



College of Health & Human Services

Department of  
Child and Adolescent Development

*Internship Manual*  
*2009-2010*

Affiliated with the  
Marian Wright Edelman Institute for the Study of  
Children, Youth, and Families

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# CAD Internship Manual

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# Chapter 1

- CAD Information
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## CAD Information

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## Introduction to the CAD Internship

### **Need for better trained professionals**

The current world of children, youth and families is like a small boat riding out a storm of change. The pace and breadth of social, economic, and political changes that affect children, youth, and families, have increased the need for educated and well-trained professionals — educators, advocates, service providers, and researchers — to help navigate the waves created by this storm of change .

To this end, the Child and Adolescent Development Department (CAD) was created ten years ago as an interdisciplinary major with over 30 departments on campus providing course for the major. Graduates of CAD will be ready to become leaders in their fields the teachers, service providers, policy developers and graduate level researchers; they will become the leaders who are so urgently needed and who will be indispensable in the years to come.

### **Hands-on experience in the field**

A crucial element in the education/training of new professionals working with children, youth and families is “hands on” experience in the field. Professional competencies, practices, values, and knowledge of educational and social service systems cannot be learned in a classroom alone. It is because CAD is committed to a partnership between the field and classroom that the internship is an essential culmination of didactic learning.

The master teacher and the agency supervisor are central to the intern’s learning experience and serve as teacher, role model, and mentor to the interns. The CAD Department Chair and faculty welcome agency supervisors to this task, stand ready to offer assistance, and hope that the supervisors will undertake this process with interest and pleasure. They value and appreciate this partnership of developing new and competent colleagues.

### **Keys to internship success**

This Internship Manual contains information, policies, and procedures relating to internship planning and placement in the field. It is required reading for all CAD interns and is given to students, agency supervisors, and university internship instructors so that all individuals involved in the internship training will be informed of their responsibilities and rights in this effort. The CAD faculty knows that a successful internship is a mutual arrangement, whereby the agency receives services and input from students and where procedures and expectations have clear and open channels of communication. To this end, the agency supervisor, student, university instructor and CAD Department chair will enter into a mutually agreed upon contract at the beginning of the semester, within the parameters delineated in this manual.

### **Learning experience**

The internship is first and foremost, a learning experience. It is part of an academic curriculum, intended to supplement the more theoretical learning of books and classroom with learning in the field, learning from practical experience. This requires you to become a participant observer; that is, to observe continually and closely as you are participating, and to reflect continually and critically on what you are observing – what it means relative to your broader academic and professional interests. It also requires you to go beyond the basic job requirements and do such things as read background material and other documents that are available in the office; attend staff meetings; raise questions about your experience; and seek out opportunities for discussion with your agency supervisor and co-workers. This observation and analysis is articulated both in the internship seminar and in the written work that you submit.

You must ask yourself repeatedly questions such as:

- What am I learning about in this situation?

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- What is the significance of this event in relation to some broader perspective?
  - How does it relate to theories and ideas discussed in class and readings? Does it support them? Or contradict them? Or suggest alternatives?
  - What broader questions does it raise?
  - What do I need to learn more about in order to understand or do this more effectively?

*These are the kinds of questions you will have to answer in your journals as well as during seminar discussions.*

### **Work experience**

The internship is a work experience. You have a job to do for the agency. You must make sure that you understand what you are expected to do and you must do it as well as possible. As an intern you represent the university to the larger community; the impression you create will have long-lasting effects. In addition, most of the CAD internships are unpaid, and most of you are choosing to contribute your time and talent to agencies whose mission you support, whose goals you share – agencies that are contributing an important service to the community. For all of these reasons, conscientious performance of the tasks defined by you and your internship supervisor is the first objective of your internship.

### **Professional development**

The internship plays an important role in your professional development. It offers you the opportunity to see how you like working in the field/agency of your choice. You also enhance your resume and obtain critical work experience which so many job openings require. You will learn about the employment picture in this field, gain invaluable recommendations from professionals in the field, and begin to develop your own network of contacts that will help you gain access to this field.

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# Chapter 2

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- Distinctions between CAD 600 and CAD 601
- CAD 601 – Internship Requirements for Credit

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## Internship Description

The CAD Department offers an interdisciplinary BA degree which includes courses from over 30 departments/programs across campus. This degree provides students with a broad knowledge base and cross-professional perspectives from which to understand child and adolescent development. It also provides students with professional preparation to work in a variety of settings that serve children, youth, and their families. Besides the core requirements which all students are required to take, students select one concentration from among four: (1) young child and family; (2) school age child and family; (3) youth and family services; and (4) research and public policy. The total number of units for the degree ranges from 56-64 semester units, depending upon the concentration the student selects.

The 120 hour internship is the culminating educational requirement for students in all concentrations. This is the time when students integrate their classroom knowledge with practical experience working with children, youth, and their families. We rely upon agency staff to partner with us to provide students with this capstone educational experience and agencies are interviewed and must meet specific criteria in order to qualify as an approved agency.

We have developed general internship agency criteria for those agencies. We also develop specific criteria related to any agency that has unique considerations or circumstances. To determine whether or not an agency meets our criteria, we conduct a site visit to talk with staff, observe the facility, and discuss any special circumstances that the agency might have.

## Internship Agency Criteria

### General Agency Criteria

- Past experience of successfully supervising college interns is highly desirable but not mandatory, depending upon agency circumstances and staff experience. The agency should appoint one professional staff person as the intern's primary supervisor.
- The appointed person should work most closely with the intern on a regular basis.
- The appointed staff person should meet with the intern at least 1 hour per week to discuss the intern's work, professional development, and other related topics.
- Ability to meet with university faculty supervisor/instructor once per semester – or to keep in touch by phone, email as needed.
- Ability to verify and sign off on the intern's work hours.
- Provide intern with adequate work space.
- Provide intern with experiences that help meet internship goals.
- Provide intern with access to phone, computer, and other equipment as needed.

### Examples of Specific Criteria

- Accreditation, licensing, shared supervision of intern between two staff.

All YC Concentration interns will be placed on the SFSU campus at either ASI or CC. (CAD Dept Policy 1/09)

All SA Concentration interns will be placed in a K-5 classroom setting.

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## Student Internship Criteria

To qualify for a CAD internship, you must meet the following criteria:

### Units Completed in the Major

- ❑ Successful completion at least 36 units in the major prior to the beginning of the internship semester. (For example, if you are planning for a Spring 2010 internship, you must have successfully completed 36 units in the major by the start of that semester). A grade of C or higher is required in all CAD major courses.

**Prerequisites do not count toward the 36 units.**

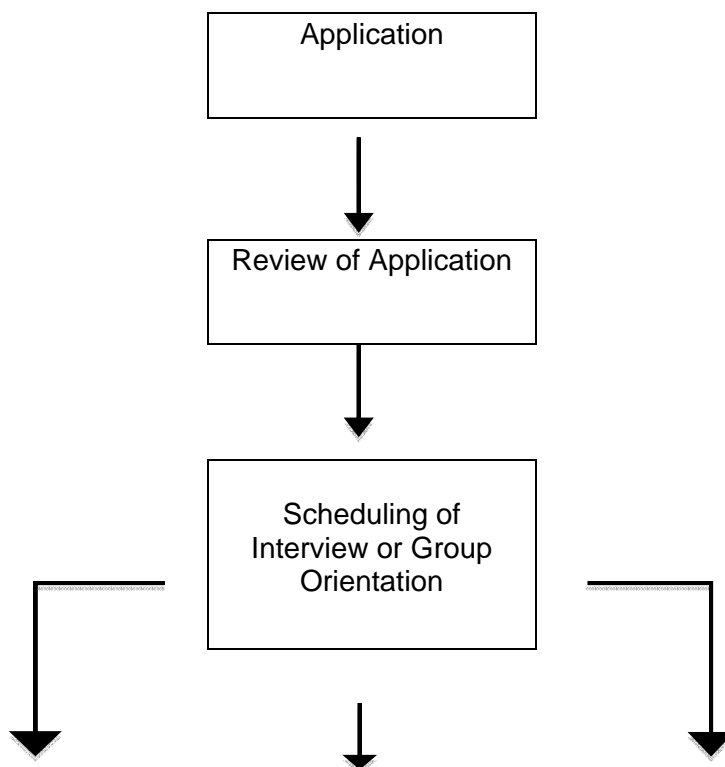
### Grade Point Average

- ❑ An SFSU and overall GPA of 2.0 at the time your internship application is due.
- ❑ An SFSU and overall GPA of 2.0 at the time your internship begins.

In other words, to apply for an internship AND to participate in an internship, you must have a GPA of 2.0, otherwise, your internship will be delayed.

If you do not meet these criteria, see your CAD advisor to determine when you will be eligible for an internship.

## Overview of Placement Process



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Youth Child:  
Group Orientation

School Age:  
Group Orientation

Youth & Family and  
Research & Public Policy:  
Individual Interview

## Placement Process

### Planning Before Submitting Your Application

- One semester before you plan to do your internship, submit your application to the CAD office. For example, if you plan for a Spring 2010 internship, submit your application by **September 15, 2009**. Check the CAD website (<http://cad.sfsu.edu>) for the specific due dates.
- Think/reflect upon some of your interests and desired experiences and answer the questions on the application form. If you are in the Young Family and Research & Public Policy concentrations you should begin to research possible placement ideas.

### Submitting Your Application

- Complete the application form on-line and submit a hard copy of appropriate CAD worksheet. The application and worksheet must be filled out completely or your application will be denied
- You will receive a confirmation from the office within a few days after your application has been received.
- Applications and all supporting documents will be accepted only during the open application dates. If you miss the deadline there is NO waitlist. If you miss the deadline you must apply for the following semester during the designated timeframe. Your application will **not** automatically be moved to the next semester.

