

Preparing for HDF 4991: Internship Course for HDFS Majors  
Capstone Senior Service-Learning Course  
Designed to Be Taken for 3 Credits Each of Fall and Spring Senior Year

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**NOTE:** This document has been developed to help you prepare for HDF 4991; specifics about the actual course you will take may vary somewhat as the course develops/changes each semester/year. The general information provided here is typical of what the course is designed to do, the different course requirements, and the expected hours of work.

### **Course Overview**

HDF 4991: Internship, is the senior capstone course in the HDFS major. It is unique in that it combines students' extensive and direct involvement in an approved on-site supervised work experience with a structured academic learning plan directed by a core HDFS faculty member. That is, the course has two essential components:

- (1) A **student-established** and **Academic Instructor/Faculty Supervisor** approved direct onsite supervised internship experience in an HDFS-related agency, organization, or program; or with a legislator's office, legal or criminal justice organization, policy focused organization, or other professional organization working on HDFS-related issues and doing HDFS-related work. Approval of a proposed site will be based upon several considerations presented later in this document.
- (2) **Critical Reflection**: While engaging in an appropriate Internship is necessary and required for success in this course, also required is regular and varied forms of critical reflection about your direct Internship experiences; the HDFS profession; the HDFS academic discipline; and yourselves as developing HDFS professionals and individuals. Such reflections will be done individually and at times with each other (especially during seminar meetings). The quality and quantity of critical reflection about these issues as evidenced through required assignments and class participation provide the basis for your course grade.

**Course Pre-Requisites**: This is the capstone course in the HDFS Major and as such, all required intermediate-level HDFS courses HDF 101, 141, 161, and 189 are pre-requisites, along with the required Research Methods course. In addition, a grade of "C" or higher in HDF 001 is required, indicating an appropriate level of success in both the Service-Learning and writing portions of that course<sup>1</sup>.

**Required and Expected # of Credits and Timing for This Course**: While six credits of HDF 4991 are required, this course is designed, and students are expected to take these six credits

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<sup>1</sup> Students who earned lower than a "C" in HDFS 001 are expected to have worked with their advisors and the HDFS Program Coordinator on alternative courses to take to demonstrate preparedness for Service-Learning and professional, academic writing.

across two semesters, specifically 3 credits in the fall and 3 in the spring semester of senior year. This two-semester experience offers students sufficient time to really become a part of an organization and get to know the rhythms of social service work; develop and have opportunities to apply newly developed skills and new and deepening academic knowledge to practice; and practice applying knowledge and insights gained from experience to inform their understanding of related research and theory in HDFS. The two semesters of this Capstone course also allows the academic demands to be spread out across a longer period of time, making it more likely that students will be successful.

Students are expected to find and establish a placement prior to the start of the fall semester. Note that if the placement requires a background check, this should also be done in advance as waiting until the start of the semester means delaying the internship start date beyond what is required.<sup>1</sup>

### **Two-Semester Sequence Policy**

The HDFS Internship (HDF 4991) requirement is designed and offered regularly as a sequenced two-semester course, with the first 3 credits offered in the fall and the second 3 credits offered in the spring of the academic year. This course is intended for students in their final year of the HDFS program, which is most often their fourth year (senior year). Alternative timelines for completing the Internship are not offered.

The two semesters of HDF 4991 are linked, but students will receive a grade at the end of each semester based on the work completed during that semester. Students must succeed in the first semester—academically and with respect to professional performance—to be eligible to take the second semester. Work in the second semester builds upon the work from the first semester; success is measured in terms of academic requirements and professional performance/behavior. Because of this, and to deepen student learning and skill development, students are expected to remain in the same placement across both semesters. Students who need or wish to switch placements may be accommodated, but such students should note that additional work will be required to be prepared to engage in the second-semester requirements that build upon first-semester assignments.

