

CHFD 5920: Internship in Child and Family Development

McPhaul Head Start
Classroom

Instructor:
Dr. Charlotte Wallinga
Fall 2006

CHFD 5920: Internship in Child and Family Development

Instructor: Dr. Charlotte Wallinga
Associate Professor
Phone: 542-4930
Family Science Center II

Description of Course: Supervised professional practice in programs for children under six with employed persons with a degree in Child and Family Development or related field.

Readings: Readings as distributed in class.

Objectives of CHFD 5920

The student should be able to:

1. Apply child development knowledge in working with young children.
2. Demonstrate positive guidance techniques when interacting with one child as well as groups of children.
3. Demonstrate enthusiasm, initiative, and a positive attitude in carrying out responsibilities.
4. Understand the purpose and curriculum for the McPhaul Child and Family Development Center.
5. Understand the roles of the professionals that work with families within the McPhaul Child and Family Development Center.
6. Demonstrate positive interactions with parents.
7. Develop positive personal working relationships with co-workers.
8. Understand the purpose, curriculum, and components of Head Start.
9. Develop a resource file with activities that are developmentally appropriate.

Responsibilities of Student, Internship Coordinator, and Internship Supervisor

Student

- Participate in the practicum as scheduled.
- Attend weekly discussions.
- Participate in parent meetings, home visits, or family activities as scheduled.
- Complete assignments as assigned.
- Complete all tasks specified in the internship handbook in a timely manner.
- Abide by all policies and practices of the McPhaul Child and Family Development Center.
- Maintain the confidentiality of the families and individuals with whom the student interacts.
- Consult with the Head Start Program Director (internship site supervisor), Valerie Cown, regarding concerns or questions about internship experiences.
- Complete weekly journal.

Internship Coordinator

- Arrange internship placements.
- Receive and grade students' written assignments.
- Facilitate weekly discussion groups.

Internship Supervisor

- Assign and supervise student internship tasks and activities.
- Read and provide feedback about weekly journal entries.
- Submit a midterm and final evaluation of the student's internship performance.
- Provide students with feedback about their professional strengths and weaknesses.

Requirements and Grade Distributions

1.	Reading Assignments and Weekly Discussions.....	40
	(as assigned by instructor)	
2.	McPhaul Classroom Participation.....	160
	(see assessment form) – there will be a mid-term and final evaluation	
3.	Resource File.....	50
4.	Weekly Evaluation.....	50
	Total.....	<u>300</u>

- * A grade of **satisfactory** or **unsatisfactory** will be assigned by the instructor according to the point distribution to be announced later.

Absence Policy/Participation

Active participation in all components of the course is required. Attendance is expected and required at the McPhaul Center. This policy means either perfect attendance or documented absence(s) due to death or illness. Students are responsible for communicating with all university faculty and/or school cooperating teachers to let them know reason of absence. It is the student's responsibility to provide the instructor with the following information as soon as possible after an absence.

Name

Date missed

Field day missed and proposed make up day

Reason

Attached documentation

If you are unable to be at the center for your scheduled time, you should call Valerie Cown as soon as possible. If you are sick, do not wait

until the last minute to call. Valerie can be reached at the McPhaul Center at 542-4931 or at home at 549-7990.

***** The course syllabus provides a general plan for the course; deviations may be necessary.**

Academic Honesty

“Academic Honesty” means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge. “Academic Dishonesty” means knowingly performing, attempting to perform, or assisting any other person in performing academic work that does not meet this standard of academic honesty (See section 5). Assistance by another, when authorized by the Faculty Member, will not be considered academically dishonest, nor will using information that is fairly attributed to the source. (This section is quoted from the UGA Academic Honesty Policy. Further information can be found online at www.uga.edu/vpaa. Click on UGA Academic Honesty Policy).

Information about McPhaul Child and Family Development Center

History

The McPhaul Child and Family Development Center is a component of the Department of Child and Family Development, College of Family and Consumer Sciences, The University of Georgia, Athens, Georgia. Founded in 1927, the McPhaul Center is one of the oldest established child development laboratory centers in the U.S. Over the years the McPhaul Center has been instrumental in the training of students in the fields of child development and early childhood education. Established as a research center in the 1920's, the McPhaul Center has also been the site of interdisciplinary research.

