

PROFESSIONAL PRACTICE MANUAL

FCS 398

**DEPARTMENT OF FAMILY AND CONSUMER SCIENCES
COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY
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<p style="text-align: center;">PROFESSIONAL PRACTICE DEPARTMENT OF FAMILY & CONSUMER SCIENCES</p>

COURSE DESCRIPTION

A planned and supervised work experience in government, business, community, or industry. Sometimes called internship/work experience/cooperative education.

Cooperative Education, one form of Professional Practice, is an educational pattern which permits students either alternating or parallel periods of campus study and paid educationally related work experiences. **Internship**, the other form of Professional Practice, is usually unpaid and typically occurs only once during a student's undergraduate career.

PURPOSES

- To provide the student with on-the-job work experience that will allow for a variety of management/supervisory learning opportunities.
- To allow the student to apply his or her capabilities and academic learning at the professional practice site.
- To develop professional traits as well as work habits and abilities.
- To encourage closer cooperation between the department and government/business/agency/industry.

STUDENT REQUIREMENTS

- Interview for the professional practice, if applicable.
- Complete the application process.
- Complete a 160 for a 1 credit experience.
- Work cooperatively with work supervisor.
- Punctual attendance with exception of illness, in which case the student will follow company policy.
- Complete required assignments including weekly experience analysis, readings, and summary report and submit to faculty supervisor
- Complete a project at or on the job site to be determined between the student and the supervisor.

EMPLOYER REQUIREMENTS

- Interview student, if applicable.
- Provide the student with 160 clock hours of work over the 16 week fall/spring semester or 8 or 12 week summer term.
- Provide an opportunity for the student to complete his/her goals for internship.
- Provide an experienced supervisor to work with the student.
- Identify special project(s) for student to complete.
- Assist student with locating appropriate professional journals.
- Complete two evaluations (midterm and exit) of student's work progress and consult with faculty supervisor as necessary.

FACULTY SUPERVISOR REQUIREMENTS

- Confer with both the work supervisor and the student as necessary and visit the work site if feasible.
- Read and critique the student's written materials.
- Respond to needs as indicated by student logs.
- Assign a grade for the professional practice experience.

INSURANCE

STUDENT HEALTH AND ACCIDENT INSURANCE

Student is required to submit a PROFESSIONAL PRACTICE HEALTH INSURANCE CERTIFICATION form along with their application in order to be able to participate in and register for FCS Professional Practice.

Students should consider purchasing health insurance from the university the last semester that they are enrolled. This allows them the opportunity to purchase health insurance at student rates for one semester after graduation. Therefore the student is allowed time to look for a job during a period when they are not normally covered under their parents policy.

LIABILITY INSURANCE

Questions concerning liability insurance from either the student or their Professional Practice employer should be directed to the Family & Consumer Sciences Professional Practice Advisor.

REFUND OF FEES

Students whose course of study requires their absence from campus for the entire eight - twelve week summer session or the entire 16-week Fall and Spring semesters may apply for a refund of the general activity fee, the athletic and service fee, and the Student Health Service fee.* The refund request form is mailed to each student with their letter confirming the internship and it is the students responsibility to return this form requesting reimbursement.

**Students registered for FCS 398 only are eligible for the Refund of Fees.*

Students registered for FCS 398 with additional hours on campus are not eligible for the Refund of fees.

STUDENT ASSIGNMENTS*

The student will complete the following assignments.

1. Complete 160 clock hours (1 semester hours) of management/supervisory/planning oriented work in their sequence at the work site.
2. Obtain the Professional Practice Manual online on the FCS webpage.
3. Meet with his/her professional practice faculty supervisor to discuss his/her goals and course requirements.
4. Complete a training plan with his/her employer and submit it for approval to the faculty supervisor.
5. Identify sources for professional practice readings.
6. Submit Weekly Experience Analysis and Readings to your faculty supervisor.
7. Complete a midterm self evaluation.
8. Ask the employer to complete the midterm evaluation at the appropriate time and see that the employer has mailed it to the faculty supervisor.
9. Complete an exit self evaluation.
10. Ask the employer to complete the exit evaluation at the appropriate time and see that the employer has mailed it to the faculty supervisor.
11. Submit project outline at midterm and complete the project by the final week.
12. Complete the Summary Report.
13. Complete Evaluation of Professional Practice Faculty Supervisor and mail to address on form.
14. Additional assignments by sequence may be required.