**Permission:** There are two levels of permission required for this course: Program and Instructor.

*The HDFS Program Faculty and the Instructor of Record* are committed to ensuring that the student and the sponsoring internship site have a positive experience working together, that student learning is placed at the center of the experience (at least for 2/3 of the time in the field) even while the student's work meets some organizational needs, and that the reputation of the HDFS program and of HDFS students are enhanced through the internship experience.

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<sup>1</sup> As per HDFS Program Policy, students in the 3 credit fall version of the course are expected to have secured a placement prior to the start of the fall semester but must have done so by the end of the first week of classes (the first Friday, regardless of when in the week classes start), and be in the field engaging in regular internship hours no later than the end of the second week of classes (on or before the second Friday of the semester).

For all these reasons, students must get permission from both Program Faculty and the Instructor of Record to take this course. In addition to meeting the course pre-requisites and Senior Level Standing, to be admitted to the 3 credit Fall Internship course by Program Faculty, HDFS majors must:

- be in good academic standing,
- have a record of completing work in prior courses and meeting due dates for assignments,
- have consistently evidenced responsibility in attending meetings and fulfilling course, program, and university level responsibilities,
- attend an informational session or make alternative arrangements to learn about the course requirements and expectations.

For Academic Instructor Permission, students must attend a Planning Meeting and meet any other requirements laid out by the academic instructor. Additional meetings may be required or requested (the latter perhaps, if students want some guidance regarding placement possibilities) during the semester before the course begins. Students are expected to stay in touch with their Academic Instructor as they work to find a placement during this time. Summer communications and support may or may not be available, depending on the Academic Instructor's workload contract and availability (most faculty at UVM are 9-month faculty, not on contract during the summers).

If a student is viewed by the Academic Instructor and/or by the Program Faculty as not having met the necessary criteria, the Program Faculty will discuss the situation to determine whether an exception will be made or the student may be required to delay the internship until steps have been taken to address the concerns and demonstrate a greater likelihood of successfully completing the internship course and meeting obligations to an Internship site. The student should submit a formal request explaining their situation and why they believe they are prepared for success and should be allowed into the course. This should be directed to the HDFS Program Coordinator, who will bring the request to the HDFS Program Faculty for discussion and a vote.

Summary of Permissions and Steps: Admittance to the course (permission to register) indicates the Internship Instructor has granted permission for the student to enroll in the course. Program Permission still needs to be confirmed, and in some cases, this may require waiting until the end of the pre-registration semester or even until the start of the Fall semester when course grades and other information becomes available (academic probation, student conduct cases still pending, additional work completed and approved to demonstrate skills and professional behaviors not evidenced adequately in HDFS 1, etc.).

Finally, permission to remain in the internship course is dependent upon the student's establishment of an approved placement and starting in the field according to the required time frame: See Footnote 1.

### **Internship Information: Criteria for Appropriate and Acceptable Internship Placements**

In brief, an appropriate Internship placement for this course is one where (a) the focus of the organization is on HDFS or allows you to bring an HDFS lens to the work, (b) you are able to engage directly in HDFS-related work that is varied and adequately challenging throughout the duration of your placement; and (c) your learning and professional development are at the center of the experience, such that your tasks and responsibilities change as your academic learning, professional and personal development needs change and as your skills develop.

Students' internship placements must be approved by the Academic Instructor who also serves as the Faculty Supervisor. At times, Program Faculty may need to weigh in, especially if the internship option is one that is out of the ordinary for the HDFS Program. The following four criteria will be considered in assessing whether an internship you identify is appropriate and acceptable:

- a. Whether and to what extent the site and anticipated experience at the site is expected to provide you with substantive opportunities for doing HDFS-related work that allows you to deepen your knowledge and understanding of the HDFS discipline and what it means to work in the field of HDFS; that offers you opportunities to learn about, practice and develop skills useful to HDFS professionals; and that raises issues and questions about HDFS and HDFS-related work that you will have the opportunity to engage.
- b. Whether and to what extent the work site is expected to offer you a diversity of opportunities to learn and develop throughout the semester (that is, whether it will change with and for you as you develop).
- c. Whether there is a qualified professional at your identified setting who is willing and able to serve as your Internship (AKA Site) Supervisor for at least the first semester (as long as there are other professionals likely to be available the second semester). Qualifications we look for include a mix of advanced education (preferably a Masters' degree in an HDFS related field) and professional experience that positions the Supervisor to support your learning and development through the Internship.
- d. Whether and to what extent your Internship is likely to work as a Service-Learning experience where you engage in meaningful and significant work that contributes to the HDFS-related work of your organization/program at the same time as it offers you appropriate work experiences that are likely to further your own learning and development especially through gaining HDFS related knowledge and developing as an HDFS professional.

Provided the above criteria are met, you will be allowed to complete your Internship almost anywhere that will afford you the opportunity to work with people in a responsible position, where you will have adequate supervision, and where you can schedule sufficient hours to meet the requirements of the course. HDFS students have done their Internships in a wide variety of settings, a sampling of which is listed in a separate document.

## **What To Avoid**

Over the years, we have identified some common pitfalls –placements that have not worked out in some way, shape or form.

- Small Settings/One Person Operations or a Private Family Setting: An Internship that involves your working with one client in a small organization or with one professional in an independent practice is unlikely to be approved because of the risk this entails to you as a student. As an example, the client’s family could move midway through your internship, or the professional could close their practice, leaving you with no placement mid-way through the internship course.
- Interning at a Place of Work: We allow students to be paid for work hours that are also counted as internship hours (more on this later). A problem arises, however, if the work has specified activities and assignments that cannot be changed in response to the student’s growing interests and skills. This is most likely to happen when the work came first and an internship is added on top of it, but it can happen when both work and internship are started at the same time. The challenge with combining work and internship is that the central focus must remain on the student’s learning and development needs. If the work can’t be changed to accommodate the student’s learning and development needs, the work setting is not likely to be an appropriate Internship site. A key question to ask in this situation is whether your employer is willing to change your work to accommodate your learning and personal and professional development needs, rather than assign you tasks based predominantly upon the needs of the organization or work site.
- Interning at a Place You are Already VERY Familiar With: Initial assignments for this course involve first impressions of your organization and supervisor, and tracing the development of your comfort level, relationships, understanding of the organization and the like. While having volunteered in a setting once a week prior to interning may still allow for this kind of reflection as you learn more about the organization, if you are already very familiar and comfortable with both the site and your supervisor, it may not be the best internship placement for you. It’s possible, but you will need to make the case to the Faculty Supervisor/Course Instructor for why this is an appropriate learning and development setting for you.
- Interning at a Place Where Regular Contact with the Same People is Unlikely and/or Your Internship Activities are Typically the Same Without Deepening in Challenge: Placements can work even when you typically interact with different people every day and where your work does not vary. But a greater onus tends to be placed on you in these cases to find things to think about and try out, and to come up with different ways to approach the same situation. Examples of sites that have worked well at times and not worked well at other times are “Ronald McDonald House” and “Art from the Heart.” In both cases, students don’t have much opportunity to build relationships or observe development because of the limited time available for interaction with clients (usually over a very short period of time). If you are considering these sites, do talk with students who have had these internships and also discuss this further with the Faculty Supervisor/Course Instructor.

### **Getting Started Looking for Placements of Interest: When and How**

We expect students to start searching for an internship no later than the middle of the semester prior to their enrollment in the course. Some students may want to begin the search earlier, and even volunteer at a desired internship site the prior year or semester, to better position themselves to get that internship. There are two main documents (including this Planning Guide) that are designed to help get you started in your search and give you a good understanding of the course and internship expectations.

