Thank you for your interest in the Human Development and Family Science program. We always welcome community partners who are excited about teaching and mentoring our students.

The information on this site will help you create a positive learning and teaching environment for students and staff alike. It includes expectations for you and for students, and helpful tips for working with college students. There are also forms and assignments to familiarize you with student responsibilities. We hope you will find it helpful!

Please choose from the following sections to navigate the guidebook:

A. What is an Internship?
B. Expectations for Interns
C. Expectations for Sites
D. Creating an Internship at your Organization
E. Community Partnership Information Sheet

A. What is an Internship?

The Council for Standards in Human Service Education defines internship as "The advanced or culminating agency---based experience which occurs toward the end of a student university experience. This usually requires close supervision from agency personnel and university faculty including regularly scheduled seminars with a faculty member. The experience of [internship] provides a bridge between the academic experience and later professional employment."

An HDFS internship is a hands--on learning experience that allows students to learn and apply academic and personal skills to promote career readiness. Students apply knowledge and theory to practice by working in the community while learning from experienced service providers and clients.

B. Expectations for Interns

Interns are HDFS majors considering careers in counseling, teaching, social services, family law, and related areas.

Interns earn university credit for working at their placement site and completing academic coursework that is rooted in the principles of reflection, demonstration, and critical thinking. Students may enroll for 3-6 units in fall, spring, or summer semesters. Interns are expected to work a total of 45 hours per 1 university unit. The standard enrollment is 3 units, which requires 135 total hours over the semester.

Interns will be expected to:

- Work at their site each week on a schedule to be arranged with the site supervisor
- Work on assigned tasks and projects as outlined in the internship workplan
- Consistently check-in with internship supervisor to review progress and goals
- Complete course assignments as outlined in the internship course syllabus

C. Expectations for Sites

The Division of Human Development and Family Science develops relationships with community organizations to provide high quality, professional internships that combine academic coursework with career-oriented learning. We strive to help students think critically about issues facing society and to make these issues personally meaningful. We believe that if students are provided with the right amount of challenge and support, they will excel. We ask that our community partners will support students in achieving their learning goals by observing the following expectations:

- **Provide a mentor**. Designate a professional staff member who has time to supervise the intern. The intern should be organizationally placed near the site supervisor to aid in observation of and participation in a wide range of activities.
- **Provide a professional atmosphere conducive to learning**. Be responsive to student questions and concerns. Provide a time and place to discuss what the intern is seeing and doing at the site and with clients.
- **Provide a structured experience**. Focused projects with visible outcomes keep students on track, interested, and motivated. A mutually agreed upon schedule of regular hours and/or meeting times will help provide structure. Intern work assignments should be educational and challenging, as well as useful for the organization. The intern should benefit from exposure to as much of the organization during her or his stay as is feasible. The intern should not be assigned routine office or clerical work unless such work is a necessary part of a more responsible assignment.
- **Consider the student's timeframe**. Internship students are expected to complete their hours within a one-semester (15-week) period. Interns typically work a total of 135 hours, or 9 hours per week. Students who do not complete their hours earn an incomplete grade.
- **Provide ongoing supervision and offer constructive feedback**. By accepting an intern, the community partner recognizes that it shares responsibility for the success of the internship. The intern will rely on the agency's active participation and support, and will expect to receive assistance, advice, and guidance.

The agency supervisor should contact the HDFS Academic Program Manger (Liz Collins – eamartin@arizona.edu) with questions or concerns as they arise. This will help the student and the supervisor to continue to benefit from internship.

D. Creating an Internship at Your Organization

- ***What does the agency need?***
  When designing opportunities for interns, consider your organizational needs and capacity. Think about how interns might help the organization, and what resources are needed to support the intern. Think about who else within the organization should know about internships, and who can benefit. Questions to consider include:
  - What are your organization's current and potential projects and resources?
  - Are there tasks that you and your staff are now doing that could be divided up and given to one or more students?

- Does your organization have the time to support an intern?
- Is there a project that you've always wanted to do but never had the time to organize?
- What might be the benefits to your organization from students engaging in career readiness activities?
- How will students benefit from working with your organization?
- How will you know that having internship students was worthwhile?

- ***Creating a Quality Experience***
  Some professionals look forward to having an intern do the parts of their work that they dislike. This is not an intern's job. An internship is about experiential learning. Interns should be considered paraprofessionals, or players on the team, if you will. An internship is a partnership among student, community professional, and university. A successful internship requires thoughtful planning and follow-through.

- ***Design positions that are appealing to students***
  Positions that carry some degree of responsibility and involve contact with clients are the best for students. Positions that are interesting, challenging, and rewarding will best engage students. At the beginning of the semester, student and mentor should outline tasks, goals, and resources for achieving said goals. Students should spend time doing tasks that will provide them with a realistic picture of the field.

- ***Intern Orientation***
  Success depends on how well students' expectations fit with their experiences. The more structure, preparation, and training students receive at the organization, the more confident they will be in their work. Giving students a good overview of the organization, preparing them for the tasks they will complete, and proper expectations will help them understand how their internship fits into the big picture. Interns need guidance and permission to ask questions of the supervisor.

Topics to include in your orientation:

- Organization mission and history
- Population(s) served
- Primary programs and projects of the organization
- Organizational structure, including who they report to and seek guidance from
- Safety policies and procedures
- Policies, organizational norms, and dress code
- Site tour
- Introductions to staff, clients, and volunteers
- Scheduling
- How to work with clients
- What you hope students will learn while working with your organization
- What you expect from students collectively and individually

Community Partner Information Sheet

Human Development and Family Science
Internship Program
Liz Collins
Tucson, Arizona
520-621-0835
eamartin@arizona.edu

Organization/Mentor Contact Information

Organization Name:

_____

Executive Director:

_____

Mailing Address:

Street City State Zip Code

_____

Supervisor/Mentor Contact for Students:

_____

Title:

_____

Business Phone:

_____

Email:

_____

Organization Website:

_____

Your Organization

Please give a brief description of your organization, including mission and primary services.

Student Intern Skills and Requirements

Please indicate the following requirements for a student:

Does student require a valid Arizona Drivers License?	☐Yes	☐No
Does student require a reliable vehicle for business travel?	☐Yes	☐No
Does student need to pass a criminal background check?	☐Yes	☐No
Does student need to be at least 21 years old?	☐Yes	☐No
Does the student need to be bilingual in English/Spanish?	☐Yes	☐No

Please explain any additional requirements:

Please complete a new sheet for each internship opportunity that you would like to offer to students. These will be listed separately on our website.

Internship Positions

Please describe the role that an undergraduate intern would play in your organization. What would the student be doing?

Please describe the training that an intern would receive at your organization.

Students are expected to work 9-10 hours per week during the semester for each 3-unit course. **When would your organization be able to work with an intern?** *Check all that apply.*

☐ Fall Semester (End of August through beginning of December
☐ Spring Semester (Beginning of January through med-May)
☐ Summer Semester (Mid-May through beginning of August)

Is there a salary, stipend, or compensation available for the student? If yes, please explain.

Please list any additional information that you think would be useful for a prospective student to know.