Internship Manual

DIVISION OF LEISURE, YOUTH & HUMAN SERVICES
The primary purpose of the undergraduate Leisure, Youth & Human Services program at UNI is the development of competent and qualified leisure, youth and human service recreation professionals. The culminating means of accomplishing this purpose is through a quality internship experience.

Internship is the practical learning experience students complete within an agency that provides various types of recreation, park and leisure, youth, & human services. This phase of the students’ professional preparation is a continuation of their academic education. The internship experience is a three-way partnership between the University, the student and the agency. All parties in the relationship assume defined responsibilities, perform specific functions and receive benefits as a result of their involvement.

Internship is 14 weeks of full-time (40 hours a week) experience. All Leisure, Youth, & Human Services majors must complete Internship as a requirement for graduation. The student’s Senior Project is taken concurrently with Internship for three semester hours of graded credit.

After successfully completing the Leisure, Youth and Human Services Major at UNI, students are then eligible to take the Certified Park and Recreation Professional (CPRP) Examination. The right to use this professional title can only be earned through successful completion of this exam. It is designed to assess the base knowledge of job related tasks common to entry-level professionals. The examination is administered under the auspices of the National Recreation and Park Association (NRPA) National Certification Board. For more information, contact Iowa Park and Recreation Association or NRPA for applications.

Iowa Park & Recreation Association  
Steve Jordison, CPRP  
Fax: (641) 236-6779  
E-mail: jordison@pcpartner.net  
Web: www.iowaparkandrecreation.org

For students who successfully completed the Therapeutic Recreation emphasis area in LYHS, they are eligible to take the examination to obtain Certified Therapeutic Recreation Specialist (CTRS) status. The National Council for Therapeutic Recreation Certification (NCTRC) administers this exam. Information can be obtained at http://www.nctrc.org

The Leisure, Youth & Human Services major is accredited by the NRPA/AALR Council on Accreditation. The faculty at UNI is dedicated to maintaining and exceeding the level of excellence established by the NRPA/AALR Council on Accreditation and by the National Therapeutic Recreation Society. We are appreciative of the practitioners who willingly and unselfishly give of their time, knowledge, and the resources of their agencies in this collaborative approach to professional education.

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INTRODUCTION

The Leisure, Youth, & Human Services Division at the University of Northern Iowa (UNI) has a concern for leisure behaviors of all people. To this end, faculty and staff conduct teaching, research, and service enterprises. The Division also provides opportunities for professional affiliations for majors in the Leisure, Youth, & Human Services Division. All are involved with an effort to improve the understanding of leisure behavior and the quality of leisure, youth, & human service delivery systems.

Successful completion of the internship experience depends greatly upon the realization, understanding, acceptance, and completion of internship responsibilities. By accepting an internship assignment, students become a functional part of the agency. What students do on and off the job reflects upon the agency and the University. A sense of professionalism on the students’ part is essential to a quality experience. How much and what the students gain from their internship experience directly relates to how much they contribute to the experience.

Agencies providing student internship opportunities understand the value of such experiences to students, their agency, and to the field of Leisure, Youth, & Human Services in general. Agency directors expect interns to learn from the experience as well as to contribute to agency goals. Agencies must maintain their reputation for professional services and cannot afford inefficiency, irresponsibility, or other actions by a staff member, paid or volunteer, that would be detrimental to the agency’s reputation.

The University of Northern Iowa wishes to provide high-quality, professional internship experiences for all majors in the Leisure, Youth, & Human Services Division. Internship agencies desire to utilize UNI students in its programs and provide them with on-the-job experience. UNI students desire to obtain these internship experiences to further their educational goals.

To this end all parties agree that they will accept appropriate placements without regard to race, creed, color, sex, religion, age, national origin, disability, or sexual orientation.
MISSION & PHILOSOPHY

Mission Statement
The mission of the Leisure, Youth, & Human Services Division at UNI is to provide an educational experience that will facilitate the students’ personal and professional development in the utilization of leisure philosophy, knowledge, and skills in order to provide management and leadership for the effective and efficient delivery of leisure, youth, and human services.

Philosophy
Leisure and recreation experiences provide non-formal education that is purposeful, develops creative expression, contributes to overall well-being, and occurs in a variety of settings including human service and resource-based agencies/organizations. The academic program of Leisure, Youth, & Human Services at UNI values both theory and practical experiential education, which provides students a transition from academics to practice in the study of the provision of leisure service delivery. The curriculum is responsive to changes in society and critical issues as they relate to the delivery of recreation and leisure, youth & human services. The Leisure, Youth, & Human Services Division values the concepts of diversity and empowerment.

Statement of Purpose
The Leisure, Youth, & Human Services Division interprets its role within the University of Northern Iowa as that of offering a well-rounded, well-developed program of professional education in Leisure, Youth, & Human Services at the undergraduate and graduate levels.

