

# Student Handbook

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## HUMAN AND FAMILY DEVELOPMENT

### *AN INTERDISCIPLINARY MINOR*

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The **Human and Family Development minor** is an interdisciplinary minor concerned with the study of life-span human development and family relations, and the impact of biological, environmental, and socio-cultural factors on both. The HFD minor encompasses a broad range of areas: Early Intervention, Gerontology, Early Childhood, Typical Development, Developmental Disabilities, Family Development, and Exceptional Development. The minor is designed to supplement the knowledge base of students by providing a human and family development specialty orientation to their fields of major interest.



## HUMAN AND FAMILY DEVELOPMENT MINOR PROGRAM

**The Human and Family Development minor is an interdisciplinary program of study**, encompassing a broad range of ages and areas. The minor program is designed to supplement the knowledge base of students by providing a human and family development specialty orientation to their fields of major interest. A variety of professions benefit from an academic background in human and family development, including:

- Child care
- Early Intervention
- Family services
- Mental health services
- Health professions (such as nursing, therapy services, etc.)
- Social work
- Developmental disabilities and early childhood services
- Elementary and secondary education
- Special education
- Gerontology
- Law

### **Kassie Gahagan, HFD Minor**

The Human and Family Development minor has a unique blend of coursework and practicum options that make it the perfect fit for me. I am a Psychology major at the UM and am able to use this minor's diverse coursework to dabble in other interesting classes which I would have otherwise neglected. The practicum has helped me to gain valuable real-life experience that have already proved applicable. My experience working with children in the practicum led to a job as a summer camp counselor. I am pleased with the opportunities the HFD minor has already given me and can't wait to see where else it takes me.



Indeed, many students with degrees in human and family development pursue careers in counseling or psychological services, early intervention, teaching, and social work. Students with other career goals may also find the program rewarding: for example, a business major interested in consumer economics or family service administration; a radio-television major interested in children's programming; or a forestry major interested in recreational management appropriate to a particular age group.

### **The HFD minor emphasizes the view that:**

- Human growth is a valid subject of scientific study; and,
- Knowledge of the processes and contents of psychological, social and biological growth of the individual separately and within the family context will benefit the quality of life of both the student/investigator and the public.

The **purpose** of the HFD minor program is to equip students with a general knowledge of issues relevant to typical and atypical patterns of human and family development and to provide them with practical skills and insights which will enhance their abilities in a variety of professions which deal with developmental and family issues. The program does not equip students with technical knowledge or skills needed for any particular profession.

### **The curriculum is interdisciplinary and reflects four specific goals:**

- (1) Provide students with an extensive knowledge base of theory and research concerning lifespan development and the role of the family in development;
- (2) Train students to be critical consumers of research and evaluation results in the human and family development areas;
- (3) Provide students with practical experience in at least one applied service discipline in the human and family development areas; and,

(4) Provide students with the opportunity to take topical courses in typical and atypical development of the individual and family.

### ENROLLING IN THE MINOR

All students seeking a HFD minor must formally enroll in the minor and meet with a faculty advisor from the Human and Family Development Minor Committee (see list). Then, you will need to:

- 1) Complete the attached form entitled **HFD Minor Plan of Study Form** in consultation with the HFD advisor from your major department and submit it to a HFD Co-Chair; and
- 2) Submit a completed **Degree/Major/Option Change Form** (obtained at Griz Central in the UM Lommasson Center), signed by one of the HFD co-chairs, to the Registration Counter in Griz Central.

Students desiring more information should inquire at: [HFDminor@mso.umt.edu](mailto:HFDminor@mso.umt.edu)

### PROGRAM OF STUDY

To earn a Human and Family Development minor, students must complete 24 credits, with 11 of elective credits at the 300 level or above. All students are required to take a 12-credit core curriculum, including a 2 credit service learning course. With the help of a HFD faculty advisor, develop a written statement of goals and interests along with a plan of study that includes 12 additional elective credits consistent with the stated goals and interests (**HFD Minor Plan of Study**). At least 6 elective credits must be outside of the student's major.

### CAREERS

While a Human and Family Development minor is likely to benefit any undergraduate or graduate student interested in a particular age-group or aspect of human development.

Academic majors that directly lend themselves to the HFD orientation include:

- Psychology
- Education
- Social work
- Communications
- Sociology
- Anthropology
- Pre-medical sciences
- Nursing
- Physical therapy
- Occupational therapy



#### Heather Laroque, HFD Minor

Although I have only just begun my college journey, the Human and Family Development program has already widened my opportunities as a UM student. As a Psychology major, I plan to go on and pursue my masters in Occupational Therapy. The Human and Family development minor has given me opportunities I can look forward to as I continue on with my undergraduate study.