### Application Review Process

- The review process will include an ongoing review of the completed applications and will begin to be conducted 2 weeks before the application deadline.
- If you meet the internship criteria, you will be contacted to sign up for a group orientation (School Age Child & Family and Young Child & Family concentrations) or an individual interview (Youth & Family and Research & Public Policy concentrations) with the CAD Internship Placement Coordinator. If you do not meet the internship criteria, the Internship Placement Coordinator will let you know.

### Orientation Process: (for students in the Young Child & Family and School Age Child & Family Concentrations)

- Group orientation will be conducted with Young Child & Family and School Age Child & Family interns.
- The purpose of the interview is to talk about your internship goals and an appropriate placement for you.
  - Most Young Child & Family interns will be placed on campus.
  - Most School Age Child & Family interns will be placed in SFUSD.
- Bring to the orientation ideas of where you would like to do your internship if known.

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- Some agencies require prospective interns to be interviewed and selected in order to be placed at the agency. If this is true for the agency that interests you, the CAD Internship Placement Coordinator will let you know.

**Interview Process:** (for students in the Youth & Family and Research & Public Policy Concentrations)

- The purpose of the interview is to talk about your internship goals and an appropriate placement for you.
- Bring to the interview ideas of where you would like to do your internship if known.
- Some agencies require prospective interns to be interviewed and selected in order to be placed at the agency. If this is true for the agency that interests you, the CAD Internship Placement Coordinator will let you know.

**Placement Process (see specific Concentration)**

**Young Child & Family Concentration**

- Sign up for group orientation with CAD Internship Placement Coordinator
- Upon approval of internship eligibility, the required forms will be emailed to you
- Complete and bring Young Child intake form to orientation
- The internship will be discussed at orientations
- YC Interns will be placed at SFSU Campus sites (CAD Dept Policy 1/09) and must attend Thurs. 600 section
- CAD Internship Placement Coordinator will contact you with site information and specific instructions for either ASI or Children's Campus

**School Age Child & Family Concentration**

- Sign up for group orientation with CAD internship placement coordinator
- Upon approval of internship eligibility, the required forms will be emailed to you
- Complete and bring School Age intake form to orientation
- The internship coordinator will lead discussion at orientation
- For placement in SFUSD – Orientation with San Francisco School Volunteers is required. You may attend a scheduled SFSV orientation at SFSU or at another location. See SFSV website at [sfsv.org](http://sfsv.org) for application form and other clearance information. Placement in a classroom must be completed before the end of the previous semester. Specific deadlines for orientation and placement will be given at group orientation.

OR

- For placement outside of SFUSD – Contact school of choice and forward contact information to CAD Internship Placement Coordinator by deadline. Contact information should include the

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following: school name and address, and the name of contact person, position, phone number, and email.

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## **Youth & Family and Research & Public Policy Concentrations**

- Individual interviews will be scheduled for a 4 week interview period, beginning about 1 week after the application deadline. You must schedule your interview during the interview period to be eligible for placement.
- Prepare for the interview by thinking about what kind of agencies/organizations and experiences you would like to gain from the internship. It is highly recommended to bring in a list of several agencies you are interested in.
- The placement process begins after you have met with the CAD Internship Placement Coordinator
- During this process, it is your responsibility to check your email and phone messages frequently in case the coordinator needs to talk with you about a placement.
- The placement process takes approximately one month and should be finished before the end of the semester in which you submitted your application.
- If the placement site has successfully supervised interns, the Internship Placement Coordinator will contact you with your placement information and specific placement instructions
- If you have found a site, submit contact information to the Internship placement coordinator. Contact information should include the name and address of site, contact person, position, phone number, and email.
- Be sure that you contact the agency to make an appointment to meet with your designated agency supervisor when your placement has been approved.

## **Placement Interview at an Agency (if required by the agency)**

If you are interested in an internship at an agency that requires a selection interview, you are responsible for contacting the agency representative to set up the interview.

Take the following items to the interview:

- Internship goals
- Resume
- List of questions you have for the agency representative
- Copy of internship contract.

After the interview, it is your responsibility to inform the Internship Placement Coordinator of the agency's decision.

## **Meeting With Your Agency Supervisor**

1. When you meet with your agency supervisor review the following topics:

- your internship goals
- responsibilities of student, agency, CAD Dept.
- required site visit by your CAD 601 instructor

2. Set up your internship schedule.

3. Determine any compensation and special arrangements (e.g., attending a conference, training, stipend).

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4. Provide the agency supervisor with the internship contract and explain that it is required by the university.
  5. Return a completed SFSU Internship Contract to the CAD office

## **FAQs about the Placement Process**

**Q: What happens if I miss the deadline for applying for internship placement?**

A: There is no waiting list. You must submit your application for the next semester.

**Q: Can I conduct my internship at the same site where I currently work?**

A: You must complete and submit the Petition – Internship Placement at Current Work Site and receive the approval of the Internship Placement Coordinator. (The form is in the appendix of this manual.) Submission of the petition does not guarantee approval of work site placement.

**Q: Can I start my internship before the semester begins?**

A: No. The University only insures you when you are a registered student.

**Q: Can I get paid for my internship?**

A: Some agencies are able to pay interns. You will need to check with the Internship Placement Coordinator.

**Q: How is my internship different from the seminar?**

A: The internship, CAD 601, is 120 hours of field placement at your agency. The seminar, CAD 600, is designed for your professional development while you are completing your internship hours. It is not a support session where you talk solely about your internship, but rather, contains substantive content about organizational assessment, diversity analysis, and so on.

**Q: Can I count my travel time to and from my internship site as part of my 120 hours?**

A: No. Your 120 hours are to include work conducted under the direction of a designated agency supervisor. Or, you may complete projects, reading, or activities that have been pre-approved by your CAD 601 instructor.

**Q: What happens if my agency supervisor will not/cannot sign the internship contract?**

A: Contact the Internship Placement Coordinator immediately. The placement coordinator will work with the agency towards an acceptable solution, or you may be placed in another agency. You may not begin the internship until a signed contract is in the CAD office.



## **Registration for CAD 600 and CAD 601**

All YC Concentration interns placed at ASI or Children's Campus are guaranteed a seat and must attend the YC Concentration CAD 600 section that meets on Thursdays. You will receive your add code for both 600/601 at the 1<sup>st</sup> class meeting. Please note that if you enroll in another section of CAD 600, you will be dropped by the instructor.

Register for CAD 600 through touchtone. You will receive an add code for CAD 601 from your CAD 600 instructor the first or second week of the semester. You will not be able to register for CAD 601 by touch tone.

## Distinctions between CAD 600 and CAD 601

(must be taken simultaneously)

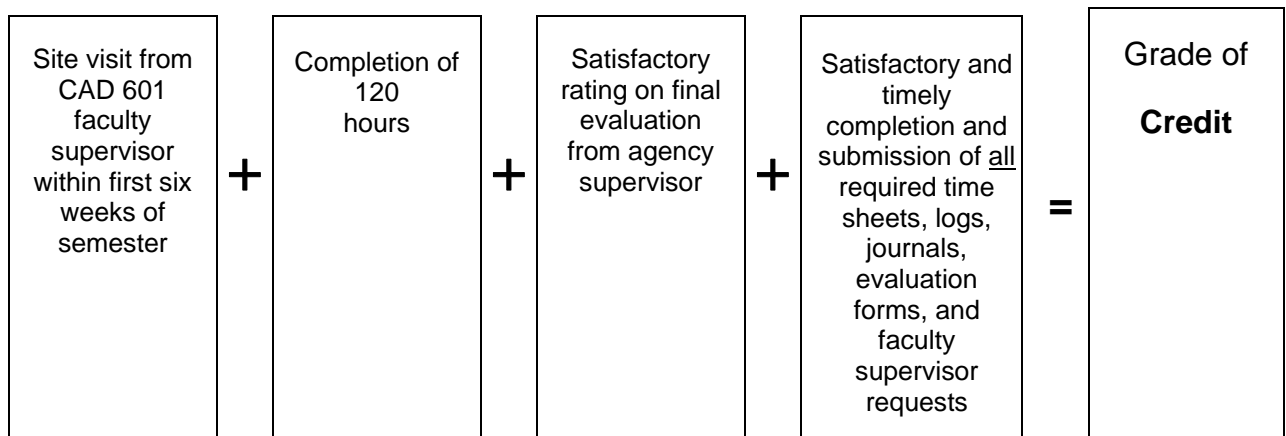
<b>CAD 600 – Internship Seminar</b> (2 units)	<b>CAD 601 – Internship</b> (2 units)
	
<ul style="list-style-type: none"> <li>▪ Academic focus</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experiential focus</li> </ul>
<ul style="list-style-type: none"> <li>▪ Classroom setting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Agency setting</li> </ul>
<ul style="list-style-type: none"> <li>▪ Work directed by professor</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work directed by faculty supervisor and agency supervisor</li> </ul>
<ul style="list-style-type: none"> <li>▪ Papers, assignments required</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experiential logs, journals, time sheets required</li> </ul>
<ul style="list-style-type: none"> <li>▪ Letter grade</li> </ul>	<ul style="list-style-type: none"> <li>▪ Credit or No Credit grade</li> </ul>

## CAD 601 – Internship Requirements

You will need to achieve a *combination* of criteria in order to earn a grade of CR in CAD 601. If one of these criteria is missing by the deadline given to you by your CAD 601 instructor, you will receive a grade of either NC or INC, depending upon your specific situation.