**See Timetable of Student Requirements*

**All student work must be typed*

TIME TABLE OF STUDENT REQUIREMENTS

ACTIVITY	16 WEEK SEMESTER EXPERIENCE	12 WEEK SUMMER EXPERIENCE	8 WEEK SUMMER
<p>Register for course if not pre-registered.</p> <p>Download Professional Practice Manual on the FCS web page.</p> <p>Arrange a conference with your faculty supervisor.</p> <p>Submit your short range goals and your long range goals. (submitted with your application/used for evaluation & to the site supervisor)</p> <p>Identify reading sources and appropriate format with your faculty supervisor.</p> <p>Complete a training plan or select an existing training plan from this manual.</p>	1st week	1st week	1st week
<p>Submit a midterm self evaluation.</p> <p>Ask employer to complete the midterm evaluation form and mail it to your faculty supervisor.</p> <p>Submit project outline by email to faculty supervisor.</p>	8th week	6th week	4th week
<p>Submit an exit self evaluation.</p> <p>Ask employer to complete the exit evaluation form and mail it to your faculty supervisor.</p> <p>Complete the project.</p> <p>Complete the Summary Report.</p> <p>Complete Evaluation of Professional Practice Faculty Supervisor</p>	16th week	12th week	8th week
<p>Weekly Experience Analysis (submit by email)</p> <p>Readings (submit by email)</p> <p>Additional Assignments by sequence may be required</p>	every week	every week	every week

ADDITIONAL GUIDELINES

- Weekly work by the students must be emailed to the faculty supervisor and received by Tuesday the following week.
- The internship site may not be changed unless the faculty supervisor and the professional practice coordinator approve. If the internship is terminated by the employer because the student does not perform according to expectations, the student will be assigned a grade of F.
- It is expected that students will conform to professional standards in completion of the course requirements.

GRADING REQUIREMENTS

- The ISU faculty member is responsible for determining the grade.
- A grade of F is assigned when the student turns in no work to the faculty supervisor even though the student completes the work hours with the employer and/or the student is fired from the job by the employer.
 1. Report to work each day on time.
 2. Follow company policy to notify employer when ill.
 3. Complete the work appropriately assigned to you.
 4. Demonstrate outstanding growth on the job.
 5. Submit all course work appropriately and on time.
 6. Demonstrate an attitude which is professional, shows initiative, and willingness to learn.
 7. Demonstrate and apply skills learned in class and through your readings
 8. Receive an above average evaluation from employer.
 9. Maintain positive working relationship with employer, co-workers, and supervisor.

STUDENT GOALS*

Short Term Goals

Identify your goals for the Professional Practice experience.

- 1.
- 2.
- 3.
- 4.

Long Term Goals

Identify your career goals for one year from now.

- 1.
- 2.
- 3.

Identify your career goals for 5 years from now.

- 1.
- 2.

** To be completed by the student. Provide one copy in your professional practice application and one copy to your employer during the first week.*

WEEKLY EXPERIENCE ANALYSIS

**ILLINOIS STATE UNIVERSITY
PROFESSIONAL PRACTICE EXPERIENCE
WEEKLY EXPERIENCE ANALYSIS**

Name :	Work Schedule <hr/> Total Hours for the Week <hr/> Total Cumulative hours for Experience <hr/>	
Activities Performed (Please number)	Dates Executed	1. Discuss knowledge/skills learned/enhanced. 2. What did you learn from this that may influence your actions in the future? (Provide for each activity listed)

After reviewing the activities listed above, reflect on the following:

1. How did you overcome any challenges that you encountered?

2. What experiences did you have that helped you develop leadership skills?

3. What experiences did you have that helped you develop written or oral communication skills?

4. Is there any additional assistance that you require this week from your work supervisor or faculty supervisor?

Submit to you faculty supervisor weekly by email.

SUGGESTED READING LIST OF PERIODICALS

For other suggested readings check with your professional practice site supervisor and faculty supervisor. Some books and training manuals/films are acceptable.

FAMILY & CONSUMER SCIENCES

Family & Consumer Sciences Research Journal Journal of Family & Consumer Sciences

Child Development and Family Relationships

<i>Child Care Information Exchanges</i>	<i>Family Relations</i>
<i>Child Development</i>	<i>Family Therapy News</i>
<i>Child Welfare</i>	<i>Journal of Childhood Education</i>
<i>Childhood Education</i>	<i>Journal of Divorce & Remarriage</i>
<i>Children Defense Fund Report</i>	<i>Journal of Family History</i>
<i>Dimensions</i>	<i>Journal of Marriage and Family</i>
<i>Families in Society</i>	<i>National Family Reporter</i>
<i>Family Issues</i>	<i>NCFR Newsletter</i>
<i>Family Letter</i>	<i>Single Parent</i>
<i>Family Process</i>	<i>Young Children</i>

