

CHILD 498R - Child Development Internship

Section 1 - Currently enrolled
Section 990 - Off track/half tuition

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INTERNSHIP PREREQUISITES

Completion of Child 310 and Child 320 plus 12 additional credits within the Child Development major.

Note: *Students are encouraged to complete their internship during the off-track semester following their Junior year of schooling.*

INTERNSHIP BASICS

1. Students must have their internship approved by the department internship coordinator and the Internship Office BEFORE beginning their internship experience. No "Ex post facto" experiences will be accepted for internship credit.
2. Students, with the assistance of the department coordinator, and Internship Office are responsible for securing their own internship experience. The Internship Office maintains a database of current opportunities and past experience providers. (See <http://www.byui.edu/careerservices/internships/>)
3. Each company that hosts BYU-Idaho interns must have a "Master Agreement" on file with the university. This agreement outlines the responsibilities of the student, the experience provider, and the University. Students should insure the document is in place before beginning to work.
4. You should secure your internship about 30 days before you plan to start to allow time to process the paperwork and registration. Registration deadlines are the same as for other on-campus semester courses. Students initiate the process by completing the "Initial Internship Approval" form (hard copy) and turning it into the Internship Office. A few days later students will be sent via email a "Student Agreement" form which completes the registration and approval process.
5. Internship experiences must be supervised experiences that are directly related to the field of child development.
6. Once approved, the Internship Office will automatically register you for the appropriate internship credit. Students must complete a minimum of 80 experience hours for each academic credit. However, in some situations more hours may be required to fulfill job responsibilities with professional integrity.
7. All interns are expected to comply with responsibilities outlined in BYU-Idaho's "Student Agreement" and to maintain the Honor and Dress Code while representing BYU-Idaho as a student intern. In addition, interns should never sleep in the same room with children, adolescent, or clients being served. In all ways interns must uphold the highest standards of character and professionalism.

MISSION STATEMENT

“To provide opportunities for students to use their knowledge and skills to further the work of the Lord by strengthening and enriching the lives of children and families, through hands-on experience in public or private organizations serving children and families”

(Adapted from Magarrell, Roberta, 2003, Brigham Young University School of Family Life Internships and Field Studies Student Guide MFHD 399R).

GOALS AND OBJECTIVES

1. To provide students with the opportunity to observe and apply...[prenatal through adolescence] course concepts to a wide range of... [developmental] experiences.
2. To help students serve as active citizens and contribute to the well-being of...[children] throughout the world .
3. To prepare and strengthen students for the time when they will rear their own families and to increase their effectiveness as spouses and parents through gaining insights from their internship experience.
4. To provide students with quality work experience which will help them develop professional skills which will enable them to obtain employment upon graduation.
5. To provide students with hands-on experience that will increase the likelihood of their acceptance into advanced degree programs. (Objectives 1-5 taken from Magarrell, 2003, p. 2)

REQUIREMENTS

1. **Carefully read this syllabus and complete the associated reading check in Blackboard.** The best way to avoid problems and to perform successfully is to clearly understand the expectation for internship experiences. I also strongly encourage you to visit and explore the BYU-Idaho Internship Office website at <http://www.byui.edu/careerservices/internships/>. It may also be wise to share a copy of this syllabus and the BYU-Idaho Internship Office website with your Experience Provider. *The reading check is worth 50 points.*
2. **Outline your internship goals and objectives** within the first two weeks of your internship. Be specific in what you expect to accomplish. Remember that *goals* are what you hope to accomplish and *objectives* are how you plan to accomplish those goals. Thus where possible, outline specific activities that will lead to the accomplishment of the goals you set. Your goals and objectives should include what you hope to accomplish as a result of your internship responsibilities as well as how you hope to grow as a person as a function of your internship experiences. Your goals and objectives should be submitted through Blackboard. *This assignment is worth 50 points.*
3. **Maintain a daily reflection journal.** The goal of the reflective journal is to process and think deeply about your academic training and internship experience. As you write, apply the things you have learned. Explore new solutions. View your experience through a gospel lens. Expand your ideas for self or organizational improvement. Apply developmental concepts and analyze their usefulness. Share illustrative examples from your work experience. *Your journal is private and will not be shared with agency personnel.* It is meant to help you stretch and grow as a professional, to hone your reflective evaluation skills, and to help you develop better self-understanding so you may become a more effective professional. It is through the reflection process that you will experience your greatest personal growth. Your journal entries will be read only by the Internship Coordinator. All personal thoughts, insights, and frustrations will remain confidential. You are expected to write a minimum of one paragraph per day worked (about 100 words). However, it is expected that some days you will write much more. When making an entry, begin with the date being reflected upon. Skip a line between the ending of one reflection and the beginning of another. Before submitting the entries for the week, put the following information in the top left-hand corner. *Name, Hours this week, Total hours to date, Total days worked this week.* All journals must be submitted through Blackboard by attaching your journal

file to this assignment. If you are not using Microsoft Word or WordPerfect, please save as a text file before submitting. *This assignment is worth 20 points per week.*

