HD 497 Unit 6: Decision Making

Slide 1
[Slide title]
Unit 6: Decision Making
[Slide content]
HD 330
Professional Preparation Seminar
[Audio]
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Slide 2
[Slide title]
Unit 6: Decision Making
[Slide content]
- Part A: Internship Placement Decision
- Part B: Developing Learning Agreement
[Audio]
In this unit, Unit 6, we will discuss how to decide upon your internship placement and how to develop a learning plan.

Slide 3
[Slide title]
Career Development Process Model
[Slide content]
1. Self-Awareness Assessment
2. Exploration of Available Options
3. Preparation/presentation of Self
4. Decision-Making
5. Achieving Employment Goals
   Niles, 2003, Bolles, 1997
[Audio]
Using the Career Development Process Model as a guide, we are now at step number 4, the Decision-Making Process.

Slide 4
[Slide title]
Part A: Internship Decision

[Slide content]
- Deciding between the informational interview sites
- One site stands out?
- All sites have possibilities
- How to make the choice?

[Audio]
Here is Part A of Unit 6 we will discuss how to decide upon an internship placement. You have now completed your informational interviews and it is time to decide upon a placement. There may be one site that stands out from the others. In this case, your decision making process is very easy. It may be that all the sites have potential and you could see yourself interning at any one of them. So, how do you make the choice?

Slide 5

Purpose of Internship

[Slide content]
Three possible purposes:

1. “Test the Waters”
2. “Aid Career Changes”
3. “Broaden Base of Knowledge”

Take a moment to think about your internship’s main purpose

Press pause II now to stop, then play to resume
*If you don’t press pause, music will play for 25 seconds.

[Audio]
Let’s look at what the purpose of an internship is. First, it can provide an opportunity for students to test the waters. For example, a student may have much course work in the field of adolescence and is fairly sure working with at risk youth is what they desire. The internship allows them to discover if the work matches their preconceived ideas of what the work entails and if they are suited for it before committing to an employer and a paycheck.

Secondly, students can use the internship to aid in career changes. Often students completing their degrees through the distance degree process have been working in one field and are ready to change fields. The course work has given them the knowledge base required. Now, they need the experience. In this case, they may choose an internship with an agency where employment may be possible after the internship. For example, you may have been working with children in an early childhood setting many years, but now think you might enjoy working with adults. If your course work reflects this new interest, you may look for placement in a growing senior center.

And thirdly, an internship can be used as a time to broaden your base of knowledge. Some students are already working in human service fields they really enjoy and the bachelor’s degree
will aide them within their own organizations. The internship provides an opportunity for these students to work in a related or unrelated field to broaden their knowledge. For example, you may be working in a head start agency and have no plans to leave. Completing an internship in a division of child and family services office where foster care is a focus, may help you broaden your understanding of issues facing children. So, take a minute to think about what is your main purpose for your internship.

Slide 6
[Slide title]
Decision-Making Process

[Slide content]
- Review Self-Assessment Worksheets
  - Work Values
- Review long term goals
- List positives/negatives of each site
- Analyze own and mentor personality, “Good fit?”

[Audio]

If you are having difficulty deciding upon which site would provide the best experience, you may want to consider the following. It is helpful to review your Self-Assessments papers and worksheets from unit 2. Specifically, look at the worksheet on work values and work environment. What is most important to you in terms of work values and work environment?

Go back and review your long-term career goals. Will one site provide a better fit with these goals than the others?

You can list the positive and negative aspects of each site. Think about such factors as the physical layout, how welcomed you felt, and the location. Did the agencies and your services fit with your preformed views? If not, how were there different from what you thought they would be?

It is also very important to look at your own personality and that of you mentor. Do you think you will be a good fit together? Is the mentor enthused and excited about you and your internship? Do you think you will be able to work effectively together? You will be spending quite a lot of time together, so thoughtfully consider this issue.

Slide 7
[Slide title]
Don’t underestimate

[Slide content]
The importance of the intern-mentor relationship.

Watch next clip.

[Audio]
Don’t underestimate the importance of the intern-mentor relationship. In the next clips, former interns will talk about the intern-mentor relationship.

