnership between our course and the Nevada Career Studio has been established to support students meeting the presented Student Learning Objectives. The Nevada Career Studio is located on the University campus in Thompson 101A. Walk-in services hours of operation can be found at http://www.unr.edu/career. This brand new hub of career education is a key resource for pre-professional internship students.

It is highly recommended that HDFS 470 students take advantage of the partnership between our course and the Nevada Career Studio by attending drop-in hours for both help related to course assignments and furthering one’s ability to confidently and competently navigate the journey of finding a career.

Services available include:

- To explore career paths
  - Online self-assessments
  - Career research tools
- To find jobs
  - Opportunities to connect with employers
  - Help finding internships and part-time jobs
  - Help managing your full-time job search
- To get help applying
  - Resumes
  - Cover letters
  - Personal statements
  - Mock interviews
  - Business writing
Internship Contract (30 points)

The Internship Contract, which is found in your Student Handbook and on WebCampus, must be signed by you and your Internship Site Supervisor. **Students may not begin hours without submitting a fully signed contract to the Internship Coordinator with all information complete (hours, contacts, etc).** Due dates for the contract can be found on the course schedule – should a student be unable to submit their signed contract by the deadline, they must speak with the Internship Coordinator immediately or they may be dropped from the course (the deadline may be extended by the Internship Coordinator if the student has a valid reason for being unable to return a signed contract by the original due date).

Internship Proposal (40 points)

Students will write a two-page (double spaced) paper in APA 6th Edition format which includes the following:

- Background information on the organization at which the student is conducting internship (i.e. what types of clients do they serve, how and when was the organization founded, other general information)
- Student’s career goals and the relationship with the student’s choice of organization and proposed roles and responsibilities
- How the proposed internship experience relates to any of the ten substance areas in family life education (choose one to three areas to cover)
- What areas of competence student would like to develop or improve during internship

As a sign of growth and learning, students are expected to integrate previous HDFS course content into their proposal where appropriate. Namely, it is expected that students show a clear and comprehensive understanding of the ten substance areas of family life education as it relates to their internship experience. A professional understanding of the field will also be expected and will be documented in the overall proficiency of the proposal. Lastly, expertise in the application of APA style will be expected as evidence of learning over the course of the students’ degree coursework.

If students are at all unclear about APA guidelines, it is highly recommended that they take their proposal to the Writing Center or have it reviewed by someone else as strict expectations for APA accuracy in student’s final semester will be expected by the Internship Coordinator and mistakes related to style will result in robust point deductions.

Hours (100 points)

The number of hours required for internship is based on the number of credits in which the student is enrolled. For each credit, a student is expected to complete 45 hours over the course of the term (see University Administrative Manual, 6,082: Definition of a Student Credit Hour), for example:

Three (3) credits = 135 hours (average of 9 hours per week over a fifteen-week semester)
Four (4) credits = 180 hours (average of 12 hours per week over a fifteen-week semester)
Students who submit their contracts early, may be allowed to begin their hours before the start of the semester with Internship Coordinator and Internship Site Supervisor permission. Should a student wish to begin their hours early, after obtaining Internship Site Supervisor permission, they must request final approval from the Internship Coordinator.

To earn full points, **ALL** hours must be completed. Completing less than the required amount of hours will result in a deduction of **10 points per hour missed**. Final timesheets are due no later than the date indicated on the course calendar (unless prior approval has been given to the student from the Internship Coordinator directly to extend the deadline until the final exam period).

**Timesheets (no points, deductions taken from Hours requirement)**

A timesheet template will be provided to the students in the beginning of the semester and students are expected to log their hours on this form only. Timesheets are to be signed by the Internship Site Supervisor on a biweekly basis. Only the Internship Site Supervisor can sign a student’s timesheet – should the student need to have an alternate person sign their timesheet they must obtain Internship Coordinator’s approval and attach a signed business card from the alternate person for signature verification. Timesheets may be turned into the Internship Coordinator or Teaching Assistant directly, dropped off in the gray locked box outside the HDFS door on the 3rd floor of the William Raggio Building, or turned in at our class meetings.