Consumer Services

<i>ACCI Newsletter</i>	<i>Families in Society</i>
<i>Advances in Consumer Research</i>	<i>Family Economics Review</i>
<i>Advances in Consumer Research</i>	<i>FDA Consumer</i>
<i>Business Credit Magazine</i>	<i>FDA Consumer Update</i>
<i>CFA News</i>	<i>Financial Planning</i>
<i>Child Care Information Exchanges</i>	<i>Financial Planning News</i>
<i>Child Development</i>	<i>Journal of Consumer Affairs</i>
<i>Child Welfare</i>	<i>Kliplinger's Personal Finance Magazine</i>
<i>Childhood Education</i>	<i>Management</i>
<i>Children Defense Fund Report</i>	<i>Managers Magazine</i>
<i>Communicator</i>	<i>Marketing Fact</i>
<i>CONCERNS-FTC News Summary</i>	<i>Mobius</i>
<i>Consumer News</i>	<i>NAPFA News</i>
<i>Consumer Trends</i>	<i>National Summary of International Trade</i>
<i>CPSC Memo</i>	<i>NCL Bulletin</i>
<i>Credit Union Magazine</i>	<i>Receivables</i>
<i>Credit Union Newswatch</i>	<i>The Federal Credit Union</i>
<i>Credit Week</i>	<i>Update</i>
<i>Credit World</i>	<i>Washington Report</i>
<i>Dimensions</i>	<i>Washington Weekly Report</i>

Food - Nutrition or Dietetics

American Journal of Clinical Nutrition
Bon Appetit
Cooking for Profit
Cornell Hotel & Restaurant Administration Qtr
Cuisine
Food Management
Food News for Consumers
Food Policy
Food Service Director
Food Service Marketing
Food Technology
Gourmet

Institution Volume Feeding
Journal of American Dietetics Assoc
Journal of Food Distribution Research
Journal of Food Science
Journal of Nutrition
Journal of Nutrition Education
Journal of the American Medical Assoc
Nutrition Notes
Nutrition Today
Restaurant Business
School Food Service Journal
School Food Service Research Review

Housing and Environmental Design

AAHE Journal
AAHE Newsletter
Architectural Digest
ASID Report
Builder Newsletter
Bulletin
Decorating Retailer
Designer's West
Digest
Drawing Board

Housing & Society
In-Depth
Interior Design
Interiors
Journal of Interior Design Educ & Research
NAHB Builder
Portfolio
Real Estate News
The Designer

Apparel, Merchandising and Design

American Collegiate Retail Association News
Apparel Industry Magazine
Apparel Management Letter
Bobbin
Chain Store Age
Clothing & Textile Research Journal
Daily News Records
Discount Store News
Dress
Earnshaw's
Hosiery News
Import Digest
International Textiles
Journal of Consumer Research
Journal of Marketing
Journal of Marketing Research

Journal of Retailing
Kids Business
Kids World
Marketing News
Ready-to-Wear Review
Retail Control
Retailing Today
Sew News
Shopping Centers Today
Stores
Textile Colorists and Chemist
Textile Research Journal
Textile World
Threads
Visual Merchandising & Store Design
WWD

READINGS

Students must read and summarize six articles during the internship. These academic readings must be from appropriate professional journals, training films, books, or other readings, approved by the faculty supervisor (see pages 11 and 12 of manual for appropriate reading materials). Reading summaries should provide a complete APA citation of the article and provide an overview of the article, including (but not limited to) responses to the questions below. Submit one reading summary every other week or as directed by your faculty supervisor.

ARTICLE: *Provide complete citation here.*

WHAT WERE THE MAJOR POINTS MADE BY THE AUTHOR(S) OF THIS ARTICLE?

WHY DID YOU SELECT THIS ARTICLE?

HOW COULD WHAT YOU READ IN THIS ARTICLE HELP YOU EITHER NOW OR IN SOME FUTURE JOB SITUATION?

Submit to your faculty supervisor by email.

<h1>PROJECT(S)</h1>

Use this form to outline your project(s)

Title of the Project:

Statement of Problem (What is happening at your site that makes this project essential?):

Rationale (why you or your supervisor selected this to be your project?):

Objectives (What goals will be achieved by completing this project?):

Limitations (What restrictions will you face when you complete this project?):

Procedures (time table & outline): Outline what parts of the project will be worked on each week until it is completed.

Date for final project and self reflection to be turned into Site Supervisor and Faculty Supervisor: _____

Submit to your faculty supervisor at midterm by email.

TRAINING PLAN OUTLINE (example: may be adapted)

A. Job Title:

B. Job Description:

C. Employer:

D. Employer's Address and Phone:

E. Name, Title, and Phone Number of Supervisor:

F. List the student's on-the-job work experiences. The student will either actively engage in or be exposed to the following:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

G. Reading material and literature available to the student from the employer.

- 1.
- 2.
- 3.
- 4.
- 5.

J. Special Projects the student may be assigned.

- 1.
- 2.
- 3.
- 4.
- 5.

Submit to your faculty supervisor week one by email.