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<tr>
<td><strong>[Slide title]</strong></td>
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<tr>
<td>Video</td>
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<td><strong>[Slide content]</strong></td>
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<tr>
<td>[Video clip: Katie Oswalt, Kennewick Senior Center and Charbonneau]</td>
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<tr>
<td><strong>[Audio]</strong></td>
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<tr>
<td>Katie Oswalt]: Take those interviews seriously. Really see when you are talking to the employees there and the possible mentor if that is a good fit.</td>
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<td>[Interviewer]: So how would you figure that out when you are in that interview? How would you…</td>
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<td>Katie Oswalt]: Well, you kind of have to, you kind of have to listen to your gut, your gut feeling and if they are friendly, if they want you there, if they are excited about you feeling there. If they feel you have a lot to offer, then that is usually going to be a good fit. Or if they are not really sure if they have the time, the space, then most likely that is kind of saying, you know, probably not, probably not the best fit. But just to take it seriously and don’t underestimate yourselves. You have worked hard to get your education and this is the time to show people that yes, you are ready, you have a lot to offer and you want to have a good experience.</td>
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<td><strong>[Slide title]</strong></td>
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<tr>
<td>Decision-Making Process, continued</td>
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<td><strong>[Slide content]</strong></td>
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<tr>
<td>- Weighting personal and career needs</td>
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<tr>
<td>- Family issues</td>
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<td>- Travel issues</td>
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<tr>
<td>- Career goals</td>
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<td><strong>An internship based on logistics is not usually a quality experience.</strong></td>
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<td><strong>[Audio]</strong></td>
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<td>So, now you will weight your personal needs against your career needs. This is often a very difficult thing for students to do. For example, some students have found their family responsibilities conflict with their career desires. What do you do when a great internship opportunity is a further drive than you expected and after school care becomes an issue? In this case, balancing your need to be available for you children is in conflict with your need for advancing your career and possible future job. Each student in this situation will have to carefully weigh the costs and benefits of both personal and career needs. A word of caution is necessary here. An internship decision based upon logistics does not usually end up being a quality experience for the student. So, keep that in mind when you are in this process of</td>
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weighting the personal and career needs.

**Slide 10**

**[Slide title]**

Internship Decision

**[Slide content]**

*What if I choose a placement where the internship experience isn’t as good as I hoped?*

- Learn from all experiences
- Temporary situation

**[Audio]**

So, you may be thinking, “What if I choose the placement where the internship experience isn’t as good as I hoped it would be?” Well, there are two factors that can console you here, first you will learn from the experience, but maybe not in the way you thought you would. For example, you may learn what not to do or what you would do instead. Most time, seeing approaches dissimilar to your own provide valuable learning experiences and help to strengthen your own ideas. Secondly, remember that this is a temporary situation. You will only be involved in this agency for 180 hours at the minimum. At the end of this time, you will have learned more about yourself, your career goals and the type of agency you want to work for after the internship.

**Slide 11**

**[Slide title]**

Unit 6: Learning Agreement

**[Slide content]**

- Next step after Selecting Placement
- Learning Agreement
  - Purpose
  - Creating
  - Signing

**[Audio]**

The next section of Unit 6 is Part B, the Learning Agreement. So, you have now finished the decision-making process and you have chosen your internship site. The next step involves creating a Learning Agreement. We will learn the purpose of the Learning Agreement, how to create it and who signs it.

**Slide 12**

**[Slide title]**

What is a Learning Agreement?

Why do you need it?

**[Slide content]**
Audio:
What is a Learning Agreement and why do you need it? Simply put, it is a detailed job description that helps to define your role in the agency, helps you assess your accomplishments and is a means of asserting your needs. It is written agreement between the student, mentor, and WSU Internship Coordinator outlining what the student will learn as a result of the internship. Let’s look at each of these aspects in more detail.

Slide 13
[Slide title]
DEFINES ROLE
[Slide content]
- May be first intern for agency
- Solid plan encourages earlier use of intern
- Difficulties or mentor change

[Audio]
First of all, it helps you define your role. You may be the first intern this particular agency has ever had. Without a definition of expectations and roles, you may waste a lot of valuable time. Interns with a solid plan are able to move more quickly into training and job tasks because their roles have been defined. If there are difficulties during the internship or a change of mentors, all parties can refer to the Learning Agreement for direction.

Slide 14
[Slide title]
ASSESS ACCOMPLISHMENTS
[Slide content]
- Without Learning Agreement, how would you know you accomplished your goals?
- Provides a way of evaluation your progress
  - Example:
    o Objective: To increase my knowledge of the role of intake specialist by observing an intake specialist at work, reading any related materials, and working at the intake desk.