Though the Internship Coordinator respects that students schedule may be busy, neglecting to turn timesheet in on time will result in point deductions for this requirement. Timesheets will only be accepted if they are submitted in an acceptable manner (i.e. no tears, excessive folding or wrinkling, hours are clearly totaled at the bottom for the two week period, no white-out or cross-outs, etc.)

Students must make a copy of their timesheet for their records before turning them in, though original timesheets will be maintained by the Internship Coordinator, copies will not be provided to the students once they have been submitted.

**Mid-Term and Final Supervisor Evaluations (50 points for Mid-Term and 100 points for Final)**

Students must receive **satisfactory** or better mid-term and final evaluations from your Internship Site Supervisor. These forms were included in the Internship Site Supervisor Handbook delivered by the student. Should your Internship Site Supervisor need additional copies, a request can be made to the Internship Coordinator directly. Students are responsible for making sure your Site Supervisor completes the evaluations by the due dates outlined on this syllabus.

Students should meet with the Internship Site Supervisor to review evaluations, and, if appropriate, they should also meet with the Internship Coordinator to review and discuss evaluations. After reviewing midterm evaluations, students should be able to highlight their areas of strength and work to resolve any problems related to the internship so that the student can be successful. Students may lose part or all points for an unsatisfactory or below-average evaluation. As a sign of growth and learning, students are expected to demonstrate improvement in their evaluation scores over the course of the semester. Learning will also be documented in the written feedback provided by Internship Site Supervisors on evaluations.

**Class Meeting Attendance/Participation (70 points)**
This is a seminar class where you will exchange ideas, information, and relate experiences from your internships. Each of you has valuable knowledge and skills that can benefit others in the class. We will also engage in other exercises relevant to your professional development. As such, your attendance and active participation are essential to the success and learning process of this course, particularly for your fellow classmates. Dialogue is respected and supported at all times. Particular details of events and/or personal internship experiences discussed by fellow students are expected to remain confidential. Points will be lost for late arrivals and early departures as well as for cell phone use including texting.

**Class only meets 7 times during the course of the semester. Students who miss class due to unexcused absences will have their grade dropped one full letter grade for each absence. Students must inform the Internship Coordinator of their absence prior to the absence (with the exception of medical or emergency situations which will be handled on a case-by-case basis though students are expected to contact the Internship Coordinator asap). Please note that the University does not recognize any “excused absence” as of Fall 2014 and, therefore, all absences will be deemed excused or unexcused at the discretion of the Internship Coordinator.**

**Resume Round #1 (10 points)**

In preparation for a resume workshop presented by the Nevada Career Studio, students will prepare a complete resume to the best of their abilities. Preparing a resume will allow the students to assess their skill at resume building before the workshop.

**Resume Round #2 (30 points)**

Following the workshop, students will be expected to turn in a professional and consummate resume of high quality incorporating these new skills from the workshop. Though a complete resume will be turned in as if you were applying for a job, student grades will be based primarily on a rubric and assignment instructions be provided by the Nevada Career Studio (15 points will be attributed to the rubric from the workshop, 15 points will be for the overall resume i.e. format, grammar/spelling, organization). As a sign of growth and learning, students are expected to compare their resumes from Round #1 to Round #2. Learning will also be documented in the feedback provided by Internship Coordinator.

Attending walk-in hours at the Nevada Career Studio on the student’s own time prior to the due date to receive individual feedback on a resume will result in a student receiving full credit. This is preferred.

**Interview Round #1 (10 points)**

Students will be required to complete a mock interview using an online program called InterviewStream. Students will receive an invitation via email partway through the semester asking them to complete a mock interview. The instructor will not review the entirety of the mock interview videos, however, the instructor will review the student “Self-Assessment” questions accompanying the interview in InterviewStream. Round #1 is intended to serve as a baseline to allow students to identify their strengths and weaknesses in interviewing prior to an interview workshop given in class.