TRAINING PLAN: FASHION DESIGN/APPAREL PRODUCT DEVELOPMENT

(example: may be adapted)

A. Job title: Fashion Design/Product Development Intern

B. Job description: Overview of the duties of a fashion designer or product developer

C. Outline of "on-the-job" experiences and related activities:

1. Design/Product Selection
 - a. target market research/customer profile
 - b. fashion forecasting
 - c. sourcing products/production sites
 - d. preparation of boards
 - e. selection of a line
2. Writing Product Specifications
 - a. execute technical drawings
 - b. develop grade rule tables
 - c. refine sample fit
 - d. write specifications including costing
3. Computer Applications
 - a. AutoCAD or commercial CAD equivalent; flat pattern/draping
 - b. spreadsheet preparation
 - c. marker making
 - d. presentation software
 - e. product data management (PDM) or commercial equivalent
4. Purchasing Activities/Production Orders
 - a. production centers
 - b. cut planning & production
5. Quality Assurance
 - a. tolerances
 - b. product specifications
 - c. product inspection
6. Sales
 - a. showroom
 - b. sales strategy
 - c. sales procedures
7. Professional Involvement

D. Special projects to be determined by on-site supervisor and intern:

E. Individual study references available for job enrichment: professional and trade journals, newspapers, books, etc.

TRAINING PLAN: MUSEUM STUDIES

A. Job title: Museum Studies Intern

B. Job description: Overview of the duties of a museum curator

C. Outline of “on-the-job” experiences and related activities:

1. Introduction to Museum Policy and Strategy
 - a. Introduction to the Museum
 - b. Collections Policy
 - 1) Museum mission
 - 2) Collections
2. Operations
 - a. Accessions and Deaccessioning
 - b. Cataloging
 - c. Storage
 - d. Inventory Control
 - 1) Security
 - 2) Theft
 - 3) Loss prevention
 - 4) Inventory procedures
3. Exhibitions
 - a. Planning
 - b. Installation
4. Conservation
 - a. Care and Cleaning
5. Human Resource Analysis
 - a. Staffing and Specializations
6. Corporate Culture
 - a. Vision
7. Critique
 - a. Company Critique
 - b. Supervision Relations
 - c. Communication

D. Special projects to be determined by on-site supervisor and intern:

E. Individual study references available for job enrichment: professional and trade journals, newspapers, books, etc.

TRAINING PLAN: COMMUNITY HEALTH NUTRITION (example: may be adapted)

A. Job Title: Community Nutrition Intern

B. Job Description: Overview of the duties of the dietitian and educator in community nutrition practice

C. Outline of “on-the-job” experiences and related activities:

1. Nutrition counseling services
 - a. become familiar with counseling, group presentation, computer education, other resources and procedures
 - b. become familiar with duties and responsibilities of food and nutrition professionals
 - c. client interviewing and case history
 - d. food intake and nutrition assessment
 - 1) 24-hour recalls
 - 2) nutrient intake assessment
 - 3) other assessment techniques
 - e. client counseling
 - f. develop lessons and materials for presentations
 - g. teach nutrition education classes
 - h. develop presentations for groups of clients or individuals
 - i. community-based intervention programs
 - j. become familiar with duties of other allied health professionals
2. Special functions and activities
 - a. Recent developments and innovation in the community nutrition field
 - b. Plans for future nutrition education activities, programs, and community outreach
3. Administration
 - a. orientation, training and evaluation of employees
 - b. duties of community nutrition staff
 - c. personnel management and record keeping
 - d. employee unions and civil service (if applicable)
4. Opportunities in community nutrition and role of the consultant
5. Professional involvement

D. Special projects to be determined by on-site supervisor and intern:

E. Individual study references available for job enrichment: professional and trade journals, newspapers, books, etc.

TRAINING PLAN: HOSPITAL/NURSING HOME INTERNSHIP (example: may be adapted)

A. Job Title: Dietetic Intern

B. Job Description: Overview of the administrative and therapeutic duties of the dietitian.

C. Outline of on-the-job experiences and related activities:

1. Therapeutic role
 - a. prescription and modified diets
 - b. diet manual, diet instruction, and use of computer
 - c. patient interview and case history
 - d. accompany physician when he visits patient
 - e. menu writing
 - f. dietary aide duties and responsibilities
2. Food preparation
 - a. salads, vegetables, entree, and desserts
 - b. snacks or nourishment's
 - c. serving on patient line and cafeteria line
3. Purchasing
 - a. food and beverages
 - b. equipment, utensils, paper and linens
 - c. bids and contracts
 - d. inventory
4. Sanitation
 - a. in-service employee training
 - b. dish room and laundry procedure
 - c. public health inspection procedures
5. Special functions
6. Administration
 - a. orientation, training and evaluation of employees
 - b. duties as kitchen manager/supervisor
 - c. personnel management and record keeping
 - d. employee unions and civil service (if applicable)
7. Role of the consultant.
8. Professional Involvement

D. Special projects to be determined by on-site supervisor and intern:

E. Individual study references available for job enrichment: professional and trade journals, newspapers, books, etc.

TRAINING PLAN: RESTAURANT & FOODSERVICE MANAGEMENT (example: may be adapted)