## HFD MINOR STUDENT CHECKLIST

\_\_\_ Set up appointment with an HFD minor advisor in your major department (see Committee list or contact a HFD Program Co-Chair if your major department is not listed).

\_\_\_ Meet with your major advisor and determine your thematic area.

\_\_\_ Complete the **HFD Minor Plan of Study Form** (can be handwritten, electronic preferred). The HFD Minor Course Requirement Worksheet provides a guide for selecting courses.

\_\_\_ Have the HFD minor advisor from your major department sign and date the **HFD Minor Plan of Study Form**.

\_\_\_ Obtain **Degree/Major/Option Change Form** (from Griz Central) and have one of the HFD Minor Co-Chairs sign it (see next step).

\_\_\_ Meet with a Co-Chair of the HFD Minor program to review and submit the **HFD Minor Plan of Study Form**.

\_\_\_ Submit the signed **Degree/Major/Option Change Form** requesting the addition of the HFD Minor to the Registrar's office at least one semester prior to graduation.

## REMINDER FOR GRADUATION

You must complete and submit a Minor Graduation Form from the Registrar's office the semester prior to graduation. Make sure you fill out all courses and have one of the HFD program co-chairs sign this form.

If at any time you change or do not take a course that you designated in your approved Plan of Study, please contact your advisor. They will document on your **HFD Minor Plan of Study Form**.

## HFD MINOR PLAN OF STUDY

Student Name:	UM Student ID:	Major Discipline/Dept.
Phone number:	HFD Advisor (Major dept)	Expected Graduation Date (MM/YY)
Email:		

Statement of anticipated career goal:

Statement as to why you are choosing to add the HFD minor:

Theme or emphasis (e.g., life span, family, child counseling, infants, ethnic minorities, developmental disability, child abuse and neglect, psychopathology, peer relationships):

Minor Electives that you are anticipating taking to complete the HFD minor:

**I have reviewed and approve this HFD Minor Plan of Study.**

Major Advisor's signature/ Date:

HFD Minor Co-Chair signature/ Date:

## HFD MINOR COURSE REQUIREMENT WORKSHEET

Student Name: \_\_\_\_\_

UM Student ID Number: \_\_\_\_\_

**CORE (all three):** PSYX 330<sup>1</sup> or 233 (3 cr.)  
 HFD 494 Seminar in Human Development (at least 1 cr.)  
 HFD 498 Internship (Variable cr.; 2 minimum)

**FAMILY (at least one):** COMX 311 Family Communication (3 cr.)  
 SOCI 332 Sociology of the Family (3 cr.)

**RESEARCH (at least one):** PSYX 120 or 320 Research Methods (3 cr.)  
 SOCI 318 Sociological Research Methods (3 cr.)  
 COMX 460 Communication Research Methods (3 cr.)  
 SW 400 Social Work Research (3 cr.)  
 C&I 520 Educational Research (3 cr.)

**ELECTIVES: (minimum 12 credits; 11 credits at 300 level and above; 6 credits outside major)**

Course	<300 level	>300 level	in major	outside major
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