[Audio]
It also helps you to assess your accomplishments. Without a Learning Agreement, it would be difficult to know if you have accomplished your goals for the internship. A Learning Plan is critical for providing a means of evaluating your progress. For example, a well stated objective provides information that is measurable. In this example, the objective clearly states how the intern will increase her knowledge of the role of intake specialist.
Learning Agreement provides backup for asserting needs when necessary

Sometimes, due to various situations, interns find they are not doing the tasks initially promised to them. The Learning Agreement can be a valuable source of information when it is necessary to assert your needs. In a non-confrontational manner, interns can approach their mentors and point out the areas they still need to experience. So, the Learning Plan is a useful planning and evaluating tool.

Let’s look at the sections of a Learning Agreement. In HD 330, the Learning Agreements consists of 6 sections or parts. Part 1 is the internship organization, Part 2 is the mentorship, Part 3 – the Job description, Part 4 are the objectives with associated duties or activities, Part 5 – the work agreement and Part 6 is signatures. Let’s look at each of these in more detail.

Includes:
- Name/address of organization
- Mentor name
- Mentor phone number
- Mentor email address

**[Audio]**

Part 1 – the internship organization. In this section, you would include the name and address of the organization, your mentor’s name, your mentor’s phone number and your mentor’s email address.

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**[Slide title]**

PART II: Mentorship, continued

**[Slide content]**

- Type and amount of mentoring: orientation, training, feedback, debriefing
- Specific meeting day/time with mentor
  
  **Example:**
  
  - *I will meet with my mentor on Tuesdays from 10-11 a.m. I will participate in a one day orientation, and in staff training sessions as they are scheduled*

**[Audio]**

In Part II, the Mentorship section, this section included information about the type and amount of mentorship and supervision, such as the type of orientation, training, ongoing feedback and debriefing that will be provided by the mentor. Specific meeting times with the mentor are required. For example, you would say, “I will meet with my mentor on Tuesdays from 10 to 11 a.m. I will participate in a one day orientation and in staff training sessions as they are scheduled.”

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**[Slide title]**

PART III: Job Description

**[Slide content]**

- Short summary of planned work
  
  **Example:**
  
  - *After a training period, I will learn and fulfill the role of intake specialist where I will meet with clients to assess their needs for services.*

**[Audio]**

Part 3 includes a job description. This is a short, overall summary of what you plan to do during your internship. For example, “After a training period, I will learn and fulfill the role of intake specialist where I will meet with clients to assess their needs for services.”

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**[Slide title]**
PART IV: Objectives and Associated Activities or Duties

[Slide content]

- Most involved section
- Three separate, specific, measurable objectives required. Each needs many strategies, activities, and resources
  Examples of activities associated with objective:
  o Attend meetings, training sessions, workshops
  o Consult with professionals and experts
  o Observation of other workers
  o Practice desired skill, obtain feedback
  o Read material recommended by mentor

[Audio]

In Part 4, you will state your objectives and associated activities or duties. This is the most involved section of the learning agreement. Three separate, specific measurable objectives are required. The activities associated with each objective describe how and what the intern will do to meet the objective, what specific activities, strategies and resources will be needed to achieve the objective. Here are some examples of activities associated with an objective. You can attend meetings, training sessions, workshops. You can consult with professionals and experts. You can observe someone doing what you want to learn. You could practice a desired skill and obtain feedback. You could read material recommended by your mentor. Let’s look at each of these three required objectives in more detail.

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[Slide title]

PART IV: Objective 1

[Slide content]

To learn about the overall agency by:

List activities that will enable you to fulfill this objective.

Examples:
- Read agency materials.
- Discuss with mentor agency’s services, clientele served.
- Interview other members of agency to understand their role in the agency.
- Participate in staff meetings.
- Attend Board meetings.

[Audio]

Objective number 1 is to learn about the overall agency by and here you will list that will enable you to fulfill this objective. For example, you could list things like: “I will ready agency materials. I will discuss with my mentor the agency’s services, clientele served. I will interview other members of the agency to understand their role in the agency. I will participate in staff meetings and I will attend board meetings.”
PART IV: Objective 2

To learn the specifics of a [specific role] with [specific agency] by: Example: I will gain knowledge/skills concerning the role of a juvenile probation officer in the Pierce County Juvenile Justice Department:

- Meet weekly supervisor to review cases/discuss techniques.
- Ask questions of the other probation officers.
- Shadow mentor while interviewing clients.
- Jointly interview clients with mentor.
- Interview clients independently with mentor present, and receive feedback.
- Interview clients independently – discuss cases/procedures.
- Contact school, family, others for background information.
- Develop and write case plans.
- Possibly present cases in court.

