

UNIVERSITY OF VERMONT
COLLEGE OF EDUCATION AND SOCIAL SERVICES
DEPARTMENT OF LEADERSHIP & DEVELOPMENTAL SCIENCES
HUMAN DEVELOPMENT AND FAMILY STUDIES PROGRAM

Lawrence G. Shelton
Living/Learning C-150
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Code: 60133
656-2008
Office Hours by Appointment

Class Meetings: To be Arranged Individually

Description: Professionally oriented field experience under joint supervision by faculty and community representative, credit arranged up to 15 hours. Prerequisite: Departmental permission.

Text: Shelton, L. G. [2012] Develecology: An introduction to Bronfenbrenner. Unpublished manuscript, University of Vermont.

Other readings will be assigned.

Purposes: The primary **purposes** of field experience are to:

- provide students opportunities to become involved with real people in real settings;
- practice observation, description, and interpretation skills, using a develecological perspective;
- apply concepts learned in the classroom to real situations;
- bring field experience back into other courses;
- provide experience in “the real world” to reflect on and to analyze;
- provide experience that may help students sort out interests, skills, strengths, needs, and future possibilities.

Planning: A guide to planning and arranging field experience is available on my web site at www.uvm.edu/~lshelton. Study the guide carefully before contacting agencies.

Grades

Your grade for the field experience will be based primarily on your reflection and analysis of the experience. You are expected to be responsible to the program you are in, and to do the very best job you can. Your grade, however, is not based on how well you do in the program, or on how well the program staff like you, or on how hard you work. The agency staff will not grade your performance. [You may want to ask the program staff or your supervisor for an evaluation for your file and/or a letter of recommendation for employment or graduate school.]

Your grade is based on my evaluation of:

- a) The **quality of your work** in each of the assignments described in this syllabus.
- b) The richness of your **reflection** and **elaboration** in your journal and our discussions. You must address the issues described above in your journal and submit the defined components according to the suggested timeline.
- c) Your **responsibility** in scheduling and participating fully in meetings.

Requirements: The **requirements** include:

- Work in a program or setting. Approximately forty hours of work, reading and reflections are expected for each credit earned.
- Keep a journal of reflections on the experience and on the readings.
- Meet regularly with a field supervisor and with me to discuss the experience.
- Submit your journal to me prior to each meeting or when scheduled.
- Learn as much as you can about the setting/program you are working in.
- Read and respond to any materials recommended by the agency supervisor or by me.
- Search out, read and analyze information about similar programs, and compare them to the program you are in.
- Develop an articulate interpretation of the setting/program using developmental and ecological concepts from HDFS courses.
- Submit a Mid-semester Assessment.
- Submit sections of a develeological description and critique, due dates on the schedule.
- Submit a final assessment and reflective paper.
- Complete a Course and Instructor Assessment at the end of the semester.

Meetings

Our meetings are opportunities to discuss your experience, your journal, your progress and thoughts about each of the other assignments for the course. They should be a conversation, in which you share with me your thoughts about each of these, ask questions about aspects of the topic you want to have clarified, and explore the meaning of the experience within the larger context of your program. In turn, I will ask questions, suggest interpretations, activities, and reading, and share my experiences and ideas with you. We will talk about what you have written in your journal. You should submit your journal to me a few days before each scheduled meeting. I expect that you will arrive prepared to update me on what is happening in your experience, what you have been reading, any topics we have discussed in previous meetings, and questions I have asked in your journal, on Blackboard, or on your other assignments. After our meetings it will be appropriate for you to write in your journal any reflections you have about our conversation.

Readings

I expect you to review the readings you have done in previous HDFS courses to find material that may provide helpful background for your journal and other assignments. For example, the text you used for HDFS 5 includes foundational material on each stage of life. Readings for HDFS 60 and 161 will relate to families and their ecosystems. Other courses have included reading that connects to your internship site. Concepts from previous readings should inform your preparation for your field experience, and should be referred to in your journal and other assignments whenever appropriate.

You will ask your agency supervisor and others in the field site for suggestions about reading that would be important for you to do to be prepared for your work or to understand the program better. You may be aware of other reading that is pertinent to the program or topic of your field experience. In addition I will assign readings for you at the beginning, and possibly throughout the semester. I will not provide a schedule for when specific readings need to be done. You

are responsible to keep up with the readings, to discuss them in your journal and our meetings, and to search for additional readings when questions arise about your experience.