<sup>1</sup>Will accept PSYX 230S through 2021.  
 September 2018

## HFD MINOR COMMITTEE MEMBERS / FACULTY / ADVISORS

COLLEGE: DEPARTMENT / ORGANIZATION	MEMBER / FACULTY / ADVISOR
Rural Institute for Inclusive Communities	<p>Marty Blair, Ph.D., <b>HFD Co-Chair</b>            Executive Director of the Rural Institute            Corbin Hall 251  <a href="mailto:martin.blair@umontana.edu">martin.blair@umontana.edu</a></p> <p>Meg Traci, Ph.D., <b>HFD Co-Chair</b>            Research Associate Professor            Corbin Hall 245  <a href="mailto:meg.traci@umontana.edu">meg.traci@umontana.edu</a></p>
College of Humanities and Sciences: <b>Psychology</b>	<p>Paul Silverman, Ph.D., <b>HFD Co-Chair</b>            Professor Developmental Psychology            Skaggs 366  <a href="mailto:paul.silverman@umontana.edu">paul.silverman@umontana.edu</a></p> <p>Christine Fiore, Ph.D.            Professor of Clinical Psychology            Skaggs 238  <a href="mailto:christine.fiore@umontana.edu">christine.fiore@umontana.edu</a></p> <p>Nicole McCray            Adjunct Instructor, Psychology            Skaggs 143  <a href="mailto:nicole.mccray@umontana.edu">nicole.mccray@umontana.edu</a></p> <p>Rachel Severson, Ph.D.            Assistant Professor, Developmental Psychology            Skaggs 371  <a href="mailto:rachel.severson@umontana.edu">rachel.severson@umontana.edu</a></p>
Phyllis J. Washington College of Education and Human Sciences: <b>Teaching and Learning</b>	<p>Ann Garfinkle, Ph.D.            Associate Professor            PJWEC 307  <a href="mailto:ann.garfinkle@umontana.edu">ann.garfinkle@umontana.edu</a></p> <p>Susan Harper-Whalen, Ed.M.            Associate Dean            ED 321D  <a href="mailto:susan.harper-whalen@umontana.edu">susan.harper-whalen@umontana.edu</a></p>
College of Health Professions & Biomedical Sciences: <b>Social Work</b>	<p>Janet Finn, Ph.D.            Professor            JRH 012  <a href="mailto:janet.finn@umontana.edu">janet.finn@umontana.edu</a></p>
College of Humanities and Sciences: <b>Sociology</b>	<p>Rayna Sage, Ph.D.            Adjunct Instructor            Corbin 244  <a href="mailto:rayna.sage@umontana.edu">rayna.sage@umontana.edu</a></p>

COLLEGE: DEPARTMENT / ORGANIZATION	MEMBER / FACULTY / ADVISOR
College of Humanities and Sciences: <b>Communication Studies</b>	Christina Yoshimura, Ph.D. Professor and Mental Health Counselor Liberal Arts 358 <a href="mailto:christina.yoshimura@umontana.edu">christina.yoshimura@umontana.edu</a>  Steve Yoshimura Professor Liberal Arts 347 <a href="mailto:stephen.yoshimura@umontana.edu">stephen.yoshimura@umontana.edu</a>

Please contact a HFD Co-Chair or email [HFDminor@mso.umt.edu](mailto:HFDminor@mso.umt.edu) if your major department is not listed above.



## HUMAN AND FAMILY DEVELOPMENT MINOR ADVISING FORM

**Student:** \_\_\_\_\_ **Advisor:** \_\_\_\_\_

To earn a HFD Minor, a student must complete 24 credits, with **11 elective credits at the 300 level or above**. All students are required to take a 12 credit core curriculum and, with the help of a faculty advisor, select 12 additional elective credits consistent with the stated goals and interests in the plan of study. At least 6 elective credits must be outside of the student's major. The semesters identified below indicate when course are offered. Please check with the respective departments to determine when courses will be offered as they may change from year to year.

**Key to semester(s) offered:** **All** -All semesters (Spring, Summer, Autumn); **2/Y**-Twice a year, Autumn and Spring; **Y**-Yearly, one semester per year (semester offered noted); **B**-Biennially, every other year (semester and odd or even years noted).

**Verify when courses are offered in Cyberbear as departments change schedules frequently**  
**Course information is listed in the following format:**

<b><u>CORE CURRICULUM COURSES</u></b>	
All students are required to take the 12 credit core curriculum as follows:	
2/Y- Autumn, Spring	Must take: <b>PSYX 330<sup>2</sup></b> (3) Developmental Psychology (Prereq.- <b>PSYX 100</b> ) -OR- <b>PSYX 233</b> (3) Psychology of Aging (Prereq.- <b>PSYX 100</b> )
Y - Autumn	Must take: <b>HFD 494</b> (1-3) Seminar in Human Development
All	Must take: <b>HFD 498</b> (2-4) Internship (Variable cr.; 2 required) -OR- C&I 295.01 Preschool Field Experience (for Education majors only) -OR- SW 495 Social Work Internship (for Social Work majors only)
Y - varies	Must take one of the following: <b>COMX 311</b> (3) Family Communication (Prereq. <b>COMX 115</b> ) -OR- <b>SOCI 332</b> (3) Sociology of Family (Prereq.- <b>SOCI 101</b> ) -OR- <b>EDEC 410</b> (Family, Communication, Culture) -OR- <b>HFD 412</b> (3) Family Development/Families of Young Children with Disabilities (not currently offered)
All or 2/Y	Must take one of the following: <b>PSYX 120</b> (3) Intro to Psychological Research Methods (Prereq.- <b>PSYX 100</b> ) -All -OR- <b>PSYX 320</b> (3) Advanced Psychological Research Methods (Prereq: <b>PSYX 100, 120, and 220</b> ) -All -OR- <b>SOCI 318</b> (4) Sociological Research Methods -All

<sup>2</sup> PSYX 230S may be used through 2021.