**Criteria:**

- Successful completion of 120 hours
- Site visit completed with intern, faculty supervisor, and agency supervisor
- All time sheets, logs, and journals turned in on time
- All evaluations turned in on time



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## Chapter 3

- Policies and Procedures
- Requirements for Internship Settings
- Requirements for CAD Interns
- Roles and Responsibilities of Agency Supervisor
- Roles and Responsibilities of CAD 601 Instructor
- Summary of Intern, Agency and CAD Responsibilities for Internship
- Guidelines for Internship Opportunities

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## **Policies and Procedures**

### **Liability and Safety on the Internship Site**

CAD interns may be referred to a variety of schools and agencies situated in all geographic locations in the Bay Area that serve a wide variety of client populations. It is CAD Department policy that no student should ever be alone in any school or agency at any time and that weekend and evening work should occur only if the location and facility are considered to be safe. If a student has any concern about personal safety in an agency setting, he/she must leave the agency and contact his/her CAD 601 university instructor or CAD Department chair immediately.

### **Placement at Place of Current Work Site**

A student who wants to request an internship at his/her current site of employment must follow these procedures:

- Inform the CAD Internship Placement Coordinator of your request during the placement process and during the interview process.
- Submit the completed form: Petition – Internship Placement at Current Work Site (see appendix) within 1 month of the interview/orientation.
- Develop internship goals that clearly articulate the difference between current work (position, responsibilities, tasks) and proposed internship activities. This must be true for all 120 internship hours.
- Have your agency supervisor sign the goals form, indicating agreement that your internship activities will differ from your current job responsibilities.
- Your petition will be review by that CAD committee and researched before it is approved. Please be aware that submission of a petition does not guarantee approval.

## **Requirements for CAD Internship Settings**

(for agencies/schools)

1. Students will be placed in agency/school settings approved by the CAD Internship Placement Coordinator according to the guidelines set in the internship manual as described on page 8.
2. The agency staff must have had experience supervising student interns and/or volunteers.
3. Designated agency supervisors and master teachers must be employed by the school or agency at least half time (20 hour position) and hold a Bachelor's degree. The agency supervisor/master teacher must meet one-on-one with the intern at least one hour per week to discuss the intern's progress in meeting his/her goals.
4. Internships beyond a reasonable geographic distance from San Francisco State University (approximately 30 miles) will have to be considered on an individual basis and must be approved by the CAD Internship Placement Coordinator.
5. The agency supervisor/master teacher must provide an appropriate variety of professional activities that help the student meet internship goals. The activities must be relevant functions such as preparing lessons or working with small groups and take into account the student's career goals, course requirements or competencies and permit/credential requirements.

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\* All YC Concentration interns will be placed on the SFSU campus at either ASI or CC (CAD Dept. Policy 1/09)

6. CAD faculty encourage opportunities for student participation in staff meetings and in-service training, whenever possible.

## Requirements for CAD Interns

<p><b>Enrollment in CAD 600 and 601 courses</b></p>	<ul style="list-style-type: none"> <li>▪ If you are a YF, SA or RPP intern, during registration, you may only register for CAD 600. You will be added to the matching CAD 601 section on the first/second day of the CAD 600 class. Students must be registered in both CAD 600 Internship Seminar and CAD 601 Internship (120 hours). YC Interns must sign up for the Thursday night section.</li> <li>▪ Each course is worth 2 units.</li> <li>▪ CAD 600 is a graded course and CAD 601 is offered for CR/NC.</li> <li>▪ Only students who have gone through the internship placement process and have been officially approved and placed may enroll in both courses.</li> <li>▪ Internship contract must be submitted before intern may begin. Intern is responsible for delivering completed contract before he/she may begin the internship.</li> </ul>
<p><b>Time commitment</b></p>	<p><i>Students are expected to:</i></p> <ul style="list-style-type: none"> <li>▪ Begin internships during the first or second week of instruction unless previous arrangements have been made with consent of the Internship Placement Coordinator.</li> <li>▪ Internship hours may not begin before the beginning of the semester (SFSU policy)</li> <li>▪ Complete the minimum of 120 verified, supervised hours of internship in order to receive credit (CR) for the internship experience (CAD 601).</li> <li>▪ Set up specific internship work schedule with agency supervisor and notify CAD 601 instructor.</li> <li>▪ Plan for additional weeks in case of illness, unexpected circumstances.</li> <li>▪ Remember: In addition to the 120 Internship hours there is journal writing and paper work for 601 and homework for 600.</li> </ul>
<p><b>Internship logs, time sheets, and journals</b></p>	<ul style="list-style-type: none"> <li>▪ Students must submit their internship logs, time sheets and journals on the due dates designated by the CAD 601 instructor.</li> <li>▪ Logs and time sheets must be completed, signed by agency/site supervisor, and submitted to the faculty supervisor on or before the designated due date.</li> <li>▪ Students will not receive credit for internship experience if logs and time sheets are not turned in on time and are not signed by agency supervisor.</li> <li>▪ Students must keep copies of their signed internship logs and time sheets.</li> </ul>
<p><b>Professional conduct</b></p>	<ul style="list-style-type: none"> <li>▪ Students are present in an internship setting at the invitation of the agency/school, and the agency is devoting a considerable investment of time and energy on the student's behalf.</li> <li>▪ Students must represent the highest standards of professional behavior consistent with the values and expectations of the agency and profession. Personal ethics, including confidentiality, safety, and health, must be adhered to at all times. This also includes standards of dress, punctuality, and conduct; professional contacts and interpersonal relationships.</li> <li>▪ Failure to maintain these standards will result in negative impact on evaluations and/or grade, will reflect poorly on the CAD Dept. and SFSU, and may, in extreme cases, result in termination of internship.</li> </ul>
<p><b>Internship in setting where employed</b></p>	<p>The CAD Dept. may consider placing interns at their work place under the following conditions:</p> <ul style="list-style-type: none"> <li>▪ The student submits a written request (petition) that addresses the following points: a) verification that the agency can provide the student with responsibilities <u>above and beyond</u> her/his current job duties and</li> </ul>

	<p>provides written evidence of such; and b) the student can provide evidence that no other agency can meet her/his internship objectives.</p> <ul style="list-style-type: none"> <li>▪ There is sufficient time for the CAD Dept. to conduct a site visit, meet with agency staff, and approve the agency.</li> <li>▪ There is no guarantee that the student's request will be approved.</li> </ul>
<b>Termination of internship before end of semester</b>	<p>If a student's internship is terminated by the agency for any reason, the student must notify <u>immediately</u> her/his CAD 601 instructor. The CAD instructor and CAD Internship Placement Coordinator will confer, initiate an investigation and make recommendations re: the student's ability to complete the internship.</p>
<b>Evaluation</b>	<p>If the intern is to receive credit for CAD 601, the following evaluations must be completed by the specified due dates:</p> <ul style="list-style-type: none"> <li>▪ the agency supervisor's midpoint evaluation of intern</li> <li>▪ the agency supervisor's final evaluation of intern</li> <li>▪ the intern's evaluation of the agency</li> <li>▪ the intern's evaluation of her/his own efforts, and the CAD 601 instructor</li> </ul> <p>These forms are located in the appendix to this manual.</p>

## Roles and Responsibilities of Agency Supervisor

<b>Prepare agency and staff for intern</b>	<ul style="list-style-type: none"> <li>▪ Review CAD Department materials</li> <li>▪ Complete SFSU internship Contract and give to student to return to CAD office</li> <li>▪ Notify staff that CAD intern will be at agency, his/her schedule and responsibilities</li> <li>▪ Prepare adequate work space and tools</li> </ul>
<b>Supervise intern</b>	<ul style="list-style-type: none"> <li>▪ Schedule regular meetings with intern; 1 hour per week is ideal</li> <li>▪ Introduce intern to staff, board members, clients, etc.</li> <li>▪ Provide on-going support and assistance</li> <li>▪ Provide intern with agency manuals re: standard procedures, etc.</li> <li>▪ Sign and date intern's log to verify hours in timely manner, per intern's due dates</li> <li>▪ Meet with intern and CAD 601 instructor at least once during the semester</li> </ul>
<b>Develop relevant learning experiences</b>	In collaboration with CAD 601 instructor, prepare intern's duties and responsibilities so that the intern can meet internship goals and expectations.
<b>Ensure positive educational, training, experiences</b>	<p>The agency supervisor has primary responsibility for:</p> <ul style="list-style-type: none"> <li>▪ Ensuring that the internship leads to learning and professional growth.</li> <li>▪ Expecting that the intern's presence will contribute to the positive welfare of the agency/school.</li> <li>▪ Assisting the intern to find resources to complete internship seminar assignments by providing information and/or introducing intern to appropriate agency staff.</li> <li>▪ Expecting the intern to uphold agency rules, regulations, standards, practices</li> </ul>
<b>Communicate with University faculty supervisor</b>	<p>Maintain contact with CAD 601 instructor as needed via:</p> <ul style="list-style-type: none"> <li>▪ One mandatory site visit</li> <li>▪ Email, phone, and/or fax</li> </ul>
<b>Student evaluation</b>	<p>The agency supervisor's evaluation of the intern is an important part of the intern's education and professional development.</p> <p>The Agency Supervisor is Responsible for:</p> <ul style="list-style-type: none"> <li>▪ Informal evaluation of the intern on an on-going basis and giving intern timely feedback</li> <li>▪ Formal midpoint evaluation of intern. Form will be provided at site visit. Completed evaluation should be reviewed with the intern.</li> <li>▪ Formal, written evaluation of intern performance at end of semester. Form will be provided. Completed evaluation should be reviewed with the intern.</li> </ul>