Purpose

The purpose of the McPhaul Child and Development Center is to:

1. Instruct students in understanding and working with children and families.

2. Conduct research on the development of children and families and ways in which their development can be optimized.
3. Serve families by being the channel through which the resources of the College of Family and Consumer Sciences are provided directly to families.

CHFD 5920: Participation at McPhaul Center Assessment Form

Name of Student _____ Date _____

Name of Supervising Teacher _____

Rate according to the following scale: (1) unsatisfactory, (2) needs improvement, (3) average, (4) above average, (5) excellent, (N/A) not applicable.

(Use blue pen for mid-term evaluation and red pen for final evaluation)

		<u>Unsatis- factory</u>	<u>Average</u>			<u>Excellent</u>	
A.	<u>Personal Characteristics</u>						
	1. Arrives at work on time and reports absences in advance.....	1	2	3	4	5	N/A
	2. Exhibits honesty and trustworthiness..	1	2	3	4	5	N/A
	3. Completes tasks.....	1	2	3	4	5	N/A
	4. Accepts additional tasks when required	1	2	3	4	5	N/A
	5. Initiates tasks that must be done.....	1	2	3	4	5	N/A
	6. Shows resourcefulness in accomplishing tasks.....	1	2	3	4	5	N/A
	7. Works independently.....	1	2	3	4	5	N/A
	8. Makes proper decisions.....	1	2	3	4	5	N/A
	9. Functions with a sense of alertness and determination.....	1	2	3	4	5	N/A
	10. Leads as well as follows.....	1	2	3	4	5	N/A
	11. Takes on responsibility when asked....	1	2	3	4	5	N/A
	12. Shows friendliness to co-workers and families.....	1	2	3	4	5	N/A
	13. Keeps promises and follows through with statements.....	1	2	3	4	5	N/A
	14. Possesses a sense of humor with children.....	1	2	3	4	5	N/A
	15. Uses correct language patterns and enunciates clearly.....	1	2	3	4	5	N/A

16. Exhibits energy and good health.....	1	2	3	4	5	N/A
17. Exhibits patience and calmness.....	1	2	3	4	5	N/A
18. Avoids favoritism with children and parents.....	1	2	3	4	5	N/A
19. Appears neat and wears appropriate clothing.....	1	2	3	4	5	N/A

Comments: _____

		<u>Unsatisfactory</u>	<u>Average</u>	<u>Excellent</u>			
B.	<u>Interaction with Children</u>						
1.	Establishes rapport and warmth.....	1	2	3	4	5	N/A
2.	Gains respect of children.....	1	2	3	4	5	N/A
3.	Enhances attainment of goals for Children.....	1	2	3	4	5	N/A
4.	Shows interest in each individual child	1	2	3	4	5	N/A
5.	Likes and enjoys each child.....	1	2	3	4	5	N/A
6.	Encourages children's independence.....	1	2	3	4	5	N/A
7.	Lets children know s(he) has confidence and trust in them.....	1	2	3	4	5	N/A
8.	Allows time for children to complete tasks.....	1	2	3	4	5	N/A
9.	Helps children persist in their efforts and to experience success.....	1	2	3	4	5	N/A
10.	Helps children accept responsibility for their actions.....	1	2	3	4	5	N/A
11.	Respects children.....	1	2	3	4	5	N/A
12.	Encourages children to express their feelings and ideas.....	1	2	3	4	5	N/A
13.	Accepts differences in children.....	1	2	3	4	5	N/A
14.	Helps children develop empathy of others.....	1	2	3	4	5	N/A

15. Helps each child develop a positive self concept.....	1	2	3	4	5	N/A
16. Helps children find answers to their questions.....	1	2	3	4	5	N/A
17. Listens to children.....	1	2	3	4	5	N/A
18. Encourages children to participate in activities.....	1	2	3	4	5	N/A
19. Encourages creativity.....	1	2	3	4	5	N/A
20. Gives clear, concise directions that children understand.....	1	2	3	4	5	N/A
21. Gets children's attention before giving directions.....	1	2	3	4	5	N/A

