

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
Lawrence.Shelton@uvm.edu

Code: 14315
656-2008
Office Hours by Appointment

Class Meetings: 10:00 – 11:15 Tuesday & Thursday **Living/Learning B-132**

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 Unpublished manuscript, University of Vermont.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.

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.

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.
- Participate in group meetings with other students enrolled this semester in HDFS 296.
- 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 develecological description and critique, due dates on the schedule.
- Submit a final assessment and reflective paper.

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 other students and 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

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. In your journal, I will expect to see several topics addressed, as described below. You will write in your journal regularly and submit it to me before each meeting, or as scheduled. When I write comments or questions in your journal, you will respond to them and resubmit the entire journal, so we can establish a dialogue in it. You should date each entry in your journal.

There is no prescribed format for your journal. You may keep it as a word processing file, or handwritten in a notebook. It can be loose-leaf or bound. Whatever format you choose, you should leave space for me to comment or write questions and for you to respond to those. You may want to consider a format that allows you to record your initial thoughts and then return to elaborate on them later. This can be done by dividing the pages down the middle, or by writing on the right hand page and then using the facing left hand page for elaboration. 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 submit your journal by e-mail, if it is electronic, or by putting it in my mailbox in Living/Learning C-150. After I have reviewed it, I will place it in the appropriate section of the file drawer labeled "Papers for Student Pickup" and you can retrieve it when convenient. You should then review my comments and questions, and respond to them in the journal as indicated. I will place your journal in an envelope with your name on it, which you should leave in the drawer so we can continue to use it.

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?

For the first month or so, it will be appropriate to focus on OBSERVATION, DESCRIPTION, AND REACTION TO THE PROGRAM, THE SETTING IT IS IN, AND THE PEOPLE YOU ENCOUNTER. This should include enough detail so you and the reader will have a clear and detailed understanding of what you are doing, why the program exists, the other people involved in it, and your interactions with them. Then should come your thoughtful reactions to any and all aspects of the experience, and the reading you are doing about it.

After you have become familiar with and comfortable in the program, turn your attention to DEVELOPMENTAL ANALYSIS OF THE PARTICIPANTS IN THE PROGRAM. With your background in human development, you will be able to describe the participants in the program from a developmental perspective. How old are they? What stage(s) are they in? What are their developmental concerns? What is their socio-historical context? Your journal should consider specifically concepts covered in HDFS 5, Human Development

With these considerations in mind, you can turn your attention to THE DEVELOPMENTAL GOALS AND PROCESSES OF THE PROGRAM. Does the program have an interest in facilitating the development of the participants? Is this a conscious, explicit goal? Or an implicit one? Or merely a potential one? How does the program attempt to facilitate development? How could it do so more effectively? How does your experience of the setting agree with the mission and other information provided in their web site and other materials?

Toward the middle of the semester, you will step back to focus more broadly on ECOLOGICAL ANALYSIS OF THE PROGRAM. Since development happens in context, you will describe the context for this program by developing a Bronfenbrennerian description of it. Describe the ecological environment of the program for you. Then describe the ecological environment of the program for other participants in it. How would Bronfenbrenner describe it? From a Bronfenbrennerian point of view, is the program in a setting? Describe the mesosystem in which it exists. To what extent is it likely to facilitate development of the participants? How does it reflect the macrosystem? If you have not taken HDFS 60 and HDFS 161, we will discuss alternatives to this part of the analysis. In addition, you will CONNECT the experience to other experiences, courses, and reading that you have done.

As you learn more about the program you are participating in, compare it to others like it. Explore web sites of similar programs and compare them. How does your program differ from other programs? See if you can find web sites for agencies that regulate or provide support or guidance for programs like yours. Are there national guidelines for such programs? How does your program stack up against them? Use this information to develop recommendations for the

program you are in. Develop a DEVELECOLOGICAL CRITIQUE of the program. How could it be improved to be more facilitating of development, within the ecosystem of which it is a part?

At the end of the semester, you will write a SUMMARY AND EVALUATION. You will review the experience as a whole, focusing on the highlights and challenges of your participation, the effects of your participation on the internship setting, and what you learned or gained from the experience. What effect has the experience had on your development?

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) Your **quality of your work** in each of the requirements 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 attending and participating fully in class and individual meetings.

As a guide to expectations, these are the potential characteristics of **journals** and the grade they would be assigned.

- D. A record of your activities.
- C. Description of your activities, conversations, and important issues that have come up.
- B. Description with some analysis and reflection on the experience and the readings, and connections to other courses, etc.
- A. Elaborative description, explanation, analysis, interpretation, reflection, connection to concepts from other courses and readings, responses to my questions, etc.

Other assignments have similar variations in quality important for evaluation.

Other Assignments

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 Description

You have studied develeology. Use the concepts of develeology 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 develeological analysis and your suggestions for improving the development potential of the program.

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?

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 experience? Finally, you will project the trajectory of the experience into the future, to consider how the experience has shaped your future activities and competence.

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.

Develeceological 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 01 March 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 responded in depth to my questions/comments in your journal?

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 analysis of the program, using the concepts of Urie Bronfenbrenner?

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

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] _____

Phone _____ E-mail _____

Role in field site: _____**Progress:**

____ Expected outcomes discussed.

____ Enrollment completed.

____ Readings recommended by Agency supervisor.

____ Readings recommended by Faculty supervisor.

____ Syllabus read.

____ Develcological Description submitted.

____ Mid-semester Assessment completed.

____ Comparative Explanation submitted.

____ Revised Develcological Description submitted.

____ Develcological Analysis & Critique submitted.

____ Final assessment and reflective review submitted.

____ Course and supervision evaluation submitted.

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

Schedule

Date	Plan	Assignment
Jan 17	Introduction to the course Syllabus Your goals	Read <u>The Syllabus</u> Bring your ideas
Jan 19	The programs Connections to HDFS	
Jan 24	Your program's goals Journals	Bring your journal
Jan 26	Continuation	
Jan 31	Individual meetings -- no class	
Feb 02	Individual meetings -- no class	
Feb 07	Group meeting [half the class] Program Comparison	Bring your Program Comparison
Feb 09	Group meeting [half the class] Program Comparison	Bring your Program Comparison
Feb 14	Group meeting [half the class] Develeological Description	
Feb 16	Group meeting [half the class] Develeological Description	
Feb 21	Participants, Relationships & Activities	
Feb 23	Continuation	
Feb 28	Continuation	
Mar 01	No Class	Develeological Description Due
	Spring Break	
Mar 13	Individual meetings -- no class	
Mar 15	Individual meetings -- no class	

Mar 20	Mesosystem	
Mar 22	Continuation	
Mar 27	Group meeting [half the class]	
Mar 29	Group meeting [half the class]	
Apr 03	Develeological Analysis & Critique	
Apr 05	Continuation	
Apr 10	Group meeting [half the class]	
Apr 12	Group meeting [half the class]	
Apr 17	Individual meetings -- no class	
Apr 19	Individual meetings -- no class	
Apr 24	Analysis & Critique –sharing & discussion	Bring Analysis & Critique
Apr 26	Continuation	
May 01	Wrap-up and Review	
May 07	Final Assessment & Reflection Paper Due	