## Roles and Responsibilities of CAD 601 Instructor

<b>Assignment to agency/school</b>	<ul style="list-style-type: none"> <li>▪ Each CAD 601 instructor will be assigned to supervise interns at their respective agencies/schools.</li> </ul>
<b>Responsibilities of the CAD 601 Instructor (faculty supervisor)</b>	<ul style="list-style-type: none"> <li>▪ Maintain regular contact with interns and agency supervisors as determined by specific circumstances.</li> <li>▪ Make at least one site visit to meet with intern and agency supervisor and tour agency, if appropriate. Intern sets up this meeting/site visit.</li> <li>▪ Apprise agency supervisor of the CAD curriculum/major (e.g. teaching goals, academic expectations, department requirements) as they relate to the internship.</li> <li>▪ Knowledge of hours, the intern's goals, responsibilities, range and quality of activities, status of intern's hours.</li> <li>▪ Obtain agency supervisor's judgment regarding the intern's performance.</li> <li>▪ Knowledge of nature and quality of the internship to which students are assigned. Relate updated information regarding internship sites to Internship Placement Coordinator.</li> <li>▪ Be alert to problems with internships and be available to discuss issues with interns and agency supervisors, using appropriate channels of communication, including site visits where indicated</li> <li>▪ Communicate with Internship Placement Coordinator or CAD Department Chair regarding intern's progress, performance problems, or agency problems.</li> <li>▪ Verify that the appropriate forms have been turned in (on time) to CAD 601 instructor, and work with intern and agency supervisor to complete intern evaluation if help is needed.</li> <li>▪ Provide feedback to intern on "match" of activities and goals. Encourage intern to continue to learn and grow professionally.</li> <li>▪ Assign CR/NC grade at end of semester for CAD 601.</li> </ul>

## Summary of Responsibilities for Internship

Intern Responsibilities	Agency Responsibilities	CAD Department Responsibilities
<b>Before Internship Begins</b>		
<ul style="list-style-type: none"> <li>▪ Communicate with Internship Placement Coordinator to discuss internship.</li> <li>▪ Follow the timeline set forth at orientation or individual interview</li> <li>▪ Review and/or revise internship goals submitted on application for internship. Keep copy of submitted goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plan for intern's arrival (e.g. space, notify agency staff).</li> <li>▪ Decide how agency will refer to intern and inform staff.</li> <li>▪ Make commitment for site supervisor to provide a minimum of 1 hour per week supervision.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide information on CAD for agency site supervisors.</li> <li>▪ Provide faculty instructors who serve as liaisons to agency supervisors as needed.</li> <li>▪ Provide clear description of the expectations of students and agency internship supervisors.</li> </ul>
<b>During Internship</b>		
<ul style="list-style-type: none"> <li>▪ Coordinate site visit with agency supervisor and faculty supervisor</li> <li>▪ Complete 120 hours of supervised internship at approved agency.</li> <li>▪ Meet weekly for at least one hour with site supervisor.</li> <li>▪ Have direct contact with agency staff and students/clients in accordance with agency policies, procedures.</li> <li>▪ Understand the agency/ school, its policies, goals, and demonstrate capacity to work within the framework of agency.</li> <li>▪ Submit assignments, logs, time sheets, journals for CAD 600 &amp; 601 by due dates.</li> <li>▪ Maintain professional conduct at all times.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Familiarize intern with structure, function, and resources of the agency, as well as its relationship with other agencies.</li> <li>▪ Define intern's roles and responsibilities and inform other agency staff of these.</li> <li>▪ Meet with intern and faculty supervisor at beginning of internship</li> <li>▪ Meet with intern one hour per week on a scheduled basis; uninterrupted time to review/discuss goals, activities, intern's assignments for CAD 600 seminar.</li> <li>▪ Review student assignments if requested by student. Supervision should include review of competencies outlined in final evaluation.</li> <li>▪ Complete mid-point evaluation of intern between 50-70 hours into internship</li> <li>▪ Provide student intern opportunities to participate in staff meetings, in-service training, conferences, as well as consultations with professionals in other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meet with interns and agency supervisors at the beginning of the semester to review CAD goals and expectations; answer questions agency supervisors and/or agencies might have.</li> <li>▪ Provide feedback to interns, agency supervisors, CAD office about progress of internship.</li> </ul>

Intern	Agency Responsibilities	CAD Department
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Responsibilities		Responsibilities
<b>At Completion of Internship</b>		
<ul style="list-style-type: none"> <li>▪ Complete <i>Evaluation of Internship Agency</i> and submit to CAD 601 instructor by specified due date.</li> <li>▪ Complete <i>Student Evaluation</i> and return to CAD office by specified due date.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Complete <i>Agency Supervisor's Evaluation of Student Intern</i> form. Involve the intern in process and discuss your assessment with him/her.</li> <li>▪ Provide copy to intern by due date so faculty supervisor can evaluate the intern's overall performance. Or, fax copy directly to faculty supervisor by due date.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty supervisor reviews the <i>Evaluation of Internship Agency</i> and the <i>Agency Supervisor's Evaluation of Student Intern</i>.</li> <li>▪ Track agency for future internship placements.</li> <li>▪ Maintain all evaluation data in strict professional confidentiality, and use for individual advising or program evaluation consistent with due process.</li> <li>▪ Maintain written evaluations in the student's advising file in the CAD Office, subject to the same considerations.</li> </ul>

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## Guidelines for Internship Opportunities & Situations

As you begin your internship with an agency, you are probably eager to get involved and make a difference in the lives of the people with whom you work and the agencies with which you serve. We expect that you will view yourself as a representative of SFSU and CAD in the community, and as such, we ask that you carefully read through and abide by the following guidelines to assist you in having the best and most productive experience possible:

### 1. Ask for help when in doubt

Your agency supervisor understands the issues at your site and you are encouraged to approach him/her with problems or questions as they arise. He/she can assist you in determining the best way to respond in difficult or uncomfortable situations. Feel free to contact your faculty supervisor as well.

### 2. Be punctual and responsible

Although you are volunteering your time, you are participating in the agency as a reliable, trustworthy and contributing member of the team. The administrators and the persons you serve rely on your punctuality and commitment to completing your internship hours over the entire course of the semester.

### 3. Call if you anticipate lateness or absence

Call your agency supervisor if you are unable to come in or if you anticipate being late. Be mindful of their needs.

### 4. Respect the privacy of the clients

If you are privy to confidential information, e.g., organizational files, personal stories, diagnostics, it is vital that you treat it as privileged information. Do not refer to clients by their real names in your written assignments and journals for CAD 600 and CAD 601.

### 5. Be appropriate

You are in a work situation and are expected to treat your supervisor, co-workers and clients with courtesy and kindness. Dress comfortably, neatly, and appropriately.

Do not conduct personal business while you're at your internship site – e.g., sending and/or receiving personal phone calls, text messages. If you need a rare exception to this guideline, discuss it with your agency supervisor first.

### 6. Be flexible

The level or intensity of activity at an agency is not always predictable. Your flexibility to changing situations can assist the operation to run smoothly and produce positive outcomes for everyone involved.

### 7. Follow agency policies, guidelines

Every agency has its own rules, policies, procedures, protocols, and expectations, for which you are responsible for knowing and following. Even if you do not agree with a policy or procedure, it is your responsibility to adhere to it in a respectful way. You can always discuss your questions/concerns with your agency supervisor. Familiarize yourself with the workings of the agency. This will contribute to your success in service.

### 8. Things to avoid

- **Never** report to your agency under the influence of alcohol and/or other drugs.
- **Never** give or loan money or other personal belongings to a client.
- **Never** give a client your address, telephone number, e-mail address.
- **Never** make promises or commitments to a client that you cannot keep.
- **Never** give a client or agency representative a ride in a personal vehicle.

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- **Never** tolerate a verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or agency representative.

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# Appendix

- Forms
  - Internship Contract
  - Intent to Intern Application
  - Petition – Internship Placement at Current Work Site
  - Internship Professional Goals
  - Internship Agency Information
  - Internship – Log
  - Internship - Journal
  - Internship Two Week Time Sheet
  - Evaluation of Internship Agency
  - Midpoint Evaluation of Student Intern
  - Final Evaluation of Student Intern
  - Student Evaluation
  
- Samples of Completed Forms
  - Professional Goals – Young Child
  - Professional Goals - Elementary School Age
  - Professional Goals - Youth and Family Services
  - Professional Goals – Research and Public Policy
  - Log – Young Child
  - Log - Elementary School Age
  - Log – Youth and Family Services
  - Log – Research and Public Policy
  - Journal – Young Child
  - Journal - Elementary School Age
  - Journal – Youth and Family Services
  - Journal – Research and Public Policy

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INTERNSHIP CONTRACT for CAD 601

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San Francisco State University  
College of Health and Human Services  
**Department of Child and Adolescent Development**

CAD 601 Internship is designed to provide students with a 120 hour structured, academic “hands-on” experience in educational institutions, health and human service agencies, community-based agencies, policy and research organizations, and so on.

**AGENCY INFORMATION**

Agency:	
Address:	
Agency Supervisor:	
Supervisor's Title:	
Phone:	
Fax:	
Email:	

**INTERN INFORMATION**

Intern's Name:	
Address:	
Phone:	
Fax:	
Email:	

IT IS MUTUALLY AGREED UPON BY THE AGENCY AND THE UNIVERSITY THAT THEY WILL SHARE IN PROVIDING AN INTERNSHIP EXPERIENCE FOR THIS STUDENT IN ACCORDANCE WITH THESE PROVISIONS. STUDENT INTERNSHIP OBJECTIVES AND ANY SPECIAL ARRANGEMENTS OR CONDITIONS ATTACHED.