4. **Keep a daily time log.** A summary of the time log will be submitted with your weekly journal as described above. In addition, you should keep a daily log that is signed each week by your supervisor. A copy of the signed log should be turned into the Internship Coordinator at the end of your internship experience. A sample time log is available on Blackboard. *The time log is worth 100 points.*
5. **Report on your internship experience via a conference call or in-class presentation to the Child 325 class or child and family advocacy society.** Reporting on your internship experience will help expose new students to the career possibilities available when majoring in Child Development. It will also provide an opportunity for students to teach and learn from one another. Your presentation should last about 15-20 minutes. If you are presenting via a conference call, any handouts, PowerPoints, or other visual aids you may have, should be submitted at least 24 hours in advance. You need only have 60 hours completed before making your presentation. Since Child 325 is a block class, I would encourage some presentations during the first half of the semester. Please contact me to make arrangements for your presentation. *The presentation is worth 50 points.*
6. **Prepare a written internship report.** Your final written reports should detail 1) how you met your initial internship goals and objectives, 2) how you would evaluate your own effectiveness in your internship experience using the Magarrell (2003) criteria detailed below and on Blackboard, and 3) a testimonial on how your internship experience furthered your preparation as both a professional and disciple of Christ. The final report should be between 5-7 pages double-spaced. *The report is worth 200 points.*
7. **Send a “Thank-you Letter” to your experience provider.** Try to be specific in your acknowledgment and appreciation. Use quality stationery and send by postal service rather than by email or electronic means. Post a copy of the letter to Blackboard. *The letter contributes 50 points.*
8. **Complete the online “Internship Experience Self Evaluation”** from the BYU-Idaho Internship Office. *The Internship Evaluation contributes 50 points.*
9. **Remind the Experience Provider** to complete the online evaluation report. It is a significant part of your grade. *The experience provider evaluation is worth 200 points.*

GRADES

The initial reading check is worth 50 points. The goals and objectives assignment contributes 50 points. The reflective journal contributes 20 points per week (up to $15 \times 20 = 300$). The time log is worth 100 points. The class report is worth 50 points. The final report is worth 150 points. The thank-you letter and internship self-evaluation each contribute 50 points. Grades will be calculated from this 1000 point base as follows:

A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D+	67-69%
B-	80-82%	D	63-66%

Self-Evaluation Criteria

The ability to evaluate your strengths and weaknesses on the job and then modify your actions accordingly is essential to maintaining employment and expanding your growth as a professional. As you prepare your final internship report, evaluate yourself according to the following criteria developed by Magarrell (2003, pages 37-40).

1. Job Competence:

Decision Making - the ability to make sensible, efficient and effective decisions while taking into account the opinions and concerns of those affected by such decisions.

Problem Solving - seeking different solutions by processing information in new ways in order to evoke useful solutions to challenges being faced by others.

Organizational Skills - the capacity to clearly see what needs to be done and then to proceed in an orderly, logical manner. Also, the ability to involve others in projects such that both efficiency and effectiveness are maintained.

Productivity - creation or production of quality products within reasonable time constraints, whether it be working directly with clientele, or producing materials to assist the Experience Provider.

Initiative - recognition and completion of assignments without being told; doing more than is required; taking on challenging, routine, or mundane projects with zest; assuming responsibility for beginning or originating new ideas or methods to benefit the Experience Provider.

2. Professionalism:

Personal Appearance - maintaining a professional tasteful image; dressing in accordance with Agency policy; neat; clean; orderly.

Attitude - a mental and neutral state of readiness, exerting a positive directive or dynamic influence upon the individual's response to all objects, people, and situations with which it is related.

Punctuality - being on time; promptness; immediateness.

Dependability - the quality of being reliable, able to be counted on to do what is expected or required; trustworthy, showing levelheadedness or steadiness in what you have committed to do.

Confidentiality/Trust - keeping information and other experiences within the agreed upon context (i.e., private, limiting the sharing of information).

Adaptability - the ability to change to meet the needs of the agency, clientele or project without too much difficulty; appropriate flexibility.

3. Interpersonal Relations:

Client Relations - connections with clients; showing appropriate respect; maintaining a helpful yet professional relationship.

Empathy - the ability to understand what another is going through, thereby allowing you to appropriately direct the individual to needed resources or resolutions.

Staff Relations - connections with staff; appropriate regard and working relations.

Cooperation - the ability to work with others in harmony; carry your share of the workload; and labor or act with others toward a common objective or goal.

Friendliness - extending yourself to others in an amiable and respectful manner.

Communication, Verbal - the ability to accurately transfer meaningful information via spoken words and body language such that the message is received and understood by recipient; proficiency in the oral expression of thoughts, feelings and information such that confusion and repetition are limited.

Communication, Written - the capacity to accurately transfer meaningful information using written instruments (memos, reports letters, E-mail, etc.) such that the message is received and understood by the recipient; proficiency in the written expression of thoughts, feelings, and information such that confusion and repetition are limited.

4. Personal attributes:

Creativity - the ability to envision and develop unique ways of approaching and carrying out projects or solving problems; bringing to mind possibilities that have not been previously entertained; inventiveness.

Enthusiasm - an intense or eager interest in what is being done, accompanied by excitement, energy, and optimism; an infectious attitude that radiates to others.

Persistence - the willingness to stick to a task under unexpected circumstances until it is satisfactorily complete; endurance; resoluteness; tenacity; persevering in mundane or difficult tasks and seeing them through to completion.

Assertiveness - the willingness to actively participate, state, and maintain a position, until convinced by the facts that other options are better; requires initiative and courage to act.

Stability - mentally and emotionally healthy; steady in purpose; firmly established; durable; enduring.

Self-Motivation - the capacity to draw from within the necessary energy and enthusiasm to complete a duty; the ability to stay focused and on-task when unmonitored by a supervisor or other external control

Desire to Learn - the willingness to expend the effort to understand and learn what is needed to fulfill responsibilities; openness to receiving feedback and incorporating that information where possible; having an attitude of inquiry and a willingness to do the required research or study to reach a desirable end.”