**Interview Round #2 (30 points)**
Following Round #1, the students will attend a workshop on interview skills presented by the Nevada Career Studio. Round #2 allows the student to incorporate the information learned in the interview workshop and work to improve on areas of potential as identified by self-reflection questions. Similar to the invitation received for Mock Interview Round #1, students will receive an invitation via email asking them to complete an additional mock interview. Students will be again asked to complete “Self-Assessment” questions in the InterviewStream interface to help them gauge what was learned from the experience. As with Round #1, the instructor will not review the entirety of mock interview videos themselves. As a sign of growth and learning, students are expected to compare their interviews from Round #1 to Round #2. Learning will also be documented in the feedback provided by the “Self-Assessment” questions.

Students can opt-out of the InterviewStream Round #2 invitation and instead complete an in-person mock interview at the Nevada Career Studios during walk-in hours on the student’s own time for full credit. This is preferred.

**Final Presentations (30 points)**

For the final exam, each student will give a short 2-3 minute verbal presentation about his or her internship experience. Students will highlight how their careers goals have developed throughout the internship experience (consider your career goals as stated in your Internship Proposal assignment). As a sign of growth and learning, students will submit a one-page synopsis of their presentation including site name, student’s key duties, significant contributions student made to the agency, plan for after graduation. Please note if you received a job offer or letter of recommendation.

**Grading:**

Your final grade will be calculated as follows –

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Contract</td>
<td>30</td>
</tr>
<tr>
<td>Internship Proposal</td>
<td>40</td>
</tr>
<tr>
<td>Hours</td>
<td>100</td>
</tr>
<tr>
<td>Mid-Term Supervisor Evaluation</td>
<td>50</td>
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<tr>
<td>Final Supervisor Evaluation</td>
<td>100</td>
</tr>
<tr>
<td>Class Meeting Attendance/Participation</td>
<td>70</td>
</tr>
<tr>
<td>Resume Round #1</td>
<td>10</td>
</tr>
<tr>
<td>Resume Round #2</td>
<td>30</td>
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<tr>
<td>Interview Round #1</td>
<td>10</td>
</tr>
<tr>
<td>Interview Round #2</td>
<td>30</td>
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<tr>
<td>Final Presentations</td>
<td>30</td>
</tr>
</tbody>
</table>

**500 points total**

Semester letter grades will be assigned as follows –

A = 465 - 500 points  
B = 425 - 464 points  
C = 375 - 424 points  
D = 325 - 374 points  
F = 324 points and below
Course Policies

Late Assignment Policy
There is no late assignment policy for this course. As this is your final semester and
your internship should be treated like a job, deadlines are firm as they likely would be in the
professional world. Should you identify that you will have difficulty meeting a deadline or
requirement for this course, you must speak to the Internship Coordinator in advance.

Academic Dishonesty
Cheating, plagiarism, or otherwise obtaining grades under false pretenses, as defined in
subsection C of the University of Nevada, Reno Student judicial code, will not be tolerated in
this course. Suspected cases will be administered in accordance with the policies set forth by
the Student Judicial Affairs.

Academic Success Services
Your student fees cover usage of the University Writing Center (784-6030 or
http://www.unr.edu/academics/academic-support/writing-center). This center supports your
classroom learning; it is your responsibility to take advantage of their services. Keep in mind
that seeking help outside of class is the sign of a responsible and successful student.

Accommodation Compliance
Qualified students with physical or documented learning disabilities have the right to free
accommodations to ensure equal access to educational opportunities at the University of
Nevada, Reno. For assistance, contact the Disability Resource Center, Thompson Building
Suite 101, (775) 784-6000, TTY (775) 327-5131.