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**EXPECTED INTERNSHIP OUTCOMES** (upon completion of internship, student will be able to):

1. Apply knowledge and skills learned in CAD 600, Internship Seminar
2. Utilize collaborative and group process skills in the workplace
3. Work effectively with staff, public, and constituents using culturally sensitive approaches
4. Increase ability to communicate effectively in professional settings with individuals and groups from diverse cultural, social, professional, and organizational backgrounds.
5. Learn to create and sustain effective, age appropriate services and programs for children, youth and families in culturally and economically diverse communities
6. Observe and practice leadership skills in the workplace, appropriate to the intern's position
7. Articulate achievable, realistic outcomes for children, youth, families, and communities.
8. Transition from student to child and adolescent development professional
9. Apply professional skills and meet performance standards of the child and adolescent development professions
10. Integrate theoretical knowledge with the application of practical skills relevant to the child and adolescent development professions

**AGENCY RESPONSIBILITIES** (the Agency and Agency Supervisor's will):

1. Provide the Intern with Worker's Compensation and Liability Insurance as any other staff member or volunteer
2. Provide a thorough orientation to the agency's objectives, programs, and administrative policies during the first week of placement
3. Provide the Intern with a designated Agency Supervisor to whom the Intern is directly responsible for guidance, support, evaluation, and regular contact. This requirement does not preclude the Intern from working with a variety of staff members
4. Provide the Agency Supervisor with sufficient time to undertake this responsibility
5. Provide time for the Agency Supervisor to meet at least once a week, or more frequently if deemed necessary, with the Intern to discuss Intern's goals, activities, and assignment for CAD 600 seminar
6. Inform other agency staff of their roles in the Intern's educational process
7. Include Intern in staff meetings, training sessions, community meetings, Board or Council meetings and/or treatment meetings as Agency would other staff members
8. Provide appropriate physical arrangements for Intern such as office space, desk, use of telephone and computer, as needed
9. Meet with Faculty Advisor and Intern once during the semester to discuss intern's goals
10. Complete a written mid-semester evaluation at between 50-70 hours into the internship as well as a written final evaluation at the end of the Intern's 120 hour commitment

- 
11. Utilize the Faculty Advisor as a support person and call for assistance and advice as needed. In case of Intern difficulties it is important that the Agency report problems to the Faculty Advisor immediately
  12. Insurance:  
Agency shall procure and maintain General Liability Insurance, comprehensive or commercial form with \$1,000,000 minimum limit for each Occurrence and minimum limit of \$ 2,000,000 General Aggregate and Employer Liability: \$1,000,000, as mutually agreed upon for this placement. The community-based organization shall be responsible for Workers' Compensation coverage for Students during this agreement.

**INTERN RESPONSIBILITIES** (the Intern will):

1. Arrange for meeting with Faculty Advisor, Agency Supervisor, and Intern to review Intern's goals within first 2-3 weeks of internship start
2. Satisfactorily complete the 120 hour internship commitment
3. Meet established internship goals
4. Follow the policies and duties outlined by the Agency Supervisor
5. Honor agency's policies on confidentiality and anonymity
6. Meet all scheduled commitments and arrangements made in connection with internship.
7. Perform work assignments to the best of his/her ability; become a participating member of the Agency's staff; and function in a professional manner at all times
8. Submit in a timely manner the reports required by University and Agency
9. Visit, observe, and participate in all applicable phases of the Agency's operation
10. Participate in a mid-semester as well as final evaluation conference with Agency Supervisor
11. Ensure that her/his internship experience is valuable and is responsible for communicating with Faculty Advisor if there are difficulties

**UNIVERSITY RESPONSIBILITIES** (the University and Faculty Advisor will):

Prior to Placement of Intern(s): Faculty or University representative will arrange for an in-person site visit to review internship placement site and a tour of the facilities prior to the begin date of the internship to determine any specific risks related to the placement site's location or work conditions.

1. Assist Intern and Agency with development of acceptable objectives for the Internship experience
2. Provide agency with contract, list of responsibilities for all parties (Intern, Agency, University), and any other policies and procedures
3. Keep in contact with the Agency Supervisor regarding progress of the Intern and for consultation and advice
4. Meet with Agency Supervisor and Intern to review Intern's goals within first 2-3 weeks of internship start
5. Read and evaluate Intern assignments
6. Evaluate the Intern's performance through observations, written reports, final report, and evidence of professional growth



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Agency Supervisor or Representative

Date

Date Placement Begins:
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Date Placement Ends:
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Special Arrangements or Conditions Attached:  Yes  No

**CAD Internship Application:** Be sure to make a copy for your files and bring this copy to your interview with the Internship Coordinator. **If you do not receive an email confirming that your application was received within one work day, please call 415-405-3561 to see if the application came through properly. It is your responsibility to make certain the CAD Program has received your completed forms by the deadline.**

**Expectations of CAD Student Internship**

An internship/fieldwork experience of 120 hours (CAD 601) is required of all CAD majors. You are expected to commit to approximately 10 hours a week at your internship site throughout the semester in order to complete those hours. Along with the internship/fieldwork experience, you will be required to attend a weekly seminar, CAD 600. CAD 600 and 601 are each worth 2 units, for a total of 4 units.

Expected Internship Semester:

Expected Graduation Semester:

\* Name:

\* Address:

\* Home Phone:

\* Cell Phone:

\* Work Phone:

\* Work Fax:

\* Email:

Concentration:

**Copy DO NOT Fill Out**

**A. Relevant Experience Working with Children**

1. Paid Experience

Employer	Position	Age Group Served	Dates of employment
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2. Volunteer Experience

Employer	Position	Age Group Served	Dates of employment
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Copy DO NOT Fill Out**

**B. Transportation**

What mode of transportation will you use to travel to your internship site? (select all that apply)

- Personal Car
- Public Transportation( list city )
- Walking

**C. Time Requirements for CAD 601**

You will need to be at your internship site approximately 8-10 hours per week during the semester and should be aware of the following requirements:

- **YOUNG CHILD** - available in the morning hours
- **SCHOOL AGE** - available between 8-3
- **YOUTH AND FAMILY** - most programs are after school and sometimes on weekends although site requirements vary
- **RESEARCH AND PUBLIC POLICY** - available during normal business hours (8-5) - although site requirements vary

	Hours Available	Hours Preferred
Monday	<input type="text"/>	<input type="text"/>
Tuesday	<input type="text"/>	<input type="text"/>
Wednesday	<input type="text"/>	<input type="text"/>
Thursday	<input type="text"/>	<input type="text"/>
Friday	<input type="text"/>	<input type="text"/>

Please note that your preferences will be accommodated when possible, but you must make the internship a priority and adjust your schedule to meet the requirements of the agency.

\* Grade Point Average in CAD Major:

SAN FRANCISCO STATE UNIVERSITY  
Department of Child and Adolescent Development

\* Grade Point Average in all college work:

\* At the beginning of the semester in which you plan to intern, how many units of CAD will you have completed? (Minimum requirements: 36 units in the core and concentration plus six units of the pre-requisites) :

\* During your internship, how many total units do you plan to take:

(CAD 600/601) 4 units + \_\_\_\_\_ units (other classes)=  units during semester of internship.

\* Please list 5 Professional Goals that you plan to work toward during your internship (and during subsequent employment). These professional goals should be as specific as possible. Articulating these goals will serve two purposes: to help you clarify what you want to focus on during your internship and to help us place you in at an appropriate internship agency. You will have a chance to revise and add to these goals during the CAD 600 Internship Seminar. **If this section is not completed, you will not be considered for internship placement in the semester for which you have applied.**

Copy DO NOT Fill Out

**\* Please read and agreed to ALL of the following**

I understand and agree that:

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Before my internship interview, I will investigate 2 or 3 agencies that seem like possible internship sites.<br>I will bring the site information with me to my internship placement interview: <ul style="list-style-type: none"><li>• Site Name</li><li>• Contact person's name</li><li>• Contact email</li><li>• Contact telephone number</li></ul> Also, I will bring a copy of the CAD internship manual, which can be downloaded <a href="#">here</a> ((CAD Internship Manuel)) |
| <input type="checkbox"/> | In addition to the 120 hour internship/fieldwork experience (CAD 601) that is required of all CAD majors, I am required to attend a weekly seminar (CAD 600) during the same semester as my internship/fieldwork.   |
| <input type="checkbox"/> | I will follow up in a timely manner any tasks that I am given during my internship placement interview.   |

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Department of Child and Adolescent Development

<input type="checkbox"/>	My internship placement is not finalized until I receive confirmation from the CAD Internship Coordinator.
<input type="checkbox"/>	<p>In addition to the information I've submitted here, I must download, print and complete the Core Planning Worksheet and the Young Child and Family Planning Worksheet. Once the classes I've taken have been correctly recorded, the forms must be turned into the CAD office in SCI 394.</p> <p><b><u>(Please list only the classes you will have completed by the time you do your internship. Your bulletin year for the major is listed on your DARs report at the top of the page.)</u></b></p> <p><b>The application process is not complete until we've received this form. It must be received by the CAD office by the deadline set for Internship Applications</b></p>
<input type="checkbox"/>	I understand that, if for any reason I do not start my internship in the semester for which I have applied, I must submit a new internship application for the semester I intend to complete CAD 600/601. My old application will <b>NOT</b> be rolled over automatically.

**If you have any questions or wish to schedule an advising appointment, email [the CAD Office](#) or call us at 415-405-3564 option 1 and then press option 4 to leave a message (the CAD office is located in SCI 394).**

**If you do not receive a confirmation within one work day, please call 415-405-3561 to see if the application was received.. It is your responsibility to make certain the CAD Program has received your completed forms by the deadline.**

**Copy DO NOT Fill Out**

**PETITION – INTERNSHIP PLACEMENT AT CURRENT WORK SITE**

Instructions: This form must be filled out completely. Incomplete forms will be returned to student without faculty review.

<b>Name</b> _____	
<b>Address</b> _____	
<b>Phone</b> _____	<b>Email</b> _____
Concentration:	<input type="checkbox"/> Young Child <input type="checkbox"/> School Age Child <input type="checkbox"/> Youth <input type="checkbox"/> Research/Policy
Internship Semester:	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer 200____

The following documents must be attached to this petition before CAD faculty will review your petition.