Comments: _____

		<u>Unsatis- factory</u>	<u>Average</u>	<u>Excellent</u>			
C.	<u>Interaction with Teachers and Supervisors</u>						
1.	Cooperates with teachers and supervisor	1	2	3	4	5	N/A
2.	Works as a team with teachers in the setting.....	1	2	3	4	5	N/A
3.	Shares materials and ideas with other teachers.....	1	2	3	4	5	N/A
4.	Exhibits a sense of humor with adults in the classroom.....	1	2	3	4	5	N/A
5.	Accepts constructive criticism to improve performance skills.....	1	2	3	4	5	N/A
6.	Uses constructive criticism to improve performance skills.....	1	2	3	4	5	N/A
7.	Participates and contributes to staff discussions.....	1	2	3	4	5	N/A
8.	Gives support to other adults in the classroom.....	1	2	3	4	5	N/A

9. Contributes to team effort through preparing, implementing activities, clean up and conferences.....	1	2	3	4	5	N/A
10. Relates effectively with persons in authority through initiating contacts, asking questions, being appropriately assertive, receiving criticisms.....	1	2	3	4	5	N/A
11. Gives constructive feedback to adult in the classroom.....	1	2	3	4	5	N/A

Comments: _____

	<u>Unsatis- Factory</u>		<u>Average</u>		<u>Excellent</u>	
D. <u>Interaction with Parents</u>						
1. Respects parents and their ideas.....	1	2	3	4	5	N/A
2. Shows warmth and friendliness toward parents.....	1	2	3	4	5	N/A
3. Makes effort to greet and welcome parents.....	1	2	3	4	5	N/A
4. Answers parents questions honestly and tactfully.....	1	2	3	4	5	N/A
5. Selects the type of information given about Center and Families.....	1	2	3	4	5	N/A
6. Follows through with requests from parents.....	1	2	3	4	5	N/A
7. Shows ability in clarifying goals of the Center to parents.....	1	2	3	4	5	N/A

Comments: _____

	<u>Unsatis-</u> <u>factory</u>		<u>Average</u>		<u>Excellent</u>	
E. <u>Management and Implementing Skills</u>						
1. Supervises all areas with concern for safety.....	1	2	3	4	5	N/A
2. Moves easily from one group activity to another.....	1	2	3	4	5	N/A
3. Notifies teachers when necessary to leave an area.....	1	2	3	4	5	N/A
4. Solves sudden, difficult situations with calmness and ingenuity.....	1	2	3	4	5	N/A
5. Assumes responsibility for clean and neat classroom.....	1	2	3	4	5	N/A
6. Provides good supervision outside on playground.....	1	2	3	4	5	N/A
7. Knows when and how to offer help to other teachers.....	1	2	3	4	5	N/A
8. Helps develop techniques which will accomplish change of activities with a minimum of confusion.....	1	2	3	4	5	N/A
9. Guides children to be responsible for returning materials to a designated place.....	1	2	3	4	5	N/A
10. Helps children establish desirable health and cleanliness habits.....	1	2	3	4	5	N/A
11. Helps children accept responsibility to care for their own possessions and for the property of others.....	1	2	3	4	5	N/A
12. Knows and follows daily schedule...	1	2	3	4	5	N/A
13. Helps children and teachers follow routines.....	1	2	3	4	5	N/A
14. Checks that all materials and equipment are cared for and returned to their designated place.....	1	2	3	4	5	N/A