A. Job title: Restaurant & Foodservice Management Intern

B. Job Description: Overview of food service manager

C. Outline of on-the-job experiences and related activities:

1. Food preparation
 - a. meats, vegetables, salads, bread and desserts
 - b. beverages and hors d' oeuvres
 - c. convenience foods
2. Purchasing
 - a. foods and beverages
 - b. equipment and utensils
 - c. paper and linens
 - d. bids and contracts
 - e. inventory
3. Sanitation
 - a. dish room
 - b. public health inspection procedures
4. Types of Service
 - a. dining room service
 - b. grill and snack bar
 - c. room service
 - d. special events
5. Equipment Operation and Maintenance
 - a. familiarity with equipment, assembly, operation tear-down and cleaning
 - b. service and repair
6. Administration
 - a. orientation and training of employees
 - b. employee evaluation
 - c. duties as kitchen manager/supervisor
 - d. personnel management
 - e. record keeping
 - f. menu planning
 - g. employee unions or civil service (if applicable)
 - h. policies and procedure manuals
7. Cost Control

D. Special projects to be determined by on-site supervisor and intern:

E. Individual study references available for job enrichment: professional and trade journals, newspapers, books, etc

TRAINING PLAN: SCHOOL FOODSERVICE INTERN

(example: may be adapted)

D. Job title: School Foodservice Intern

E. Job description: Overview of the administration and preparation of a school lunch program.

C. Outline of "on-the-job" experiences and related activities:

1. Food preparation
 - a. a la carte
 - b. entrees
 - c. salads, vegetables, sandwiches
 - d. desserts
2. Serving
 - a. elementary schools
 - b. junior high schools
 - c. high schools
 - d. satellite schools
3. Exposure to convenience foods
4. Exposure to vending
5. Exposure to unit kitchens and satellite areas
6. Using themes in menu planning
7. Food purchasing
 - a. food records, forecasts
 - b. costing
 - c. bids and contracts
 - d. menu planning—write a block of menus
 - e. inventory—visit warehouse
 - f. specifications
 - g. purchase of durables (paper, dishes, equipment)
8. Sanitation (accompany inspection, if possible)
 - a. in-service employee training
 - b. dish room, pots and pans
9. Special functions
 - a. planning food
 - b. scheduling
10. Administration
 - a. hiring (sit in on employee interview, if possible)
 - b. learn employee evaluation technique
 - c. duties as kitchen manager/superintendent
 - d. personnel management
 - e. record keeping
 - g. writing job descriptions
11. Visit Area Vocational Center
12. Layout and design
 - a. study and evaluate plans for new unit kitchen
13. Professional involvement
 - a. organizations
 - b. publications
14. Special projects

D. Special projects to be determined by on-site supervisor and intern:

E. Individual study references available for job enrichment: professional journals, newspapers, book, etc.

Training Plan: CHILD LIFE (example: may be adapted)

A. Job title: Child Life Intern

B. Job description: Helping meet the psychosocial and developmental needs of hospitalized children and their families

C. Outlining of "on-the job" experiences and related learning activities:

1. Curriculum (a study of teaching techniques) Conduct learning activities in:

- a. art therapy
- b. music therapy
- c. medical play
- d. structured learning
- e. coping books
- f. dramatic play
- g. pet therapy
- h. special visitors
- i. pre-operational tours
- j. preparation procedures
- k. distraction techniques

2. Administrative Duties:

- a. financial planning and control
- b. supply acquisitions and planning
- c. intern supervision
- d. record keeping
- e. assigning work hours
- f. organization of play room
- g. assessing and evaluation of children
- h. parent, sibling support groups
- i. licensing
- j. meeting sanitation and health
- k. staff relations
- l. public relations-fund raising
- m. external funding opportunities

3. Professional Involvement:

D. Special projects to be determined by on-site supervisor and intern:

E. Individual study references available for job enrichment: professional trade journals, newspapers, book, etc.

TRAINING PLAN: COMPANY COOPERATIVE EDUCATION/INTERNSHIP

(example: may be adapted)

A. Job title: Consumer Marketing Intern

B. Job description: Overview of a company's consumer services director's duties and responsibilities.

C. Outline of "on-the-job" experiences and related activities:

1. Overview of company
 - a. Cooperate structure
 - b. Functions/products
 - c. Consumer philosophy
 - d. Employee training
2. Division
 - a. Structure
 - b. Service/products
 - c. Consumer Services
 - d. Community involvement
3. Professional involvement
4. Special project as outlines by on-site supervisor

F. Special projects to be determined by on-site supervisor and intern:

E. Individual study references available for job enrichment: professional trade journals, newspapers, book, etc.

TRAINING PLAN: COOPERATIVE EXTENSION INTERNSHIP (example: may be adapted)