1. A typed request stating why you want your internship to take place at your current agency and in your current position. Be sure to explain why your current agency is particularly suited to meet your internship goals. In other words, what is unique about this agency and why won't another other agency meet your goals?
2. A letter from your current supervisor confirming that the agency in question can provide you with responsibilities above and beyond your current job duties/ responsibilities. Attach your current job description to the letter. The letter must be on agency letterhead and signed by your current supervisor. Submit the original, not a copy.
3. Your internship goals (that have been approved by the CAD Internship Placement Coordinator).

I understand that submitting this petition does not guarantee that my request will be approved. I also understand that the CAD faculty must conduct a site visit of my agency if it is not already an approved site and will do so only if there is sufficient time and staffing.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

-----  
Action Taken:    \_\_\_\_ Approved  
                  \_\_\_\_ Approved with condition(s)  
                  \_\_\_\_ Denied

\_\_\_\_\_  
Internship Placement Coordinator

\_\_\_\_\_  
Date



**Complete and Submit to CAD 601 Instructor on the First Day of Class**

**CAD 601 - INTERNSHIP AGENCY INFORMATION**

Fall     Spring     Summer    20\_\_

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Intern's Email: \_\_\_\_\_ Intern's Phone Number: \_\_\_\_\_

Internship Agency: \_\_\_\_\_

Agency Address: \_\_\_\_\_

Agency Phone #: \_\_\_\_\_ Fax #: \_\_\_\_\_

Supervisor Name and Title:  
\_\_\_\_\_

Supervisor e-mail:  
\_\_\_\_\_

Indicate days and times you plan to be at the agency:

Monday: \_\_\_\_\_

Tuesday: \_\_\_\_\_

Wednesday: \_\_\_\_\_

Thursday: \_\_\_\_\_

Friday: \_\_\_\_\_

\*\*\*If you need to permanently change the day and time you are at the agency, first get the approval of your agency supervisor and then notify your CAD 601 instructor.\*\*\*

**CAD 601 - INTERNSHIP LOG # \_\_\_\_\_**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Internship Agency: \_\_\_\_\_

<b>Professional Goals</b> worked on and/or completed this period	<b>Activities</b> that supported my goals
1.  <input type="checkbox"/> Worked on <input type="checkbox"/> Completed	
2.  <input type="checkbox"/> Worked on <input type="checkbox"/> Completed	
3.  <input type="checkbox"/> Worked on <input type="checkbox"/> Completed	
4.  <input type="checkbox"/> Worked on <input type="checkbox"/> Completed	
5.  <input type="checkbox"/> Worked on <input type="checkbox"/> Completed	

\_\_\_\_\_  
Signature, Agency Supervisor

\_\_\_\_\_  
Date

**CAD 601 - INTERNSHIP – JOURNAL # \_\_\_\_\_**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Internship Agency: \_\_\_\_\_

Dates: \_\_\_\_\_

***Record your observations, reflections, feelings, and what you learned. Your journal should go beyond reporting on the activities you recorded on your Internship Log. Cover page- Attach to Journal***





**CAD 601 - FINAL EVALUATION of STUDENT INTERN**

Fall     Spring     Summer 20\_\_

Name of Student: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Agency: \_\_\_\_\_

Agency Supervisor: \_\_\_\_\_

***Agency Supervisor: Your assessment of this student intern is very important to us, both in advising the student and in evaluating our curriculum. Please evaluate the intern by placing check marks in the appropriate boxes on the basis of what the intern has demonstrated at your agency, then discuss this evaluation with the intern. Feel free to make additional comments on the back of this page. The intern is required to turn in the form to his/her faculty supervisor in order to receive credit for the internship. Subject to change- students will be notified by email. Thank you.***

Rating Scale: 4=Strongly Agree; 3=Agree; 2=Disagree; 1= Strongly Disagree; NA=Not Applicable or No Opportunity to Observe

Rating Scale	4	3	2	1	NA
<b>Collaboration/Group Processes</b> - Student demonstrated the ability to:					
Work effectively in a collaborative team					
Use conflict resolution techniques effectively					
Facilitate cooperation & collaboration among participants					
<b>Leadership</b> - Student demonstrated the ability to:					
Take initiative on projects/tasks					
Understand organizational systems (e.g. chain of command, communication channels)					
Understand the change process inside and outside the organization					
<b>Communication</b> - Student demonstrated the ability to:					
Communicate effectively with school/agency staff					
Communicate effectively with students/participants/clients					
Communicate effectively in culturally sensitive manner					
Express ideas clearly in verbal form					
Express ideas clearly in written form					

SAN FRANCISCO STATE UNIVERSITY  
Department of Child and Adolescent Development

Rating Scale	4	3	2	1	NA
<b>Community Orientation</b> - Student demonstrated the ability to:					
Understand needs of community or groups in the community					
Link clients/participants with resources in the community					
Find and access resources in the community					
Identify integrated services located in the community					
<b>Outcome Based Evaluation</b> - Student demonstrated the ability to:					
Understand the importance of outcome-based evaluation					
Utilize outcome-based evaluation methods					
Utilize outcome-based evaluation findings to improve program and/or professional practice					
<b>Responsibility</b> – Student demonstrated the ability to:					
Use time wisely					
Complete tasks					
Accept consequences of own behavior					
Ask for clarification when needed					
<b>Potential for Growth</b> - Student demonstrated the ability to:					
Listen to constructive feedback					
Use constructive feedback to improve performance					
Seek opportunities to learn					
Deal with ambiguity and uncertainty					
<b>Ethics</b> - Student demonstrated the ability to:					
Remain objective toward participants					
Remain objective toward staff					
Honor participant confidentiality					

*Additional comments:*

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Signature, Agency Supervisor

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Signature, Intern

**CAD 601 - EVALUATION of INTERNSHIP AGENCY**

Fall       Spring       Summer 20\_\_

Agency: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Student: \_\_\_\_\_ Supervisor: \_\_\_\_\_

*Intern: Please evaluate your internship setting and the nature and quality of your experience during this past semester. Please check the appropriate box.*

My internship site/agency:	Strongly Agree/ Consistently Available	Agree/Usually Available	Neutral/ Variable	Disagree/ Seldom Available	Strongly Disagree/ Never Available
1. Provides an opportunity to develop group process skills.					
2. Provides opportunity for culturally sensitive experiences.					
3. Provides opportunity for working with interprofessional teams					
4. Offers opportunity to build leadership skills					
5. Offers opportunity to learn communication skills with diverse populations					
6. Offers opportunity to understand skills necessary to create, sustain, and evaluate programs					
7. Offers opportunities to learn about outcome-based accountability					
8. Offers opportunity to learn skills necessary to create, sustain, and evaluate programs					
9. Offers opportunity to acquire knowledge about process of change					
10. Professional staff is supportive, directed to skill enhancement and professional training					
11. Supervision is consistent, supportive, directed to skill enhancement and professional training					
12. Emergency help is available when needed					
13. Evaluation of performance is communicated to student interns based on clear & consistent criteria					

Please add additional comments regarding any aspect of your internship:

**CAD 601 - EVALUATION of INTERNSHIP**

Semester:    Fall    Spring    Summer   Year: 20\_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Young Child Concentration:    Children's Campus    ASI – ECE    Other YC Site: \_\_\_\_\_

Other Concentrations – Agency/School: \_\_\_\_\_

***Instructions:*** Please evaluate the quality of your internship experience during the past semester by checking the response that best applies to you for each item listed below.

<b>My internship site/agency:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5. Provided me with an opportunity to develop professionally				
6. Provided me with an opportunity to observe/work with professionals (in addition to my supervisor)				
7. Provided me with an opportunity to participate in meetings, trainings				
8. Offered me an opportunity to learn communication skills with diverse populations				
<b>My classroom teacher/agency supervisor:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5. Provided me with supervision that was consistent and supportive				
6. Provided me with supervision that was directed toward skill enhancement and professional training				
7. Provided me with constructive feedback				
8. Supported me in achieving my internship goals				
9. Encouraged me to challenge myself				
<b>My faculty supervisor:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
10. Helped me to clarify and focus on my internship goals				
11. Kept in touch with me on a regular basis				
12. Was available (phone, email) when I needed to make contact with her				
13. Gave me feedback on my logs/journals				
14. Encouraged me to challenge myself				

SAN FRANCISCO STATE UNIVERSITY  
Department of Child and Adolescent Development

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<b><i>I contributed to my internship experience by:</i></b>	<b><i>Strongly Agree</i></b>	<b><i>Agree</i></b>	<b><i>Disagree</i></b>	<b><i>Strongly Disagree</i></b>
15. Turning in my timecards, logs, journals <i>on time</i> to my CAD 601 instructor				
16. Responding to my CAD 601 instructor's email/ phone/written messages in a <i>timely</i> manner and/or in the timeframe she designated				
17. Giving my best effort on my logs and journals				
18. Challenging myself to step "out of my comfort zone"				
19. Arranging for my site visit in a timely manner and/or in the timeframe designated				
20. Being prepared for my site visit (e.g. letting my agency supervisor know the purpose of the visit, bringing my goals to discuss)				
21. Informing my CAD 601 instructor right away if my internship goals were not being met by the work I was assigned at my internship site				
22. Keeping my CAD 601 instructor informed of any changes in my internship schedule that could have affected the completion of my 120 hours				
23. Discussing with my CAD 601 instructor any new or additional activities I could engage in that would count toward my 120 hours PRIOR to undertaking those activities/tasks.				