	-OR- <b>COMX 460</b> (3) Communication Research Methods (Prereq. - statistics course) -All -OR- <b>SW 400</b> (3) Social Work Research (Prereq. - <b>SW 360</b> ) - 2/Y -OR- <b>C&amp;I 520</b> (3) Educational Research and Program Evaluation (must be a senior) –All
<b><u>ELECTIVE COURSES</u></b>	
<ul style="list-style-type: none"> <li>• Students must complete 12 credits from any of the courses listed in the subcategories below; at least 6 credits must be taken outside of the student's major.</li> <li>• At least 11 elective credits must be at the 300 level or higher.</li> <li>• The following list of electives is categorized to assist the student in finding courses. You may take courses from <i>any of the following categories or combination of categories</i>. Students may plan a theme or emphasis within the minor which does or does not correspond to these categories, but should choose among courses from this list.</li> <li>• Occasionally "special topics" courses are offered (395 and 495 courses). Students may use these as electives with the consent of their advisors.</li> <li>• T&amp;L elementary teaching majors may earn a Permissive Special Competency in Early Childhood Education through the HFD Early Childhood emphasis.</li> <li>• NOTE: Other courses with Human and Family Development content may be selected as electives with approval of the Human Development Minor Advisors.</li> </ul>	
<b>EARLY CHILDHOOD ELECTIVE COURSES:</b>	
Check with dept.	<b>EDEC 230</b> (3) Positive Child Guidance and Management (with consent of instructor)
Check with dept.	<b>EDEC 408</b> (3) Early Childhood Principles and Practices (with consent of instructor)
Check with dept.	<b>EDEC 410</b> (3) Family, Community, Culture (with consent of instructor)
Check with dept.	<b>EDEC 430</b> (3) Social/Emotional Development (with consent of instructor)
B – Autumn, even	<b>EDSP 403</b> (3) Curriculum in Early Childhood Special Education
Y- Autumn	<b>EDSP 462</b> (3) Special Education Law, Policy, and Practice
All	<b>EDU 222</b> (3) Educational Psychology and Child Development
All	<b>C&amp;I 295.01</b> (3) Preschool Field Experience
All	<b>EDU 346</b> (3) Exceptionalities
B- Autumn, odd	<b>EDSP 401</b> (3) Intro Early Intervention (contact Teacher Ed Services--background check required)
Intermittent	<b>EDU 491</b> (V) Special Topics in Special Education
Spring/Autumn	<b>PHAR 110N</b> (3) Use and Abuse of Drugs
Autumn	<b>CSD 210</b> (3) Speech and language development
Not currently offered	<b>HFD 413</b> (4) Assessment and Program Planning (Prereq.- <b>HFD 411, HFD 412</b> )
All	<b>HFD 498</b> (2) Internship (must complete all course work prior to taking course)
Y – Autumn	<b>PSYX 378</b> (3) Fundamentals of Clinical Psychology (Prereq.- <b>PSYX 100</b> )
All	<b>PSYX 290/390</b> (V) Research Experience
<b>SCHOOL-AGE CHILD ELECTIVE COURSES:</b>	
ALL	<b>EDU 222</b> (3) Educational Psychology and Child Development
All	<b>EDU 346</b> (3) Exceptionalities