A. Job title: Cooperation Extension Intern

B. Job description: Overview of services provided by cooperative extension - Family & Consumer Sciences.

C. Outline of "on-the-job" experiences and related activities:

1. Communications Experience
 - a. radio
 - 1) write radio shorts
 - 2) assist with Consumer Advocacy Line
 - b. TV
 - c. newsletters
 - 1) for consumer
 - 2) for the elderly
 - 3) for 4-H'ers
 - d. newspapers
 - e. telephone
2. Programming Experience
 - a. files
 - b. lessons
 - 1) HEA Units
 - 2) 4-H fair
 - 3) other
 - c. written work
 - 1) research Cooperative Extension
 - 2) unit lessons
 - 3) others
3. Community Experience
 - a. visit Consumer Economics classes in high schools
 - b. visit Senior Citizens Advisory Council
 - c. visit representative Illinois Attorney General
4. Professional Involvement

D. Special projects to be determined by on-site supervisor and intern:

E. Individual study references available for job enrichment: professional and trade journals, newspapers, books, etc.

TRAINING PLAN: CREDIT COUNSELING INTERNSHIP (example: may be adapted)

A. Job title: Credit Counseling Intern

B. Job description: Overview of the services provided by a credit counseling agency.

C. Outline of "on-the-job" experiences and related activities:

1. Agency Administration
 - a. funding method
 - b. hiring practices
 - c. hierarchy within agency network
 - d. working with other credit counseling/social service/financial agencies
 - e. community image
 - f. training provided to new employees
2. Services provided to individuals and families
 - a. skills needed in working with individuals and families
 - b. negotiating with financial agencies and businesses
 - c. working with the judicial system
 - d. establishing an individual/family budget
 - e. providing seminars for clients
3. Visit other agencies
4. Professional involvement

D. Special projects to be determined by on-site supervisor and intern:

E. Individual study references available for job enrichment: professional and trade journals, newspapers, books, etc.

TRAINING PLAN: DAY CARE OR PRESCHOOL INTERNSHIP (example: may be adapted)

A. Job title: Day Care or Preschool Intern

B. Job description: Teacher of pre-school children

C. Outline of "on-the-job" experiences and related activities:

1. Curriculum (a study of teaching techniques)
 - a. art
 - b. music
 - c. creative and dramatic play
 - d. sciences
 - e. language arts
 - f. literature
 - g. field trips
 - h. special visitors

2. Administrative Duties
 - a. financial planning and control
 - b. supply acquisitions and planning
 - c. hiring, firing and grievances
 - d. record keeping
 - e. assigning work hours
 - f. organization of center
 - g. assessing and evaluation of children, parents, staff, facilities
 - h. board meetings and advisory committee
 - i. maintenance
 - j. licensing
 - k. meeting sanitation and health
 - l. staff relations
 - m. public and parent relations

3. School Snacks and Lunch
 - a. menu planning
 - b. sanitation
 - c. food purchasing
 - d. food preparation and serving
 - e. federal regulations
 - f. budgeting

4. Professional Involvement

G. Special projects to be determined by on-site supervisor and intern:

H. Individual study references available for job enrichment: professional and trade journals, newspapers, books, etc.

TRAINING PLAN: SOCIAL SERVICE AGENCY INTERNSHIP (example: may be adapted)

A. Job title: Social Service Agency Intern

B. Job description: Overview of the services provided by a social services agency.

C. Outline of "on-the-job" experiences and related activities:

1. Agency Administration
 - a. funding method
 - b. hiring practices
 - c. hierarchy within agency network
 - d. working with other social agencies
 - e. community image
 - f. training provided to new employees

2. Services provided to individuals and families
 - a. skills needed in working with individuals and families
 - b. developing a philosophy about self
 - c. developing a philosophy about others
 - d. seminar/workshops provided for clients

3. Visit other agencies
 - e. referrals
 - f. working arrangements
 - g. financial reimbursements

4. Professional involvement

D. Special projects to be determined by on-site supervisor and intern:

E. Individual study references available for job enrichment: professional and trade journals, newspapers, books, etc.

TRAINING PLAN: COMMERCIAL INTERIOR DESIGN

Education/Internship (example: may be adapted)

A. Job Title: Commercial Interior Design Intern

B. Job Description: Overview of commercial interior designer's duties and responsibilities.

C. Outline of "on-the-job" experiences and related learning activities:

1. Product Knowledge:
 - a. paints/wallcoverings
 - b. floor coverings
 - c. fabrics
 - d. furnishings
 - e. lighting
2. CAD/Technical Drawing Drawings
 - a. AutoCAD skill
 - b. construction drawing
3. Space Planning
 - a. analyze and evaluate use of space
 - b. plan for traffic flow and means of exit
 - c. furniture layout
 - d. zone for public vs. private space
4. Client Presentation
 - a. presentation of design concept
 - b. presentation of selected materials and finishes
5. Working with Vendor/Supplier
6. Code Standards
 - a. apply building codes and standards to design project

D. Special projects to be determined by on-site supervisor and intern:

E. Individual study references available for job enrichment: professional trade journals, newspapers, books, etc.

TRAINING PLAN: RESIDENTIAL INTERIOR DESIGN (example: may be adapted)