## Sample Documents

Student Name: \_\_\_\_\_ **EXAMPLE of Young Child Goals** Date: \_\_\_\_\_

Internship Agency: \_\_\_\_\_

*Identify at least 5 professional goals on which you will work during your internship.*

1. To build a positive relationship with each child. To encourage them to learn and build on whom they are, to emphasize what they do right.
2. To learn how to set up a classroom - arranging the room the best way, putting out books, decorating the room, setting up activity centers, etc.
3. To learn how to plan a curriculum.
4. To learn techniques for handling children who don't listen, children who cry when their parents leave, and fights between children.
5. To gain a larger repertoire of circle time activities (e.g., songs, sharing, stories) as well as techniques for keeping the children engaged during circle time.
6. To learn to communicate with parents.

Student Name: \_\_\_\_\_ **EXAMPLE of Elementary School Age Goals** Date: \_\_\_\_\_

Internship Agency: \_\_\_\_\_

*Identify at least 5 professional goals on which you will work during your internship.*

1. To have more positive interactions with students – focus on what they are able to do and allowed to do rather than on what they can't do.
  
2. Become familiar with fundamental aspects of the first grade classroom (levels, standards, expectations, developmental appropriateness, etc.)
  
3. To learn at least 5 techniques for setting boundaries with students, especially handling behavior problems, disruptions, conflict. To become more comfortable setting boundaries.
  
4. To learn effective classroom management techniques – e.g., how to keep students focused on their work, how to get students from Point A to Point B in a quiet, orderly way, how to teach to children with such varying academic and behavioral levels.
  
5. To learn about the leadership and administrative aspects of a head teacher role; how to build positive relationships with parents and other school staff.
  
6. To learn to relax, have fun and enjoy the experience of being in the classroom, especially when being in front of the class or leading small groups.

Student Name: \_\_\_\_\_ **EXAMPLE of Youth and Family Services Goals** Date: \_\_\_\_\_

Internship Agency: \_\_\_\_\_

*Identify at least 5 professional goals on which you will work during your internship.*

1. To learn strategies for listening to clients with an open mind and to remember that I am there to help them, regardless of their circumstances.
2. To develop peer counseling skills, focusing on active listening and problem solving.
3. To learn skills in the crisis intervention process and conflict resolution. To feel more comfortable with conflict by learning ways to address it and then being able to model it when working with youth.
4. To learn how to facilitate a youth discussion group so that they feel heard and respected; to observe and discuss the best ways to plan for the group.
5. To learn how to help people in need while letting them maintain their dignity.
6. To see how social services agencies are connected – their funding sources, who serves who, what their priorities are, what services they offer, etc.

Student Name: \_\_\_\_\_ **EXAMPLE of Research and Public Policy Goals** Date: \_\_\_\_\_

Internship Agency: \_\_\_\_\_

*Identify at least 5 professional goals on which you will work during your internship.*

*During my internship I will:*

1. Learn 5 techniques for making “cold calls” to ask people to support the agency’s work.
2. Learn to facilitate a community meeting – from creating a realistic agenda, ensuring that people feel heard, controlling distractions, and meeting the goals for the meeting.
3. Learn the step-by-step process of how a community need, such as affordable housing, becomes a ballot initiative.
4. Become familiar with research methods, issues and tools used in advocacy – how benchmarks and best practices are established, who are the “go to” agencies, how agencies validate their research.
5. Become familiar with funding sources and requirements –learn who the funders are, what they fund, criteria and outcomes funders look for.

**CAD 601 - INTERNSHIP LOG # \_\_\_\_\_**

Student Name: \_\_\_\_\_ **EXAMPLE of Young Child Log** Date: \_\_\_\_\_

Internship Agency: \_\_\_\_\_

<b>Professional Goals</b> worked on and/or completed this period	<b>Activities</b> that supported my goals
<p>1. To build a positive relationship with each child. To encourage them to learn and build on who they are, to <u>emphasize what they do right.</u></p> <p><input checked="" type="checkbox"/> Worked on      <input type="checkbox"/> Completed</p>	<p>I watched the head teacher do this all week and at every opportunity, tried to follow what she did. When I talked to Child A, I told him what a good job he did picking up the trains – and that NOW we were going to pick up the blocks. Before my internship I would have told him that he had not finished cleaning up.</p>
<p>2. To learn how to set up a classroom - arranging the room the best way, putting out books, decorating the room, setting up activity centers, etc.</p> <p><input checked="" type="checkbox"/> Worked on      <input type="checkbox"/> Completed</p>	<p>I talked with two teachers about how they do this – and learned that everything is done for a reason – to encourage children to explore, to make movement easier, to separate some kids from others, etc.</p>
<p>3.</p> <p><input type="checkbox"/> Worked on      <input type="checkbox"/> Completed</p>	
<p>4.</p> <p><input type="checkbox"/> Worked on      <input type="checkbox"/> Completed</p>	

\_\_\_\_\_  
Signature, Agency Supervisor

\_\_\_\_\_  
Date

**CAD 601 - INTERNSHIP LOG # \_\_\_\_\_**

Student Name: \_\_\_\_\_ **EXAMPLE of Elementary School Age Log** Date: \_\_\_\_\_

Internship Agency: \_\_\_\_\_

<b>Professional Goals</b> worked on and/or completed this period	<b>Activities</b> that supported my goals
<p><b>1.</b> Become familiar with fundamental aspects of the first grade classroom (levels, standards, expectations, developmental appropriateness, etc.)</p> <p><input checked="" type="checkbox"/> Worked on      <input type="checkbox"/> Completed</p>	<p>The first week of class, Mrs. XXX, the head teacher spent an hour with me going over the goals she has for the class this year, the classroom rules and how each child is expected to behave, and what kind of behavior in general I might expect to see. She explained her philosophy of working with children – set tight boundaries and teach the children through positive example – look for what they are doing right instead of what they are doing wrong.</p>
<p><b>2.</b> Become more comfortable setting boundaries with children, especially handling conflict, children who disrupt others, etc.</p> <p><input checked="" type="checkbox"/> Worked on      <input type="checkbox"/> Completed</p>	<p>I was in charge of taking the children to and from the music room for several days and had to really work hard to keep them in order. I copied what the teacher had done earlier (holding hands and making a contest out of how quiet they could be) and met with some success although some of the kids ran ahead and couldn't keep their hands to themselves. I talked to the teacher about ways of handling this better and asked for another chance to do take them to the music room or the library.</p>
<p><b>3.</b></p> <p><input type="checkbox"/> Worked on      <input type="checkbox"/> Completed</p>	
<p><b>4.</b></p> <p><input type="checkbox"/> Worked on      <input type="checkbox"/> Completed</p>	

\_\_\_\_\_  
Signature, Agency Supervisor

\_\_\_\_\_  
Date

**CAD 601 - INTERNSHIP LOG # \_\_\_\_\_**

Student Name: \_\_\_\_\_ **EXAMPLE of Youth and Family Services Log** Date: \_\_\_\_\_

Internship Agency: \_\_\_\_\_

<b>Professional Goals</b> worked on and/or completed this period	<b>Activities</b> that supported my goals
<p><b>1.</b> Learn skills in crisis intervention process and conflict resolution. To feel more comfortable with conflict by learning ways to address it and modeling solving conflict.</p> <p><input checked="" type="checkbox"/> Worked on                      <input type="checkbox"/> Completed</p>	<p>I am participating in a volunteer training program for the agency that lasts 20 hours over a couple of weeks. We are learning about the agency, our clients and our roles as volunteers and interns. A part of the training is learning about crisis intervention and we started to role play situations that we might have on the phone and in person. We also just started to learn about resolving conflicts whether they are with other volunteers, staff or with clients.</p>
<p><b>2.</b> To see how all of the social services agencies are connected – funding, priorities, services, etc.</p> <p><input checked="" type="checkbox"/> Worked on                      <input type="checkbox"/> Completed</p>	<p>I talked with my supervisor about the youth and families we serve and also about other agencies. There's a lot available and then there's not – which means that people can go to different places to get some services but it doesn't seem like there are one or two places that offer comprehensive services. My supervisor and I are going to talk about this subject next week in our meeting – she's interested in ideas I might have about this.</p>
<p><b>3.</b></p> <p><input type="checkbox"/> Worked on                      <input type="checkbox"/> Completed</p>	
<p><b>4.</b></p> <p><input type="checkbox"/> Worked on                      <input type="checkbox"/> Completed</p>	

\_\_\_\_\_  
 Signature, Agency Supervisor

\_\_\_\_\_  
 Date

**CAD 601 - INTERNSHIP LOG # \_\_\_\_\_**

Student Name: \_\_\_\_\_ **EXAMPLE of Research/Public Policy Log** Date: \_\_\_\_\_

Internship Agency: \_\_\_\_\_

<b>Professional Goals</b> worked on and/or completed this period	<b>Activities</b> that supported my goals
<p><b>1.</b> Learn 5 techniques for making “cold calls” to ask people to support the agency’s work.</p> <p><input checked="" type="checkbox"/> Worked on      <input type="checkbox"/> Completed</p>	<p>I listened in on 3 phone calls that staff made to potential backers of the initiative. I took notes and started writing a script that I (and others) can use. I will start making calls next week and plan to practice a lot since I’m not comfortable with this.</p>
<p><b>2.</b> Learn to facilitate a community meeting – from creating a workable agenda, ensuring that people feel heard, controlling distractions, and meeting goals for the meeting.</p> <p><input checked="" type="checkbox"/> Worked on      <input type="checkbox"/> Completed</p>	<p>This week I had a chance to lead a discussion on one agenda item at our staff meeting – how to do outreach to working parents. I practiced with my mentor and we did a role play so I would feel more comfortable during the real staff meeting. Boy did that help!</p>
<p><b>3.</b> To learn the step-by-step process of how a community need (affordable housing) becomes a ballot initiative.</p> <p><input type="checkbox"/> Worked on      <input type="checkbox"/> Completed</p>	<p>I started a flow chart on one of the white boards at the office – I will keep adding to it as I find out more of the pieces. People have been stopping by to look at the flow chart and everyone has ideas about it and thinks it’s a good idea.</p>
<p><b>4.</b></p> <p><input type="checkbox"/> Worked on      <input type="checkbox"/> Completed</p>	

\_\_\_\_\_  
 Signature, Agency Supervisor

\_\_\_\_\_  
 Date

Student Name: \_\_\_\_\_ **EXAMPLE of Young Child Journal** Date: \_\_\_\_\_

Internship Agency: \_\_\_\_\_

Dates: \_\_\_\_\_

***Observations, Reflections, Learning:***

Who knew that having a positive interaction with a child instead of a negative interaction would make so much difference in how tired you feel at the end of the day. Yesterday should have been an exhausting day because the kids were so active, but the teacher made everything a positive, and I actually went home with some energy.

I've been watching the head teacher like a hawk because she is so good at this – and I have been trying to copy her – from her words to her motions, etc. Eventually I will figure this out and have my own style, but for now, I'm doing what she does! She really involves the children in solving problems – getting them to come up with ideas about the best way to clean up the art area after a project. The area was a disaster, messier than usual. She said to them, “Wow, we have used all of our paints and markers and they are everywhere! How do you think we can get them back in their places up here?” Those 4 year olds sprang into action and cleaned up the paints and markers, and paper in no time. Then she had them give each other “very quiet high 5s” because they did such a great job putting things back. The not so positive approach would have been to tell them about the big mess they made and that they had to clean up everything or else they would miss recess – ugh – and we would have all suffered for that.

This wasn't originally one of my goals, but I also had a chance to help Ms. K. observe the children and their gross motor skills development. First she told me what she was doing, then why she was doing it, how she would be observing and writing notes, and then how the information would be used. After I watched her do a few, she asked me if I wanted to do a couple. Of course, I said yes, but I was nervous about it. Afterwards, she talked with me about what I saw and noted – I got a lot of good suggestions and support. It is harder to observe and take notes than I thought it would be. The coolest part was using our observations about the children in the activities they were planning. For example, a few kids were slow in the cone slalom activity, so they had kids pair up and help each other. They also had two slalom courses – one was longer and had more cones closer together. The second one was shorter and had fewer cones farther apart. By the end of the semester each child should be able to go through the longer course pretty quickly, and there's no pressure right now. I found out that I am interested in assessment and would like to do more of this.

Ok, I was tired by the end of the week. But there is a difference between being tired at this preschool and being tired at my previous preschool. I am learning so much about being a positive force in the children's day, instead of being an enforcer. There's a big difference.

Student Name: \_\_\_\_\_ **EXAMPLE of Elementary Age School Journal** Date: \_\_\_\_\_

Internship Agency: \_\_\_\_\_

Dates: \_\_\_\_\_

***Observations, Reflections, Learning:***

The first two weeks have been exciting and I have already learned so much. Mrs. M. has made me feel like a member of her team and has given me responsibilities right away. I am unsure of my authority and think that the kids can tell – for example, I'm not sure my voice shows authority when I speak to them. I think that I ask them to do things rather than tell them to do things and it could be a problem for me. Maybe I want to be their friend and have them like me and am afraid that they won't like me if I discipline them. Already there are some kids who don't listen to me when I am in charge. Frustrating but at least I can watch how Mrs. M. speaks to them and copy her. Then I think I will need to develop my own style so it feels natural. I thought that I might have this as an issue since I am pretty reserved and unsure of myself in front of a group.

I was surprised at how hard it was to get kids from one place to another – in this case, to and from music. That was quite an eye opener for me. I noticed that my first reaction to their not following directions was to become nervous instead of trying to figure out how to get them to be quiet and keep walking. Then I had to stop myself from just yelling at them to be quiet and stay in line. We are going to talk about this more next week but Mrs. M. assures me that gaining more experience will help a lot so try not to feel bad or nervous.

I got to observe two other teachers at the school. At first I wasn't sure about the style of one of the teachers as she is very strict with the children and I thought maybe even a little mean. I was pretty negative about her at first. But after observing a teacher who is pretty relaxed with the kids I can see why you'd want to be strict. The kids in her class got right into a routine and learned the class rules pretty quickly. I noticed that she gives them a lot of positive comments when they are good. My teacher, Mrs. M. is strict too but in a less "harsh" way. The second teacher I observed seemed messy and disorganized. I could think of all kinds of ways to straighten out the classroom to make it easier for everyone. I was surprised by the mess because the school year is just starting.

Resolving conflicts might be difficult for me until I learn more ways to step in. Some kids cry every 5 minutes, some kids never complain, some kids seems to cause problems no matter where they are, some kids are really needy for attention --so being fair can be really hard. There's also the reality that you like some kids better than others. I was surprised at how strongly this came out in me and am trying hard not to let it show.

We had a substitute for one morning and I was shocked at how out of control the kids were. They would never act like that with Mrs. M. in the classroom. The substitute tried hard to control the kids and seemed nice, but the kids were total brats. I tried to get the rowdy ones to behave and had some success, but mostly they didn't listen to me. I felt bad and was exhausted by the time Mrs. M. came back. We haven't had a chance to talk about it yet but I really want to next week.

Student Name: \_\_\_\_\_ **EXAMPLE of Youth and Family Services Journal** Date: \_\_\_\_\_  
Internship Agency: \_\_\_\_\_

Dates: \_\_\_\_\_

***Observations, Reflections, Learning:***

During the volunteer training I was really curious about everything I was going to learn and also apprehensive about the role playing. I also felt so lucky to be part of this program and the timing was great. There is a lot to learn and I am focused on being really active in the training.

I met with two of the girls' discussion groups and watched the director talk with them about the kinds of activities they want to do. The first group started out with visualization about their dreams and their futures. Unfortunately we could not get very far because around six of the girls kept talking or interrupting when the director was trying to lead the activity. I just watched because I wanted to see how the director would control the group but she wasn't doing anything to stop the interruptions. After a while the girls noticed that the director and I were getting a little upset. I asked if I could say something. I started talking about how it felt to be part of a group where people were being disrespectful to each other. Then the girls talked about the lack of respect they have for us and for each another because they don't want to be there. I told them the discussion was for them and they were only going to get out of it what they put into it. Most of them didn't get upset and understood where I was coming from, especially as a new person who wanted to be with them. One of the girls gave me attitude, but I tried to be nice to her anyway.

So now I think some of the girls feel they can talk to me because I told them how I felt. I was reluctant to tell them because I want them to like me and come to the next group, but I also wasn't willing to sit there and let them pull everything down. The director was supportive of me so I was glad to see that she really did think it was ok for me to talk.

I was surprised at how nervous I was with these girls because I hardly ever get nervous working with people. Maybe because the attention was on me and the fact that they suddenly all became silent as soon as I started talking. I think I also want them to like me and I wasn't sure how they would react to my opinion. I also don't know what I would have done if most of them hadn't listened or agreed to cooperate – that would have been hard.

I would like for the group to have gone differently in how it was controlled. I went into the group thinking that we would at least start off a little stern and that's how I think we should have tried until we saw how they reacted. But I noticed how the director let some things slide. So I'll follow her lead because I'm assuming she knows which way is the best kind of environment for them. When do you trust your gut and balance that with others' experiences and way of doing things? Just because the director is in charge and has the experience, my tendency is to think she knows best. I discovered that because she handled things differently than my gut told me to handle things, I found myself wondering if her way was the right way to work with these girls. There is more than one way to reach them but I don't feel totally comfortable always asserting myself yet.

Student Name: \_\_\_\_\_ **EXAMPLE of Research/Public Policy Journal** Date: \_\_\_\_\_  
Internship Agency: \_\_\_\_\_

Dates: \_\_\_\_\_

***Observations, Reflections, Learning:***

I attended two interesting meetings this week. The first one was a staff meeting where I was introduced to everyone and the director described the projects I'll be working on. Everyone was so welcoming – it was great and I hope I live up to their expectations. It helps that I have volunteered for advocacy work before my internship so I was able to talk a little about that. I was nervous but got through it.

The second meeting I went to was pretty cool too. My agency supervisor invited me to go to a community meeting to talk about the upcoming election and the ballot initiative we are sponsoring and campaigning for. My supervisor led the meeting. At the start of the meeting he explained the agenda, gave an update, and then mostly listened to what people had to say. He was totally respectful, even when it seemed like the speaker was wrong on facts or just way off point. At one point he invited an unfocused speaker to give an example and it really helped clarify what the speaker had been trying to say for the previous 5 minutes or so. I kept thinking about what I would be saying or how I would be reacting – which would not be helpful at all. It seemed like the speakers were totally into their own thing and didn't care about anyone else. I also thought that my supervisor let them talk too long, but then I realized that they would have kept interrupting if he didn't let them talk. I'm going to learn so much about facilitating public meetings.

I spent some time interviewing each staff person here. I asked some questions about what it takes to be successful here, what their priorities are right now, what educational backgrounds they had. I'm thinking of going to grad school after this so I was curious about what they studied. I was worried that I was taking up too much of their time, but they assured me that my interviewing each person was a really good idea. It seems as though there is no one grad degree that leads to this kind of work. Some of the people had a masters degree in public policy/administration, sociology, psychology, social work and someone was an attorney. Most of them thought it was really important to get different experiences – research, grass roots organizing, writing, coordinating programs – so I would have a lot going for me when applying for a full time job or grad school.

Most of the projects I'll be working on will be a stretch for me. I'll be writing FAQ sheets for the ballot initiative, speaking to community groups to inform them about the initiative, calling people and agencies to ask them to get involved, learning how to write grants. It's hard for me to make calls to people I don't know, but that's a big part of this work, so I guess I'll learn some techniques to make it easier. I think I'll be nervous but one of my jobs is to write a script after listening to other people make calls, so that will help me and anyone else who will be making calls.