You should keep a complete citation for each reading. You should also attach a brief annotation to each citation, and more extensive notes when a reading is particularly helpful.

Journal

Your journal is a continuing thread of description, reaction, interpretation, reflection, connection, and understanding through the field experience. It is also an ongoing report to me, and a dialogue between us. A journal is not simply a description of what you do. It is an opportunity to describe and to **reflect** on the experience and to explore the meaning of the experience to you. You are expected to strive for the highest level and the most sophisticated thinking possible in your journal. The journal is the primary way you capture and communicate to me the experience of your field work and its meaning in the context of your career in HDFS.

You may keep a journal for yourself in any format you wish. Your *personal journal* will provide the material for the *assigned journal* you will submit and share with me on Blackboard. Your assigned journal is a document on Blackboard that only the two of us can access. You will write in your assigned journal regularly, and as often as you wish, but you must create entries and post them at least once per week. I will review and respond to your journal at the beginning of every week. I will expect to find responses to my questions and comments when I review your updated journal the following week.

Assignments

Each of these assignments is to be completed on Blackboard, where you will find a template to use as you work on each assignment. Answering the questions in the templates will provide the material you need for the assignment. As you work on the assignment, I will be able to respond to your work, making suggestions and asking questions. Thus, work on the assignment will be interactive, and you will revise it with my guidance until we are both satisfied with it.

Description of Setting and Program

Before you begin working, study any web site and documents available for the setting in which you will work. How do the agency's mission, marketing, and publicity reflect developmental and ecological perspectives?

Where is the program located?

Who runs it?

How is it funded?

Who does the program serve?

What is the program's mission? What are its stated goals?

Who "owns" the program? Who is responsible for policy and accountability? Is there a board of directors, and advisory board? How do people become members of the board? Who hires, evaluates, and terminates employees? Who is responsible for setting and monitoring the budget of the program?

What other organizations or associations is the program a part of? Does it belong to or report to other associations or organizations?

Are there published standards or guidelines for this or similar programs?

Develeological Description

You have studied develecology. Use the concepts of develecology to describe the program, its setting and ecosystem, its activities, and the people who are engaged in it as staff and as participants. What is your role? What activities and relationships do you engage in as part of the program? How is the program designed to promote the development of the participants? How does the program fit in the ecosystem of the community? How does it fit into the ecosystem of the typical participant?

See how complete and specific you can be, using Bronfenbrenner's concepts to describe the program you are in. The description will provide the foundation for your develecollogical analysis and your suggestions for improving the development potential of the program.

Describe the **microsystem** you are participating in.

What are the roles of the people typically involved in the microsystem?

What activities occur?

Do these activities become more complex?

What relationships are prominent?

In what ways are the roles, relationships, and activities participants engage in likely to facilitate their development?

There are two ways to define **mesosystems** the program is involved in.

The program itself relates to other programs, agencies, and settings. Describe the other important settings to which the program is related and how they are related.

The participants in the program define other mesosystems. Describe the current mesosystems of typical participants. Where else are they involved in their ecosystems? How are their settings connected to the program setting?

Define the important **exosystem** settings for the program and for the typical participant.

Are there important *power settings*?

Describe the **macrosystem** in which the program participates.

How is it similar to or consistent with other kinds of programs or settings?

What are the values and beliefs that guide the choices of activities, roles, etc. of the program?

What laws or regulations is it expected to adhere to?

Comparative Explanation

The setting you are in is most likely not unique in the world. There are other programs like it, and/or other programs that are designed for people with the same or similar characteristics. How does your situation compare to those other programs? Study the web site or other materials of the program you are in. Find out about its mission, history, funding, governance, staffing, and effectiveness. Locate and investigate similar programs. See if you can find other types of programs that attempt to engage people similar to the people involved in your program. Find out if there are national associations or organizations of such programs. Are there web sites or publications that describe best practices or standards for such programs? Does some organization evaluate them? What is the evidence they are effective? How does the program you are in compare to other programs of the same type, and to different kinds of programs that serve the same population?

As you proceed through the internship, see if you can determine how well the program meets any standards that exist. Think about how the program might be improved.