The second required objective is to learn the specifics of a specific role within the specific agency. For example, “I will gain the knowledge and skills concerning the role of a juvenile probation officer in the Pierce County Juvenile Justice Department. I will meet weekly with my supervisor or mentor to review cases and discuss techniques. I will ask questions of the other probation officers. I will shadow my mentor while he or she is interviewing clients. I will jointly interview clients with my mentor. I will interview clients independently with the mentor present and receive feedback. I will interview clients independently and discuss cases and procedures with my mentor. I will contact the school, family, or others for background information on my clients. I will develop and write case plans and maybe I will possibly present cases in court.”

As you can see from this example, it takes many activities to fulfill one objective.

PART IV: Objective 3

To gain skills in working effectively with co-workers and clients by:

Example:

I will work effectively with co-workers and clients by:

- Maintaining confidentiality with information obtained by clients, or from co-workers
- Treating my co-workers and clients with respect by using appropriate language.
- Refraining from participating in gossip or other hurtful practices.
Objective 3 is to gain skills in working effectively with co-workers and clients. For example, you could say, “I will work effectively with co-workers and clients by maintaining confidentiality with information attained by clients or from co-workers, by treating my co-workers and clients with respect by using appropriate language, by refraining from participating in gossip or other hurtful practices.”

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PART IV: Objective 4 (Optional)

- Any additional objective or objectives student would like to include in order to achieve learning goals.
- May need to re-contact mentor for more information

Optionally you can include another objective, objective 4 where you might include any additional information that you would like to include in order to achieve specific learning goals. As you can see, the activities associated with objectives need to be specific and measurable. You may need to re-contact your mentor for more in-depth information about possible activities that you could participate in and jobs you may be able to perform.

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PART V: Work Agreement

- Start/end dates of Internship
- Days/hours schedules to work
- Total number of hours schedules
- Total number of credits

Example:

Starting date: May 1, 200x
Ending date: July 21, 200x
Expected days/hours: Mon-Thurs, 8-12 am
Total hours: 192 hours
(over schedule – illness/unexpected absences)
Total credits: 4 credits

Part 5 of the Learning Agreement is the Work Agreement. Here you will list the start and end
dates of the internship, the hours and days schedules, the total number of hours you are expected to put in and the total number of credits you are receiving. Here is an example how this can be done. Note that it is advantageous to over calculate or overschedule the number of hours. In this case, a 180 hours is the minimum required, but this person has scheduled a 192 hours in case of illness or unexpected absences.

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[Slide title]

PART VI: Signatures

[Slide content]

• Student, mentor, Internship Coordinator hand signatures required for REVISED (Final) Agreement

Example:

Student Intern I concur with and accept all the work assignments indicated in this Learning Agreement. I agree to complete all work assignments promptly and to the best of my ability. I accept the obligation of confidentiality in my work. Further, I agree to familiarize myself with and adhere to the relevant organizational policies, procedures, functions, and standards of ethical conduct.

______________________                    _______________
Student Intern Signature                    Date

[Audio]

Part 6 is the signatures section. The signatures of the student, the mentor, the Internship Coordination are required for the revised or final agreement in order to become effective. The first draft of this agreement does not need hand signatures. This is the example of the student intern portion of the signature section. There are similar portions for the mentor and Internship Coordinator to sign. Take a moment now to read through this.

[Music]

Signed copies of the revised Learning Agreement will be kept on file by the Internship Coordinator and by the student.

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[Slide title]

Learning Agreement with Problems

[Slide content]

For practice in identifying Learning Agreement errors go to the class web space, Unit 6, and complete the exercise “Learning Agreement with Problems”

[Image: a clipart of a notepad with a hand holding a pen]

Press pause II now to stop,

Then play to resume
*If you don’t press pause, music will play for 25 seconds.

[Audio]

Take a few moments now and go to the class web space, Unit 6 and complete the exercise “Learning Agreement with Problems.”

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<tr>
<td>Unit 6 Summary</td>
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<tr>
<td>The Learning Agreement is an important tool in helping to make the Internship a professional experience.</td>
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<td>[Image: a clipart of a notepad]</td>
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<tr>
<td>[Video]</td>
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<tr>
<td>In summary today of Unit 6 – Decision-Making, we have looked at how to make the internship placement decision and the factors effecting that decision and we have also looked at how to create a Learning Agreement. Good luck in the next stage of your internship decision process making.</td>
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