A. Job title: Residential Interior Design Intern

B. Job Description: Overview of interior designer's duties and responsibilities

C. Outline of "on-the-job" experiences and related experiences:

1. Product Knowledge (residential and/or non-residential)

- a. paints
- b. wallcoverings
- c. fabric
- d. furniture
- e. cabinets
- f. accessories

2. Sales

- a. development of selling technique
- b. sales systems and procedures

3. Sales Promotion

- a. Presentation of merchandise
 - 1) exterior windows
 - 2) interior displays
- b. Advertising technique
 - 1) newspaper
 - 2) radio
 - 3) direct mail
 - 4) other

4. Merchandising

- a. Buying technique
- b. Stock and sales planning
- c. Analysis of competition
- d. Analysis of trends
- e. Coordination of color and design
- f. Trip to Chicago Merchandise Mart

5. Store Operations

- a. record keeping
- b. routine housekeeping and warehouse chores

6. Professional Involvement

D. Special projects to be determined by on-site supervisor and intern:

E. Individual study references available for job enrichment: professional trade journals, newspapers, books, etc.

THE SUMMARY REPORT

Prepare a summary report using a written presentation of your accomplishments and analysis of your work during your internship.

To prepare this report it would be beneficial to review the following:

1. Weekly Experience Analysis
2. Readings
3. Project(s)

Reflect upon the following:

- Overall what did you think of your internship experience?
 - Discuss the most valuable skills/knowledge learned.
 - How you think these skills/knowledge will benefit you in your career?
- What did like best about this site?
- What did like least about this site?
- Would you recommend this experience to others?
- What advice would you give a student beginning a PP experience—relate to what you learned?
- Has this experience helped you to maintain or modify your career goals & how?

Submit to your faculty supervisor the last week by email.

EMPLOYER EVALUATION FORM
Midterm

Student's Name _____ Firm _____

Evaluator _____ Position _____ Date _____

Instructions: After the completion of approximately 50% of the required hours, please complete the following by checking the column that best applies. It is recommended that the supervisor discuss these points with the trainee.

TRAITS	Except	Above Average	Average	Below Average	Poor	Not applicable
Professional Presentation						
Assertiveness						
Attendance						
Promptness						
Cooperation						
Courtesy & Tact						
Dependability						
Interest & Attitude						
Self Confidence						
Self-motivation						
WORK HABITS AND ABILITIES						
Ability to work with others						
Acceptance & Discharge of Responsibilities						
Accuracy						
Background Knowledge of Field						
Customer/Client Relations						
Desire to Learn						
Follow Directions						
Growth on Job						
Industry & Effort						
Initiative						
Judgment						
Oral & Written Expression						
Quality of Work						

Please check the quality of work which you feel this student has done on the job.

Exceptional _____ Above Average _____ Average _____ Below Average _____

Please Comment _____

What is (are) the strength(s) of the student?

What work habits, traits, or abilities of the student need improvement?

In what areas has the student shown definite improvement?

Have the objectives of the student been met? Explain.

Would you employ this student as a regular employee in your company or firm if a position was available?

Yes ___ No ___ Undecided ___

Remarks and additional comments:

Signatures:*

(student)

(employer)

**The above signatures signify that each party has read the evaluation of the student.*

Return to: [Faculty Supervisor]
5060 Family & Consumer Sciences Department
Illinois State University
Normal, Illinois 61790-5060

EMPLOYER EVALUATION FORM

Exit

Student's Name _____ Firm _____

Evaluator _____ Position _____ Date _____

Instructions: After the completion of the required hours, please complete the following by checking the column that best applies. It is recommended that the supervisor discuss these points with the trainee.

TRAITS	Except	Above Average	Average	Below Average	Poor	Not applicable
Professional Presentation						
Assertiveness						
Attendance						
Cooperation						
Courtesy & Tact						
Dependability						
Interest & Attitude						
Self Confidence						
Promptness						
Self-motivation						
WORK HABITS AND ABILITIES						
Ability to work with others						
Acceptance & Discharge of Responsibilities						
Accuracy						
Background Knowledge of Field						
Customer/Client Relations						
Desire to Learn						
Follow Directions						
Growth on Job						
Industry & Effort						
Initiative						
Judgment						
Oral & Written Expression						
Quality of Work						

Please check the quality of work which you feel this student has done on the job.

Exceptional _____ Above Average _____ Average _____ Below Average _____

Please Comment _____

What is (are) the strength(s) of the student?

What work habits, traits, or abilities of the student need improvement?

In what areas has the student shown definite improvement?

Have the objectives of the student been met? Explain.

Would you employ this student as a regular employee in your company or firm if a position was available?
Yes ___ No ___ Undecided ___

Remarks and additional comments:

Signatures:*

(student)

(employer)

*The above signatures signify that each party has read the evaluation of the student.