Develeological Analysis and Critique

The point of this exercise is to examine the program you are working in to determine whether and to what extent it is effectively carrying out its mission for the clients it serves and whether and to what extent it is facilitating the development of those clients.

From a develeological perspective, could the program be modified to more fully embody develeological principles and do more to facilitate the development of the clients? What changes would you recommend toward that goal?

Go back and review the standards or guidelines you found for such programs. How well and in what ways does the program meet those standards?

Final assessment and reflective paper

To complete the Field Experience, you will look back to the beginning, using your memory, your journal, and each of the other assignments, to examine how your understanding has changed across the semester. Your final paper will include your reflection on that, as well as your self-assessment of your participation in the experience. What could you have done differently? What have you learned? From a develeological perspective, how has the experience affected your development? What about the experience shaped the effects on your development? Finally, you will project the trajectory of the experience into the future, to consider how the experience has shaped your future activities and competence.

What advice to yourself do you intend to remember?

What have you done well?

How have you made use of the opportunity?

How did you disappoint yourself?

What advice would you give yourself to remember in the future?

What advice would you give future students doing field experience?

Course and Instructor Assessment

At the end of the semester, you will fill out an assessment of the course and the instructor. The assessment will be anonymous; ratings and comments will be summarized for my department chair by a staff member.

Other Possible Activities

Depending on your placement and individual interests and goals, other activities may be included in your assignments for HDFS 296. These might include topical papers, specific research reviews, theoretical interpretations, or other writing assignments, such as press releases or position papers. Each of these specific assignments will have guidelines if they are assigned.

Develeological Case Study

Identify one client [or family] to study during your field experience. Describe the subject developmentally and describe the subject's ecosystem as fully as possible. What activities, relationships and roles are important in the subject's life? What settings are important? What developmental trajectories is the subject following? What is the place and involvement of the program in the person's ecosystem and development? What changes in the program might serve to facilitate the subject's development more effectively?

Mid-Semester Assessment**Due 11 July 2012****Initiative:**

Are you reading suggested materials and writing about them in your journal?

Have you researched the site you are working in and sought out materials about similar programs?

Have you attended meetings and come prepared to participate?

Have you submitted your journal in advance of each meeting, or when due?

Have you submitted each assignment: the Agency Description, The Developmental Description, and the Comparative Explanation?

Review your journal and provide examples of each:

Does your journal provide an elaborative view of your thoughts and feelings about the experience you are engaged in?

Does your journal provide a developmental interpretation of the participants in the setting?

Have you considered pertinent material in your human development and other texts?

Does your journal provide an ecological interpretation of the program, using the concepts of Urie Bronfenbrenner?

Are you connecting your experience to reading and concepts from other courses?

Have you responded in depth to my questions/comments in your journal?

Reflection:

What changes would you make in the field experience for the remainder of the semester?

HDFS 296

FIELD EXPERIENCE RECORD

L. G. SHELTON

Your Name _____

Address _____

Phones _____ E-mail _____

Agency _____

Address _____

Supervisor[s] _____

Phones _____ E-mail _____

Your Role in field site: _____**What do you hope to learn in this internship?**

When the details of your internship are established, give a photocopy of this record to me, with your internship schedule attached.

Progress: Record the date when you accomplish each step of the requirements

- ___ Planning Document read and understood.
- ___ Meeting with Larry scheduled and completed.
- ___ Journal begun.
- ___ Expected outcomes discussed.
- ___ Potential sites contacted.
- ___ Interviews completed.
- ___ Agency chosen and confirmed.
- ___ Enrollment completed.
- ___ Syllabus read.
- ___ Meetings scheduled.
- ___ Report Form submitted.
- ___ Readings recommended by Agency supervisor.
- ___ Readings recommended by Faculty supervisor.
- ___ Agency Program and Setting Description submitted.
- ___ Develcological Description submitted.
- ___ Comparative Explanation submitted.
- ___ Complete citations and annotations for reading and web resources are recorded.
- ___ Mid-semester Assessment completed.
- ___ Develcological Analysis & Critique submitted.
- ___ Final assessment and reflective review submitted.
- ___ Course and supervision evaluation submitted.
- ___ Agency and Agency Supervisor thanked.