Spring/Autumn	<b>PHAR 110N</b> (3) Use and Abuse of Drugs
Y – Autumn	<b>PSYX 378</b> (3) Fundamentals of Clinical Psychology (Prereq.- <b>PSYX 100</b> )
Y – Spring	<b>PSYX 345</b> (3) Child & Adolescent Psychological Disorders(Prereq- <b>PSYX 100</b> )
B – Autumn, odd	<b>PSYX 376</b> (3) Principles of Cognitive Behavior Modification(Prereq- <b>PSYX 100</b> )
Variable	<b>PSYX 339</b> (3) Current Topics in Developmental Psychology (Prereq.- <b>PSYX 230</b> )
Y- varies	<b>SOCI 332</b> (3) Sociology of Family (Prereq.- <b>SOCI 101</b> )
Y – varies	<b>SOCI 330</b> (3) Juvenile Delinquency (Prereq.- <b>SOCI 101</b> )
2/Y – Autumn, Spring	<b>SW 300</b> (4) Human Behavior and Social Environment
Y- Autumn	<b>SW 420S</b> (3) Child Abuse and Child Welfare (Prereq.- Junior standing or consent) online course
Variable	Check with Departments regarding variable-credit <b>395</b> and <b>495</b> -Special Topics listings
<b>ADOLESCENCE ELECTIVE COURSES:</b>	
2/Y – Autumn, Spring	<b>EDU 222</b> (3) Educational Psychology and Child Development
Y- Autumn	<b>EDSP 462</b> (3) Special Education Law Policy and Practice
All	<b>EDU 346</b> (3) Exceptionalities
Spring/Autumn	<b>PHAR 110N</b> (3) Use and Abuse of Drugs
Y – Autumn	<b>PSYX 378</b> (3) Fundamentals of Clinical Psychology (Prereq- <b>PSYX 100</b> )
Y – Spring	<b>PSYX 345</b> (3) Child & Adolescent Psychological Disorders (Prereq- <b>PSYX 100</b> )
B – Autumn, odd	<b>PSYX 376</b> (3) Principles of Cognitive Behavior Modification (Prereq- <b>PSYX 100</b> )
Variable	<b>PSYX 339</b> (3) Current Topics in Developmental Psychology (Prereq.- <b>PSYX 230S</b> )
Y – varies	<b>SOCI 330</b> (3) Juvenile Delinquency (Prereq.- <b>SOCI 101S</b> )
2/Y – Autumn, Spring	<b>SW 300</b> (4) Human Behavior and Social Environment
Y - Autumn	<b>SW 450</b> (3) Children and Youth at Risk
Variable	Check with Departments regarding variable-credit <b>395</b> and <b>495</b> -Special Topics listings
<b>GERONTOLGY ELECTIVE COURSES:</b>	
<i>Note: Students who are interested in a specialized minor in Gerontology should consider enrolling in <a href="#">the Interdisciplinary Gerontology Minor</a> (contact: <a href="mailto:keith.anderson@umontana.edu">keith.anderson@umontana.edu</a>)</i>	
Y – Spring	<b>AHHS 325</b> (2) Introduction to Geriatrics
Conference dates	<b>AHHS 327</b> (2) Special Topics Montana Gerontology Society Annual Conference
Y – varies	<b>AHHS 495</b> (3) Special Topics
Y – Autumn	<b>AHHS 430</b> (3) Health Aspects of Aging (online)
Y – Autumn	<b>ANTY 426</b> (3) Culture, Health, and Healing
2/Y – Autumn, Spring	<b>PSYX 233</b> (3) Psychology of Aging (Prereq- <b>PSYX 100</b> )
Y - Autumn	<b>SW 455</b> (3) Social Gerontology (Prereq, - <b>SW100S</b> or <b>SOCI 101S</b> or <b>PSYX 100</b> )
Y – Autumn	<b>SW 475</b> (3) Loss, Grief and Bereavement
Variable	Check with Departments regarding variable-credit <b>395</b> and <b>495</b> -Special Topics listings
<b>FAMILY DEVELOPMENT ELECTIVE COURSES:</b>	
Y – varies	<b>COMX 414</b> (3) Communication in Personal Relationships (Prereq.- <b>COMX 115</b> )
Y – varies	<b>COMX 311</b> (3) Family Communication (Prereq.- <b>COMX 115</b> )

Y- Autumn	<b>COMX 485</b> (3) Communication and Health
B – Spring, even	<b>EDEC 310</b> (3) Child in the Family (Prereq- <b>PSYX 100</b> )
Intermittent	<b>PSYX348</b> (3) Psychology of Family Violence
Y – varies	<b>SOCI 332</b> (3) Sociology of Family (Prereq.- <b>SOCI 101S</b> )
Y – Spring	<b>SW423/PSYX 441/SOCI 433</b> (3) Addiction Studies
Variable	Check with Departments regarding variable-credit <b>395</b> and <b>495</b> -Special Topics listings

## HFD MINOR: SERVICE LEARNING (HFD 498)

On the HFD website you will find a list of [potential placement](#) sites for students enrolled in the Human and Family Development Minor service learning experience, Cooperative Education Experience (HFD 498). This is considered a service learning experience in which you set and achieve learning goals in addition to providing service. In addition to sites listed, students may propose other sites to the service learning faculty supervisor. For example, there are several retirement centers, as well as day care and preschool sites which are not listed but which may be appropriate. Contact your Human and Family Development Minor Committee Advisor for more information.