Return to: [Faculty Supervisor]
5060 Family & Consumer Sciences Department
Illinois State University
Normal, Illinois 61790-5060

SELF EVALUATION FORM
Midterm

Student's Name _____ Firm _____

Evaluator _____ Position _____ Date _____

Instructions: Upon completion of approximately 50% of the required hours, please check the column that best applies.. It is recommended that the supervisor discuss these points with the trainee.

TRAITS	Except	Above Average	Average	Below Average	Poor	Not applicable
Professional Presentation						
Assertiveness						
Attendance						
Cooperation						
Courtesy & Tact						
Dependability						
Interest & Attitude						
Self Confidence						
Promptness						
Self-motivation						
WORK HABITS AND ABILITIES						
Ability to work with others						
Acceptance & Discharge of Responsibilities						
Accuracy						
Background Knowledge of Field						
Customer/Client Relations						
Desire to Learn						
Follow Directions						
Growth on Job						
Industry & Effort						
Initiative						
Judgment						
Oral & Written Expression						
Quality of Work						

Please check the quality of work which you believe you have done on the job to date.

Exceptional _____ Above Average _____ Average _____ Below Average _____

Please Comment _____

2

What do you believe is (are) your strength(s)?

What work habits, traits, or abilities of yours do you believe need improvement?

In what respects have you shown definite improvement during your internship to date?

Are your objectives being met? Explain.

Remarks and additional comments:

Signatures:*

(student)

(employer)

**The above signatures signify that each party has read the evaluation of the student.*

Return to: [Faculty Supervisor]
5060 Family & Consumer Sciences Department
Illinois State University
Normal, Illinois 61790-5060

SELF EVALUATION FORM

Exit

Student's Name _____ Firm _____

Evaluator _____ Position _____ Date _____

Instructions: Upon completion of the required hours, please check the column that best applies. It is recommended that the supervisor discuss these points with the trainee.

TRAITS	Except	Above Average	Average	Below Average	Poor	Not applicable
Professional Presentation						
Assertiveness						
Attendance						
Cooperation						
Courtesy & Tact						
Dependability						
Interest & Attitude						
Self Confidence						
Promptness						
Self-motivation						
WORK HABITS AND ABILITIES						
Ability to work with others						
Acceptance & Discharge of Responsibilities						
Accuracy						
Background Knowledge of Field						
Customer/Client Relations						
Desire to Learn						
Follow Directions						
Growth on Job						
Industry & Effort						
Initiative						
Judgment						
Oral & Written Expression						
Quality of Work						

Please check the quality of work which you feel you have done on the job.

Exceptional _____ Above Average _____ Average _____ Below Average _____

Please Comment _____

What do you believe is (are) your strength(s)?

What work habits, traits, or abilities of yours do you believe need improvement?

In what areas has the student shown definite improvement?
In what respects have you shown definite improvement during your internship?

Have the objectives been met? Explain.

Remarks and additional comments:

Signatures:*

(student)

(employer)

**The above signatures signify that each party has read the evaluation of the student.*

Return to: [Faculty Supervisor]
5060 Family & Consumer Sciences Department
Illinois State University
Normal, Illinois 61790-5060

Faculty Supervisor _____

EVALUATION OF PROFESSIONAL PRACTICE FACULTY SUPERVISOR

Directions: This rating is confidential. It should be returned in the enclosed envelope to the Family & Consumer Sciences Chairperson. Circle the number that nearly indicates your opinion of the Professional Practice Faculty Supervisor performance.

1. The Professional Practice Faculty Supervisor maintained an attitude of friendly helpfulness and assistance.

Strongly Agree 5 4 3 2 1 Strongly Disagree

2. The Professional Practice Faculty Supervisor was willing to and when requested, did help resolve problems that arose during the professional practice experience.

Strongly Agree 5 4 3 2 1 Strongly Disagree

3. The Professional Practice Faculty Supervisor had a good relationship with the site supervisor and site personnel.

Strongly Agree 5 4 3 2 1 Strongly Disagree

4. The Professional Practice Faculty Supervisor made appropriate, helpful suggestions on written reports.

Strongly Agree 5 4 3 2 1 Strongly Disagree

5. Communications from the Professional Practice Faculty Supervisor were clear and understandable.

Strongly Agree 5 4 3 2 1 Strongly Disagree

6. The Professional Practice Faculty Supervisor was fair and objective in the assessment of performance in the professional practice experience.

Strongly Agree 5 4 3 2 1 Strongly Disagree

7. My overall rating of my Professional Practice Faculty Supervisor is:

Excellent 5 4 3 2 1 Very Poor

8. I was strongly motivated to participate in the Professional Practice experience.

Strongly Agree 5 4 3 2 1 Strongly Disagree

9. Comments: _____

Return to: Department Chairperson
5060 Family & Consumer Sciences Department
Illinois State University
Normal, Illinois 61790-5060