1. This Planning Guide
2. Internship Site Ideas: A list of programs that students have interned at.

Depending on the Academic Instructor, additional materials may be distributed for students to review as they work to identify and begin to design their internship experience, including

- Service-Learning Contract: A draft of the contract you will be expected to complete as one of the first assignments in the course, is provided for you to examine. The draft and final versions are to be developed by the student in consultation with their Internship Supervisor and with the Faculty Supervisor/Course Instructor. All three people must sign the contract/approve the final version. [Starting Fall 2021, this contract will be completed electronically in Tk20 but the word version introduces you to the key elements.]
- Defining/Understanding Service Learning Reading: Ash, S. L., & Clayton, P. H. (2009). Introduction to service learning. In *Learning through critical reflection: A tutorial for service-learning students*. Raleigh, NC: PHC Ventures.

After reviewing these materials and keeping in mind the criteria for an acceptable Internship site, the following steps are recommended: (a) check out UVM's Career Center's [Handshake](#) platform designed to connect students to internship options among other things; (b) talk with current seniors about their placements; (c) check out United Way for various volunteer opportunities; this might help you learn more about local organizations; and (d) search the web for the types of organizations you are drawn to as a way to identify your interests and possibilities.

If you are unsure of a direction you want to go or the type of placement you might want, make an appointment with your academic advisor and/or the Academic Instructor for HDF 4991 to discuss your interests, strengths, curiosities, hopes and dreams for careers, etc. We can help you identify possible directions to pursue.

### **Pursuing Placement Possibilities and Following Up With Interviewers**

Once you identify possible placement sites, explore the public face of these sites to learn about them and how they work with volunteers, student interns, etc. Identify the contact person for Internships (often this is the Volunteer Coordinator but some places have a separate person in charge of internships). As it makes sense, you may want to reach out and schedule an informational/exploratory phone interview to learn about internship possibilities at particular sites.

Once you know you are interested in a particular placement/site, set up an interview with the appropriate person. Keep in mind that you are both likely using this interview to learn more about each other and to determine whether there is a good match between you. Your interviewer will want to learn what you have to offer, and what you are hoping to get from the experience. Meanwhile, you will want to learn what the organization would want from you and what learning experiences can be offered. What would you do in the setting? What would you likely have the opportunity to learn (consider here content and practice/skills)? Ask about any training the organization would provide to you, what supervision would be available, and who would likely be your supervisor. Ask about schedules, flexibility, and anything else that would help you understand what you would be doing at the site/for the organization and what you would be likely learning through the experience.

In preparation for an interview:

- Consider having a cover letter and a resume to submit at this time or as follow-up.
- Be sure you understand the requirements of the Internship course, especially the number of hours per week you will be required to put in AND know the number of hours per week you would be willing to put in should the organization's need be greater than what is required. It is also helpful to have a tentative schedule for when you could complete your hours.
- Be prepared to identify the personal and professional skills and HDFS knowledge you'll be bringing to the Internship, and to explain the personal and professional skills and HDFS knowledge you hope to gain from the Internship.
- Be prepared to describe the HDFS major and the Internship requirement to potential Internship Supervisors as they may not know what HDFS is or what it would mean for them to take on an HDFS major for an Internship. Potential supervisors may especially want to know what would be expected of them; towards this end, you should convey the expectation that they would offer you professional development and training opportunities, as well as guidance and feedback about your work, provide feedback to you at least at mid-semester and the semester's end, but that they would not be expected to read your papers or be involved in the grade you earn for the course itself.
- Think about the kind of work/Internship setting that might be best for you, as well as the kind of supervision you are hoping for.

Note: Don't make a commitment to an Internship at the interview itself if you are offered it. Allow yourself time to think and evaluate this opportunity in relation to other options; this also allows you to confirm with your Academic Instructor/Faculty Supervisor that the Internship is appropriate! You could explain that you have to discuss your plans with your UVM instructor before you can make a commitment. Be sure to get the contact person's full name and telephone number, and, if possible, the name and background (education, years of experience) of your likely Internship Supervisor. (A resume would be great and is required at the start of the fall semester so getting it early can be helpful.) Also gather any information the agency might have available to help you better understand the work of this agency and the learning opportunities likely available for you. Find out as well if there is a timeline on their end for getting back to you.