Comments: _____



		<u>Unsatis- factory</u>		<u>Average</u>		<u>Excellent</u>	
F.	<u>Guidance</u>						
	1. Speaks in a quiet voice to children	1	2	3	4	5	N/A
	2. Speaks directly to children.....	1	2	3	4	5	N/A
	3. Uses positive statements.....	1	2	3	4	5	N/A
	4. Gets physically down to children's level.....	1	2	3	4	5	N/A
	5. Maintains calmness when a child is aggressive to her/him.....	1	2	3	4	5	N/A
	6. Accepts children, does not use shame, guilt, or comparison.....	1	2	3	4	5	N/A
	7. Gives evidence of understanding children's feelings.....	1	2	3	4	5	N/A
	8. Understands and reflects children's feelings.....	1	2	3	4	5	N/A
	9. Understands each child's developmental level.....	1	2	3	4	5	N/A
	10. Redirects undesirable behavior....	1	2	3	4	5	N/A
	11. Establishes and maintains limits....	1	2	3	4	5	N/A
	12. Shows capabilities in handling difficult children.....	1	2	3	4	5	N/A
	13. Places self in most strategic position for supervision of children.....	1	2	3	4	5	N/A
	14. Shows ability to foresee and prevent problems.....	1	2	3	4	5	N/A
	15. Feels comfortable when children test limits.....	1	2	3	4	5	N/A
	16. Gives children time to accept limits	1	2	3	4	5	N/A
	17. Avoids unnecessary conversations with adults so that supervision can be maintained.....	1	2	3	4	5	N/A
	18. Shows ability in effectively managing a large group of children.....	1	2	3	4	5	N/A

19. Shows ability in effectively managing a small group of children.....	1	2	3	4	5	N/A
20. Shows ability in managing children with special needs.....	1	2	3	4	5	N/A
21. Praises children.....	1	2	3	4	5	N/A
22. Provides opportunities for children to exercise choice.....	1	2	3	4	5	N/A
23. Gives choices only if there is a choice	1	2	3	4	5	N/A
24. Helps children accept the need for acceptable behavior.....	1	2	3	4	5	N/A
25. Sees that a child follows through with desired behavior.....	1	2	3	4	5	N/A
26. Uses positive reinforcement.....	1	2	3	4	5	N/A
27. Uses a variety of guidance techniques appropriate to the situation.....	1	2	3	4	5	N/A

Comments: _____

	<u>Unsatisfactory</u>		<u>Average</u>		<u>Excellent</u>	
G. <u>Professional Ethics</u>						
1. Accepts and promotes the Center's standards.....	1	2	3	4	5	N/A
2. Speaks positively about parents, children, and the Center.....	1	2	3	4	5	N/A
3. Respects information heard about children and parents.....	1	2	3	4	5	N/A
4. Respects confidentiality of school records.....	1	2	3	4	5	N/A
5. Avoids negative criticism of adults in the classroom.....	1	2	3	4	5	N/A
6. Knows when and where to refer questions regarding children and the Center.....	1	2	3	4	5	N/A

Comments: _____

Based from a rating scale developed by: Diane M. Kohl, Ligaya P. Paguio, and Charlotte R. Wallinga
The University of Georgia

Student's Evaluation of Internship Site

Your completion of this form will provide future students with information about the types and quality of learning experiences that are available at your internship site. Please print or type.

Internship Site: _____

Semester/Year of Internship: _____ / _____

Supervisor's Name: _____

Student's Name: _____

Date: _____

1. Describe the types of families and/or individuals with whom you worked.

2. Describe the service delivery strategies used by the internship agency.

3. Evaluate the type of experiences that you observed and/or participated in during your internship.

PO = Poor
FA = Fair

GO = Good
EX = Excellent

NA= Not Applicable

Program planning and/or evaluation

PO FA GO EX NA

Comment: _____

Client observation and/or assessment

PO FA GO EX NA

Comment: _____

Service delivery to clients

PO FA GO EX NA

Comment: _____

Receiving in-service training

PO FA GO EX NA

Comment: _____

Community education

PO FA GO EX NA

Comment: _____

Other

PO FA GO EX NA

Please describe: _____

4. Overall, how would you evaluate your experiences in the following four areas?

a. I developed a knowledge of agency operations PO FA GO EX NA

b. I developed professional skills PO FA GO EX NA

c. I experienced direct client contact PO FA GO EX NA

d. I experienced a cooperative work environment PO FA GO EX NA

5. Would you recommend this internship site to other students?

_____Yes _____No

6. What aspects of your internship experience were most valuable to you?

a. _____

b. _____

c. _____

Weekly Self-Evaluation

Student _____

Week _____

1. List two areas of strength this week --- or two things you believe you did well.
2. List one area/goal you will strive to improve during the upcoming and briefly describe how this will be done.
3. List two things you have learned this week.
4. List two questions you have about the children, the program, or the curriculum.
5. Additional Questions/Comments: