

2017-2018 Handbook
HUMAN AND
FAMILY
DEVELOPMENT
AN INTERDISCIPLINARY MINOR

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, Normal 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. Students with career goals that include communications, psychology, education, social work, sociology, anthropology, pre-medical sciences, occupational therapy, nursing, and physical therapy will benefit from the specialty orientation in human and family development. Students with other career goals also will find the program rewarding; a business major interested in family service administration or consumer economics; a radio-television major interested in children's programming; a forestry major interested in recreational management appropriate for a particular population.



HUMAN AND FAMILY DEVELOPMENT MINOR

The Human and Family Development minor is an interdisciplinary program of study, encompassing a broad range of ages and areas including:

- Early Intervention
- Early Child Development
- School-Age Development
- Adolescence
- Gerontology
- Family Processes
- Mental Health Services
- Developmental Disability

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.



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 this program is to equip students with a general knowledge of issues relevant to normal and abnormal patterns of human and family development and to provide them with some practical skills and insights which will enhance their abilities in a variety of professions which deal with developmental and family issues. The program also supports students to develop practical skills and insights that will enhance their abilities in a variety of professions dealing with issues of human and family development. **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 normal 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 select and meet with faculty advisor from the Human and Family Development Minor Committee (see list). You will need to:

- 1) Complete the attached form entitled **HFD Minor Plan of Study Form** in consultation with your HFD advisor from your major department and submit it to the HFD Co-Chair Meg Traci or Paul Silverman; 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 contact Paul Silverman (243-6349), Meg Traci (243-4956) or one of the Human and Family Development Minor Committee members. Information is available at the [HFD course catalog website](#).

PROGRAM OF STUDY

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

CAREERS

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

Academic majors that directly lend themselves to this 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.

The program is not designed to equip students with the technical skills or knowledge needed in any particular profession. Rather, it 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 involve an academic background in human and family development:

- Child care
- Early Intervention
- Family services
- Mental health services
- Nursing
- Social work
- Developmental disabilities and early childhood services
- Elementary and secondary education
- Gerontology

Indeed, most 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 also may 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; a forestry major interested in recreational management appropriate to a particular age group.

HFD MINOR STUDENT CHECKLIST

(E-fillable forms are available at <http://hs.umn.edu/hfd/program-of-study/default.php>)

- ___ Set up appointment with an HFD minor advisor in your major department (see listing or contact Paul Silverman if your major department is not listed).

- ___ Meet with your advisor and determine your thematic area.

- ___ Complete the **HFD Minor Plan of Study Form** (can be handwritten, typed or word processed). The HFD Minor Course Requirement Worksheet provides a guide.

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

- ___ Meet with one of the Co-Chairs of the HFD Minor to set up an appointment to go over the **HFD Minor Plan of Study Form** and sign it:
 Paul Silverman, Skaggs 366, 243-6349, paul.silverman@mso.umn.edu; or
 Meg Ann Traci, Corbin 243, 243-4956, meg.traci@mso.umn.edu

- ___ Turn a copy of your **HFD Minor Plan of Study Form** in to the one of the Co-Chairs of the Human and Family Development Minor.

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

- ___ Turn the signed **Degree/Major/Option Change Form** requesting the addition of the HFD Minor in to the Registrar's office at least one semester prior to graduation.

- ___ **Reminder for graduation** - you must get a Minor Graduation Form (orange form) from the Registrar's office the semester prior to graduation. Make sure you fill out all courses and have one of the co-chairs of the Human and Family Development Minor 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

(E-fillable forms are available at <http://hs.umt.edu/hfd/program-of-study/default.php>)

Student's Name: _____

Phone Number and email address: _____

UM Student ID #: _____

Major Discipline/Department: _____

HFD Advisor's Name (from your Major Department): _____

Expected Date of Graduation: _____

Statement of anticipated career goal: _____

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

The student should develop a theme or emphasis, in conjunction with a faculty advisor that reflects the student's interests (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.

Advisor's signature _____ Date _____

Course Plan Changes: _____

Advisor's signature _____ Date _____

HFD Minor Course Requirement Worksheet

(E-fillable forms are available at <http://hs.umd.edu/hfd/program-of-study/default.php>)

Student Name: _____

UM Student ID Number: _____

CORE (all three):

PSYX 230S or 233 (3 cr.)
 HFD 494 Seminar in Human Development (at least 1 cr.)
 HFD 498 Internship (Variable cr.; 2 required)

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
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Human and Family Development Minor Committee Advisors

Paul Silverman, Ph.D. & Meg Ann Traci, Ph.D. Co-Chairs, Human and Family Development Minor Committee

DEPARTMENT	ADVISOR
Rural Institute for Inclusive Communities	<p>Marty Blair, Ph.D. Office: Corbin Hall 52 Phone: 243-5467 Martin.Blair@mso.umt.edu</p> <p>Meg Traci, Ph.D., HFD Co-Chair Office: Corbin Hall 243 Phone: 243-4956 Meg.Traci@mso.umt.edu</p>
Psychology	<p>Paul Silverman, Ph.D., HFD Co-Chair Office: Skaggs 366 Phone: 243-6349 paul.silverman@umontana.edu</p> <p>Christine Fiore, Ph.D. Office: Skaggs 362 Phone: 243-2081 christine.fiore@umontana.edu</p> <p>Nicole McCray Office: Skaggs 203 Nicole.mccray@umontana.edu</p> <p>Rachel Severson, Ph.D. Office: Skaggs 371 Rachel.severson@umontana.edu</p>
Education	<p>Lucy Hart Paulson, Ed.D. Communicative Sciences and Disorders Office: Curry Health Center 51 Phone: 243-2376 lucy.hartpaulson@mso.umt.edu</p> <p>Ann Garfinkle, Ph.D. Curriculum and Instruction Office: Education 210A Phone: 243-5262 ann.garfinkle@mso.umt.edu</p> <p>Susan Harper-Whalen, Ed.M. Curriculum and Instruction Learning and Belonging Preschool Laboratory Office: McGill 006 Phone: 243-5581 susan.harper-whalen@ruralinstitute.umt.edu</p>

Human and Family Development Minor Committee Advisors, Continued

Social Work	Janet Finn, Ph.D. Office: JRH 109 janet.finn@umontana.edu
Sociology	Rayna Sage Office: Corbin Rayna.sage@umontana.edu
Communication Studies	<p>Christine Yoshimura Office: Liberal Arts 358 Phone: 243-4244 Christine.Yoshimura@mso.umt.edu</p> <p>Steve Yoshimura Office: Liberal Arts 347 Phone: 243-4951 Stephen.Yoshimura@mso.umt.edu</p> <p>Alan Sillars, Ph.D. Office: Liberal Arts 301 Phone: 243-4463 Alan.sillars@mso.umt.edu</p>

*other Faculty Minor Committee Advisors TBA; Please contact Paul Silverman if your major is not listed above

The University of Montana
HUMAN AND FAMILY DEVELOPMENT MINOR ADVISING FORM

Student: _____ **Advisor:** _____

To earn a Human and Family Development Minor, the student must complete 24 credits, with **11 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, to develop a written statement of goals and interests along with a planned curriculum that includes 12 additional credits of electives consistent with the stated goals and interests. At least 6 credits of electives must be outside of the student's major. The semesters that are identified for when courses are offered may vary from what is identified in this Advising Form. Please check with the respective departments to determine when courses will be offered.

Key to semester(s) offered: **All** -All semesters (Spring, Summer, Fall, Winter); **2/Y**-Twice a year, Fall 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:

COURSE Number (number of credits) Course Title (Prerequisites required)

CORE CURRICULUM COURSES

All students are required to take the 12 credit core curriculum as follows:

2/Y- Fall, Spring	Must take: PSYX 230S (3) Developmental Psychology (Prereq.- PSYX 100) -OR- PSYX 233 (3) Psychology of Aging (Prereq.- PSYX 100)
Y - Fall	Must take: HFD 494 (1-3) Seminar in Human Development
All	Must take: HFD 498 (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: COMX 311 (3) Family Communication (Prereq. COMX 115) -OR- SOCI 332 (3) Sociology of Family (Prereq.- SOCI 101) -OR- EDEC 410 (Family, Communication, Culture) -OR- HFD 412 (3) Family Development/Families of Young Children with Disabilities (not currently offered)
All or 2/Y	Must take one of the following: PSYX 120 (3) Intro to Psychological Research Methods (Prereq.- PSYX 100) -All -OR- PSYX 320 (3) Advanced Psychological Research Methods (Prereq: PSYX 100, 120, and 220) -All -OR- SOCI 318 (4) Sociological Research Methods -All

-OR-
COMX 460 (3) Communication Research Methods (Prereq. - statistics course) -All
 -OR-
SW 400 (3) Social Work Research (Prereq. - **SW 360**) - 2/Y
 -OR-
C&I 520 (3) Educational Research and Program Evaluation (must be a senior) –All

ELECTIVE COURSES

- 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.
- The following list of electives is categorized to assist the student in finding courses. You may take courses from *any of the following categories or combination of categories*. 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.
- Occasionally "special topics" courses are offered (395 and 495 courses). Students may use these as electives with the consent of their advisors.
- C&I elementary teaching majors may earn a Permissive Special Competency in Early Childhood Education through the HFD Early Childhood emphasis.
- NOTE: Other courses with Human and Family Development content may be selected as electives with approval of the Human Development Minor Advisors.

EARLY CHILDHOOD ELECTIVE COURSES:

Check with dept.	EDEC 230 (3) Positive Child Guidance and Management (with consent of instructor)
Check with dept.	EDEC 408 (3) Early Childhood Principles and Practices (with consent of instructor)
Check with dept.	EDEC 410 (3) Family, Community, Culture (with consent of instructor)
Check with dept.	EDEC 430 (3) Social/Emotional Development (with consent of instructor)
B – Fall, even	EDSP 403 (3) Curriculum in Early Childhood Special Education
Y- Fall	EDSP 462 (3) Special Education Law, Policy, and Practice
All	EDU 222 (3) Educational Psychology and Child Development
All	C&I 295.01 (3) Preschool Field Experience
All	EDU 346 (3) Exceptionalities
B- Fall, odd	EDSP 401 (3) Intro Early Intervention (contact Teacher Ed Services--background check required)
Intermittent	EDU 491 (V) Special Topics in Special Education
Spring/Fall	PHAR 110N (3) Use and Abuse of Drugs
Fall	CSD 210 (3) Speech and language development
Not currently offered	HFD 413 (4) Assessment and Program Planning (Prereq.- HFD 411, HFD 412)
All	HFD 498 (2) Internship (must complete all course work prior to taking course)
Y – Fall	PSYX 378 (3) Fundamentals of Clinical Psychology (Prereq.- PSYX 100)
All	PSYX 290/390 (V) Research Experience

SCHOOL-AGE CHILD ELECTIVE COURSES:

ALL	EDU 222 (3) Educational Psychology and Child Development
All	EDU 346 (3) Exceptionalities
Spring/Fall	PHAR 110N (3) Use and Abuse of Drugs
Y – Fall	PSYX 378 (3) Fundamentals of Clinical Psychology (Prereq.- PSYX 100)
Y – Spring	PSYX 345 (3) Child & Adolescent Psychological Disorders(Prereq- PSYX 100)
B – Fall, odd	PSYX 376 (3) Principles of Cognitive Behavior Modification(Prereq- PSYX 100)

Variable	PSYX 339 (3) Current Topics in Developmental Psychology (Prereq.- PSYX 230)
Y- varies	SOCI 332 (3) Sociology of Family (Prereq.- SOCI 101)
Y – varies	SOCI 330 (3) Juvenile Delinquency (Prereq.- SOCI 101)
2/Y – Fall, Spring	SW 300 (4) Human Behavior and Social Environment
Y- Fall	SW 420S (3) Child Abuse and Child Welfare (Prereq.- Junior standing or consent) online course
Variable	Check with Departments regarding variable-credit 395 and 495 -Special Topics listings
ADOLESCENCE ELECTIVE COURSES:	
2/Y – Fall, Spring	EDU 222 (3) Educational Psychology and Child Development
Y- Fall	EDSP 462 (3) Special Education Law Policy and Practice
All	EDU 346 (3) Exceptionalities
Spring/Fall	PHAR 110N (3) Use and Abuse of Drugs
Y – Fall	PSYX 378 (3) Fundamentals of Clinical Psychology (Prereq- PSYX 100)
Y – Spring	PSYX 345 (3) Child & Adolescent Psychological Disorders (Prereq- PSYX 100)
B – Fall, odd	PSYX 376 (3) Principles of Cognitive Behavior Modification (Prereq- PSYX 100)
Variable	PSYX 339 (3) Current Topics in Developmental Psychology (Prereq.- PSYX 230S)
Y – varies	SOCI 330 (3) Juvenile Delinquency (Prereq.- SOCI 101S)
2/Y – Fall, Spring	SW 300 (4) Human Behavior and Social Environment
Y - Fall	SW 450 (3) Children and Youth at Risk
Variable	Check with Departments regarding variable-credit 395 and 495 -Special Topics listings
GERONTOLOGY ELECTIVE COURSES:	
<i>Note: Students who are interested in a specialized minor in Gerontology should consider enrolling in the Interdisciplinary Gerontology Minor (contact: keith.anderson@umontana.edu)</i>	
Y – Spring	AHHS 325 (2) Introduction to Geriatrics
Conference dates	AHHS 327 (2) Special Topics Montana Gerontology Society Annual Conference
Y – varies	AHHS 495 (3) Special Topics
Y – Fall	AHHS 430 (3) Health Aspects of Aging (online)
Y – Fall	ANTY 426 (3) Culture, Health, and Healing
2/Y – Fall, Spring	PSYX 233 (3) Psychology of Aging (Prereq- PSYX 100)
Y - Fall	SW 455 (3) Social Gerontology (Prereq, - SW100S or SOCI 101S or PSYX 100)
Y – Fall	SW 475 (3) Loss, Grief and Bereavement
Variable	Check with Departments regarding variable-credit 395 and 495 -Special Topics listings
FAMILY DEVELOPMENT ELECTIVE COURSES:	
Y – varies	COMX 414 (3) Communication in Personal Relationships (Prereq.- COMX 115)
Y – varies	COMX 311 (3) Family Communication (Prereq.- COMX 115)
Y- Fall	COMX 485 (3) Communication and Health
B – Spring, even	EDEC 310 (3) Child in the Family (Prereq- PSYX 100)
Intermittent	PSYX348 (3) Psychology of Family Violence
Y – varies	SOCI 332 (3) Sociology of Family (Prereq.- SOCI 101S)
Y – Spring	SW423/PSYX 441/SOCI 433 (3) Addiction Studies
Variable	Check with Departments regarding variable-credit 395 and 495 -Special Topics listings

HUMAN AND FAMILY DEVELOPMENT 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 for approval to the service learning faculty supervisor. For example, there are many retirement homes and centers, as well as day care and preschool sites which are not listed but which may be considered appropriate. Contact your Human and Family Development Minor Committee Advisor for more information.

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

The procedure for enrolling in HFD 498 is as follows:

1. Identify a position that you are interested in. You may use the HFD list of service learning placements but you may also identify an agency and position that is not listed but that fits with your interests and goals. The position can be volunteer or paid.
 2. There are a maximum of 6 credits that you may earn towards graduation for all courses that are 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 for determining the number of credits you earn is that 45 hours per semester = one credit.
 3. Contact an HFD Committee faculty member who you would like to have serve as an academic advisor for approval of the internship.
 5. 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.
 6. 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** (obtained at the Registrar's office, and returned there) **in order to officially register**.
 7. 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 a weekly seminar in which your service learning goals are developed and you 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.
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. Turn in your literature review, journal, and hours at the end of the semester to your HFD academic advisor (electronically is preferred).
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 field 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!