Sometimes it becomes clear during the interview that the agency cannot use you, or that you are not qualified to do what they need. Use the interview to broaden your network of possibilities: ask for their ideas about other opportunities that might be available. Where else do they think you might find good experience?

After each interview, discuss your experiences with various others who might help you determine whether a particular Internship is likely a good fit for you. Also, send a letter of thanks to each person you met with, and, if you're sure you ARE or ARE NOT interested, let them know this as well. Be sure to do this within any time frame that was identified for their decision.

- If you do get an offer that you want to accept, do so verbally (after having taken some time away to think about it), and follow up with a written letter of acceptance. Write down in this letter what your agreement is. Do letters of regret to any other sites if you haven't already.

### **Once You Have an Internship, Next Steps To Take In Advance of the Semester**

Once you establish an approved site, you should complete whatever needs to be completed so that you are ready to start in the field the first week of the semester. This typically includes various paperwork, some trainings (some may happen after you start) and a **Background Check**. The latter can take a while so don't wait until the start of the semester to find out if this is needed and get started on it.

NOTE: If you anticipate any problems with your background check, discuss this with your Academic Instructor/Faculty Supervisor ASAP. We may need to tailor your Internship search to sites willing and able to accept students under this condition. An alternative experience/course may be an option (or even necessary for you, depending on the issues), something that the Program Faculty will weigh in on.

Another thing you might start developing before the start of the semester is the first draft of the Service-Learning Contract. This will help you ensure that your Internship Supervisor is aware of your ideal learning and development goals and that the responsibilities/tasks they imagine you taking on will work to support these goals.

### **Key Additional Information about the HDF 4991 Course: How it Operates, Your Role as a Student, and How You Will Be Graded**

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HDF 4991 is a senior capstone course and thus the demands and expectations are at their highest for you as a graduating senior in HDFFS, in terms not just of amount but also quality of work.

**There are three key people available to support your success in this course:**

1. *Internship (AKA Site) Supervisor*: Each student has an *Internship Supervisor* – a professional working in the setting where you complete your Internship who has the higher education and professional training/experience to be able to serve as a mentor to

you while you are at the site, teaching you how to do the work you are asked to do and helping you develop the skills and attitudes you need to do the assigned work. This Internship Supervisor also must be willing to tailor your work expectations and learning opportunities so that you are able to continue to learn and grow throughout the Internship period. Overall, this Supervisor must center your learning and development even as the work you do supports their work and contributes to the organization. The Internship Supervisor is also the person you go to if you have questions about the work itself.

2. *Faculty Supervisor (AKA Course Instructor)*: Each student also has a *Faculty Supervisor* who is responsible for supporting and assessing your learning through this experience and the connections you make between your Internship experiences and HDFS (including prior and concurrent course work in HDFS and related fields, the HDFS profession, and scholarly and professional literature). This Faculty Supervisor is also the person you go to when you have questions about and for support of the academic work for this course, and if you have problems in your placement that your Supervisor can't help you with.

**IMPORTANT NOTE:** The Internship and Faculty Supervisors are both important resources for identifying and discussing direct Internship-related issues, fostering your critical reflections about your Internship experiences, and identifying and discussing relevant scholarly and professional readings that will deepen your knowledge and understanding of your Internship experiences. Both Supervisors will also offer you evaluations of your work. But your Internship Supervisor's evaluations will serve as an opportunity for you to learn about yourself as a professional in this setting. These will also serve to document that you have met your agreed upon internship responsibilities and hours. Provided you have met the required expectations for the internship experience, evaluations may be considered as part of determining the class participation portion of your course grade. That, and the whole of your grade, is determined by the Faculty Supervisor based upon your performance on academic assignments and in accordance with the academic syllabus for the course.