Confidentiality
Discuss confidentiality requirements with your field site supervisor. Do not include any
person’s name in any written assignment.

Videotaping of Class
Surreptitious or covert videotaping of class or unauthorized audio recording of class is
prohibited by law and by Board of Regents policy. This class may be videotaped or audio
recorded only with the written permission of the Internship Coordinator. In order to
accommodate students with disabilities, some students may have been given permission to
record class lectures and discussions. Therefore, students should understand that their
comments during class may be recorded.

Athletes and/or School Sanctioned Club Members
If you belong to a team or are a member of a school-sanctioned club that requires travel,
it is your responsibility to see me the first week of class regarding your University endorsed
travel schedule. You must provide a University endorsed schedule. I need at least a week notice
of an absence due to an athletic event or school sanctioned activity. Make-up classwork may be
required/assigned in lieu of missing class.
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Items Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24</td>
<td>CLASS MEETING</td>
<td>Internship Contract</td>
</tr>
<tr>
<td>8/31</td>
<td></td>
<td>Timesheet</td>
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<tr>
<td>9/4</td>
<td></td>
<td>Timesheet</td>
</tr>
<tr>
<td>9/14</td>
<td>CLASS MEETING</td>
<td>Internship Proposal</td>
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<tr>
<td>9/18</td>
<td></td>
<td>Timesheet</td>
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<tr>
<td>10/2</td>
<td></td>
<td>Timesheet</td>
</tr>
<tr>
<td>10/5</td>
<td>CLASS MEETING</td>
<td>Resume (Round #1)</td>
</tr>
<tr>
<td></td>
<td>Guest speaker: Mary T. Calhoon, Career Education Coordinator at the Nevada Career Studio</td>
<td>Workshop on Resume Bullet Points</td>
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<tr>
<td>10/9</td>
<td></td>
<td>Midterm Evaluation</td>
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<tr>
<td>10/16</td>
<td></td>
<td>Resume (Round #2)</td>
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<tr>
<td></td>
<td></td>
<td>Timesheet</td>
</tr>
<tr>
<td>10/25</td>
<td></td>
<td>Interview (Round #1)</td>
</tr>
<tr>
<td>10/26</td>
<td>CLASS MEETING</td>
<td>Timesheet</td>
</tr>
<tr>
<td></td>
<td>Guest speaker: Mary T. Calhoon, Career Education Coordinator at the Nevada Career Studio</td>
<td>Workshop on Interview Strategies</td>
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<tr>
<td>10/30</td>
<td></td>
<td>Interview (Round #2)</td>
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<tr>
<td></td>
<td></td>
<td>(if choosing InterviewStream option)</td>
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<tr>
<td>11/6</td>
<td></td>
<td>Interview (Round #2)</td>
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<tr>
<td></td>
<td></td>
<td>(if choosing Nevada Career Studio walk-in option)</td>
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<tr>
<td>11/9</td>
<td>CLASS MEETING</td>
<td>Timesheet</td>
</tr>
<tr>
<td></td>
<td>Guest panel of past HDFS students</td>
<td></td>
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<tr>
<td>11/13</td>
<td></td>
<td>Timesheet</td>
</tr>
<tr>
<td>11/23</td>
<td>CLASS MEETING</td>
<td>Timesheet</td>
</tr>
<tr>
<td></td>
<td>Guest speaker: Dr. Bill Evans, HDFS Program Coordinator HDFS Exit Assessment</td>
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<tr>
<td>11/27</td>
<td></td>
<td>Timesheet</td>
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<tr>
<td>12/9</td>
<td></td>
<td>Timesheet</td>
</tr>
<tr>
<td>12/11</td>
<td>CLASS MEETING</td>
<td>Final Evaluation</td>
</tr>
<tr>
<td></td>
<td>Note: Class time is 8-10am as this is the final exam period.</td>
<td>Final Presentation</td>
</tr>
</tbody>
</table>