While the Human and Family Development Minor requires a minimum of 2 credits of service learning work (roughly equivalent to 90 hours of work over a 15-week semester), note that some sites require longer commitments, up to two semesters.

### **The procedure for enrolling in HFD 498:**

1. Identify a service learning position that you are interested in. You may use the HFD list of service learning placements or identify an agency and position that is not listed, but fit with your interests and goals. The position can be volunteer or paid.
2. You may earn a maximum of 6 credits towards graduation for all courses numbered x98. You may enroll in more than one of these, but once you have earned a total of 6 credits, no other credits will count towards graduation. The rule of thumb is that 45 hours per semester = one credit.
3. Contact an HFD Committee faculty member who you would like to serve as an academic advisor for the internship.
4. Contact the agency that offers the position and determine whether you may volunteer or work there and whether there is a supervisor on site who will complete necessary paperwork and supervise your work.
5. Meet with your academic advisor to discuss the job description and your learning objectives (you will need to identify these for the online learning agreement. You will also need to have your academic advisor sign a **course over-ride slip** (an online process completed by the advisor HFD 498 instructor) **in order to officially register**.
6. Go to [Internship Services](#) (DHC, Garden Level, Suite 02), get/print a Learning Agreement form. The [Online Learning Agreement](#) (OLA) allows student interns, faculty, and employers to be connected in an organized and efficient manner. Through the OLA, everyone involved is able to see and approve the details of an internship including associated learning objectives and job descriptions. The OLA highlights the educational nature of the internship experience. This system also allows faculty to view evaluations completed by the student and the supervisor at the conclusion of the internship for assessment purposes. **It is the student's responsibility to complete the OLA and to register for the academic credit in a timely manner. Ideally, this paperwork should be submitted well in advance of the internship's start date.**
  - Print and review the [Online Learning Agreement Worksheet](#).
  - Log on to your *Handshake* account using the gray box to the left and your NetID.
  - Once you are signed in to your account, click the “Report an Internship Hire” link on the left side of the screen.

- Select the grey “Other” tab near the bottom of the page after selecting the correct academic term from the drop down.
- Fill in the "Organization Name" and "Job Title" fields then press "Save."
- Complete the rest of the Online Learning Agreement fields using the worksheet.
- You can cut/paste your Job Description and Learning Objectives from another document or upload them directly into the “Internship Document” area.
- Select “Finish” when you are done. If you need to make changes to your agreement, please contact our office instead of resubmitting the entire form.

Details of supervision are to be worked out between the faculty supervisor and the student, although it is assumed that there will be an on-site supervisor and that the student will meet periodically with the faculty supervisor to report progress and to discuss relevant issues. Students will be responsible to:

1. Work at your internship site as determined by your academic supervisor and on-site supervisor.
2. Participate in discussions and classroom exercises with other service learning students. This seminar currently meets in an online forum through Moodle. Towards the end of the semester, students will meet together to give brief presentations about their service learning experience.
3. Keep track of your hours (45 hours = 1 credit hour; electronic log is preferred). Activities that count towards your hours are as follows:
  - a. Time spent at the internship site working
  - b. Time spent attending the online Moodle class (approx. 1 hour a week).
  - c. Time spent journaling
  - d. Time spent researching and writing your 10 page literature review
  - e. Time spent preparing and attending your end of semester presentation about your service learning experience
4. Keep a Reflective Journal (electronic journal is preferred). Reflection is considered a key component of service learning. The journal can be maintained electronically or handwritten. Enter a weekly reflection of your experience, about 200 words, give or take.
5. Write a 10 page literature review. The topic must be approved by your HFD academic advisor. The topic should be related to your service learning experience and your own “theme” recorded on your Plan of Study form (i.e., it should reflect a topic related to your academic and career goals). Follow APA formatting guidelines.
6. Submit your literature review, journal, and hours at the end of the semester.
7. Your internship supervisor will complete necessary forms at the end of your internship.

**Rebecca Hamler, HFD Minor**

I worked for nine weeks at Clark Fork School as summer camp counselor. This was one of the best educational opportunities I have had as a college student. I gained hands on experience working with five to fourteen children ranging from three to seven years of age. Weekly filed trips to art museums, rivers, parks, theatres, and hiking the "M" prepared me for just about anything! I enjoyed meeting the incredible staff, parents, and students at Clark Fork and gained a new appreciation for the outdoors in beautiful Missoula MT. This internship helped me accomplish my goals while earning credit, and provided me with some very entertaining stories. I would recommend being a part of this internship process through the HFD department because it is wildly diverse. The possibilities are endless!