3. *Student Participant*: The third central person involved in this Internship is you, the student. While your Supervisors are available to support you, each in our own way and within our assigned roles, it is you, the student, who is responsible for identifying and establishing an appropriate site for your Internship that is aligned with your own professional, academic, and personal learning goals. You are the one who will be working directly at your site and studying what you are working at. You are the one responsible for seeking out learning opportunities and support throughout your time in the field so that you continue to be challenged to learn and grow. Finally, you are the one who determines and then subsequently pursues areas of knowledge or skills you need to develop so as to improve your ability to be successful at the work site and as you critically reflect upon your experiences in relation to HDFS knowledge, theory, and practice.

### **Expected Hours of Work Per Week**

*Defining the Credit Hour.* The definition of a credit hour at UVM is “1) one hour of classroom or direct faculty instruction and **a minimum of two hours** [bold added] of out-of-class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different period of time; or 2) at least an equivalent amount of work as required in point (1) of this definition for other academic activities... including internships, practica...” etc.

*Applying this Credit Hour Definition to the Internship.*

UVM identifies a **minimum** of two hours out of class per 1 hour in class per each credit, for a MINIMUM total of 3 hours of a student’s time expected per credit to be earned. Thus:

- In a three-credit course, students are expected to put in a MINIMUM of 9 total hours per week (including in-class time).
- In a four-credit course, students are expected to put in a MINIMUM of 12 total hours per week (including in-class time).
- Any student seeking to complete the 6 credit required credits in HDF 4991 in one semester would be expected to put in a MINIMUM of 18 total hours per week (including any class time) and more likely 24 total hours per week. This is why we do not advise students to seek an exception to allow this option.

It is important to note that UVM defines 2 hours out of class time as the minimum. This means that instructors may expect more than this minimum number of hours from students. For HDF 4991, it has been common for students to need to put in 2.5 to 3 hours of work out of class for every 1 credit, making for a total of 10-5-12 hours a week on average during the semester.

### **Expected Distribution of Hours Between Class Time, Direct Placement, and Academic Work**

For each 3-credit course, the 10.5-12 hours of work for the course per week over a typical 15-week semester) is expected to be distributed as follows:

- Class Meeting Time: ~1.5 to 2 hours a week
- ACADEMIC RELATED REQUIREMENTS: ~3-4.5 hours per week
- Direct Internship Hours: 6 hours a week

NOTE: Students are expected to schedule to be in the field at least **6 hours** a week across **two times** a week in the field. This would take students, after 15 weeks, to 90 hours of direct internship work. Built in to these 90 hours is room for exceptions (e.g., a whole week off for UVM vacation, and additional days off for placement closures, snow days, sick days, or personal days) while still setting students up to reach the minimum required 75 hours in the field per semester.

ALSO NOTE: The academic work hours is an estimate. How much time the academic related work takes varies GREATLY by student, depending on your incoming academic skills,

professional experiences, personal development, and more generally how long it takes you to read and understand journal articles and the like, write scholarly/professional level papers, etc. Some students may also need to meet more with the Faculty Supervisor and use other important resources such as the Writing Center and Reference Librarians to support their academic success.

### **Academic Requirements and Grading**

Three credits of HDF 4991 may best be thought of as requiring the equivalent amount of time and effort as one 200 level seminar course. Yet in contrast with seminar courses, the focus of the course itself in terms of the content and issues you will be examining are not pre-selected for you by the instructor. There are some required readings focused on key developmental and contextual issues, and to support your success in your Internship and with the various specific academic assignments. But most of the readings you will do for this class will be ones you select to read about. In addition to these readings, your time in the field itself serves as the major course text—that is, the source that will provide you with the most information upon which your learning will be based. But just as simply reading a text does not in itself lead to or demonstrate learning, you do not learn nor do we accept demonstration of learning simply because you complete the required hours in the field. The learning comes from what you do with your experiences—what meaning you make of them, how you connect them to what you know from prior HDFS studies and from what you yourself study to deepen your learning and understanding. Similarly, your grade is not earned just because you read the text (or in this case, complete your hours) or report that you are learning a lot. Your grade in this course is based on the demonstration of your learning and the depth and quality of your critical reflection upon what you are learning in the field in relation to and from an HDFS perspective.

There are several means through which you will be expected to demonstrate what you are learning and how you are critically reflecting upon your direct experiences and the readings and other resources you select to study. These may include a regular service-learning journal, critical reflection papers, detailed incident reports, a major literature review and program evaluation paper, and a mid as well as final critical self-reflection assignments. Some of these would be across both semesters while others assigned for one or the other semester. Assignments will vary depending on the section you are enrolled in.

A summary of the general approach to grading in this course is:

- **DIRECT INTERNSHIP WORK:** You must engage in an approved internship and meet the responsibilities and hours you agreed to meet over the course of a full semester, to pass the class. Being in the field two times a week for at least 12 weeks of the semester (or the equivalent –e.g., 2x a week for 10 weeks combined with 1x a week for another 4 weeks).
- Provided you meet the above minimum expectations, your grade will be based upon the amount and quality of your academic work for this class, your responsible participation in all course elements, and most generally the evidence you provide to your academic instructor of appropriate and substantial integration of and critical reflection upon your direct work experiences, your HDFS academic studies/discipline, and HDFS professional practice,

through the required written assignments, in class participation and through other means.

**Except perhaps for a small portion of your grade, your course grade is determined not by what you do in the field or how well you do it but by the academic work you submit that demonstrates your learning and your engagement in the course.**

## Miscellaneous Information about HDF 4991 and Responses to Typical Questions

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### **Is the Internship Course Available in the Summer?**

No. Unfortunately for various financial and institutional reasons, we cannot offer the internship in the summer. For instance, there would need to be a full-time, approved HDFS faculty member available and willing to supervise you.

**Additional Credits.** Some students who have completed all required courses (in HDFS and general education requirements) and have elective credits available, may enroll in more than a total of six credits of HDF 4991. This allows students to focus even more fully on this important capstone course, expanding time in the field and time for critical reflection upon field experiences and the HDFS profession and discipline. Required hours and academic work are adjusted accordingly.

### **How Many Other Courses Should I Take, Especially HDFS Seminar Courses?**

The 3 credit Internship course should be thought of as AT LEAST equivalent to the work of one upper level seminar course in HDFS and as such, you are required to take no more than two other seminar courses in any one semester along with the 3 credit internship. Any student accepted for a 6 credit internship should only be in one seminar course.

We understand that graduation demands may require you to enroll in more courses and credits than we require; in this case you may request an exception which may be granted if you can demonstrate that you have reduced out-of-class demands on your time as much as possible so that you are best positioned for success while not stretching yourself so thin that you exhaust yourself physically and/or are unable to keep up with the academic requirements or meet your internship site expectations.

### **Can I get Paid for my Internship?**

As already mentioned, HDFS allows students to get paid for the hours you are working for your organization. We allow this because you are not earning credit for this work, but rather for your demonstration of learning through reflecting upon this work in relation to HDFS. That said, we will not approve a placement for an internship where you are also an employee if the commitment to you from the organization and supervisor is not primarily to your learning and development. This would be the case if there is likely little leeway in what you do because the needs of the organization or your employer are primary, and you have been hired to do specific work regardless of whether that work continues to offer you new and challenging learning and development opportunities.

**Some of the most common misunderstandings and traps students tend to fall into that negatively impact success in this course are:**

1. *My Internship work is the most important part of this course; I am better off taking on more hours when asked than saying no and using those hours to engage in reading about, thinking about and critically reflecting upon issues I am learning about in the field.*
2. *I will learn the most by doing during my Internship work; documenting this work in my journals and identifying and completing readings to inform my thinking is just not important.*
3. *If my Internship Supervisor thinks highly of me, I should get an “A” in the course.*
4. *It doesn't matter whether I'm on top of the academic work as long as I am a responsible professional at my Internship site.*
5. *It doesn't matter what I do at my Internship, so long as I can log the hours.*