The Division recognizes its goal in preparing students for a life in which professional achievements are accompanied by the development of social and personal attitudes and responsibilities, ethical standards, cultural balance, social responsibility and ideals of service. Its program, therefore, includes courses intended to promote an appreciation of the institution and traditions of a free society, to foster attitudes of critical observation and judgment and to equip the prospective professional in leisure, youth, & human services with the knowledge and specialized skills needed in the more technical aspects of the field. Graduates of the Leisure, Youth, & Human Services Division at the undergraduate level become coordinators and managers of public, private, commercial and therapeutic leisure, youth, & human services.

Empowerment and Diversity in the Leisure, Youth, & Human Services Division
The Leisure, Youth, & Human Services Division envisions a world where people are accepted and valued for their personal strengths and abilities rather than the way they look, speak, think or live their lives. To that end, the Leisure, Youth, & Human Services Division strives to prepare students to meet the challenges of a diverse world through empowerment and diversity. In a rapidly changing world, it is critical that each individual be empowered to take charge of their lives and assist others; this philosophy is based on the concept of fully valuing selves and others.

It is the responsibility of every leisure, youth and human service professional to become engaged in the process and understanding of diversity and empowerment strategies. Diversity encompasses elements such as race, ethnicity, age, sex, sexual orientation, education level, marital status, parental status, geographic location, income level, and physical abilities or qualities. Empowerment strategies include participatory management, transformational leadership styles, motivational theories, and value clarification processes. Therefore, the Leisure, Youth, & Human Services Division strives to provide students with diverse experiences, settings, and participants in its educational efforts. In conjunction with these efforts, it is the responsibility of each student to augment their education related to diversity independently of Leisure, Youth, & Human Services Division functions. The Leisure, Youth, & Human Services Division faculty are committed to studying, learning, and teaching about differences “until difference doesn’t make any difference any more.”
Section I

Internship Guidelines
**PURPOSE OF INTERNSHIP**

The purpose of internship is to provide a transition from the traditional academic curriculum to a practical application of theories, concepts, knowledge, and skills in a professional leisure service setting. The internship will provide an opportunity for the student to affirm the basic underlying values of the profession through promotion and protection of human dignity, conservation and preservation of the natural environment, and the wise use of leisure. The student will work under the supervision of a qualified practitioner at a cooperating agency and a UNI Leisure, Youth, & Human Services Division faculty member.

**GOALS OF INTERNSHIP**

1. To provide the opportunity for exposure to diversity in organizational administration and operations, leadership styles, programs and services, and leisure, youth & human service participants.

2. To provide opportunities for practical experience in applying theories, concepts, and philosophies acquired and developed through academic classroom experiences.

3. To provide opportunities for the student to assess personal skills and competencies in leadership, programming, supervision, and administration/management through practical application.

4. To provide the student an opportunity to evaluate her/his own skills in establishing positive interpersonal relationships and thereby achieve personal fulfillment and growth.

5. To provide the student a setting in which to observe and develop values and ethics commensurate with the Leisure, Youth, & Human Services profession.

6. To provide an opportunity for the student to expand her/his awareness and perspective of the leisure, youth & human services career field through self-assessment, evaluation of the internship experience/site, and conversation with the agency and UNI faculty supervisors.
STUDENT ELIGIBILITY AND REQUIREMENTS

I. Eligibility for Internship

   1. Senior standing
   2. UNI GPA of 2.0; major GPA of 2.5; a grade of C or higher in all courses applied to major.
   3. Verification of 500 hours of professional experience in leisure, youth & human services, with at least 200 hours of the experience in the student’s LYHS area of professional interest.
   4. Completion of all LYHS Program of Study courses (except LYHS 4090 and LYHS 4095).
   5. Completion of the Internship Eligibility form (p. 23, available from Peer Advising or the Internship Coordinator).

II. Senior Seminar (LYHS 4080)

   The process for internship placement is carried out during the Seminar class. Seminar must be taken one semester prior to the semester of internship placement:

   If You Want to Do Your Internship in:                           Take Seminar in:
   Summer Semester .......................................................................................... Spring Semester
   Spring Semester .......................................................................................... Fall Semester

   Seminar prerequisite: Minimum UNI GPA of 2.0; minimum major GPA of 2.5

   Before students begin Seminar, they are required to meet with their advisors to complete the Application for Seminar form. Problems related to prerequisites and/or requirements should immediately be brought to the attention of the student’s advisor and the Internship Coordinator.

III. Determining Internship Opportunities

   1. The student must meet with her/his academic advisor to:
      a) Determine that all prerequisites and/or requirements have been or are being met.
      b) Discuss internship placement opportunities.
   2. If interested in an internship site that has not been approved by the Division, the student should discuss the site with her/his advisor and obtain informational materials about the agency and its internship program, including a list of likely responsibilities (see items 1a-1c, “Internship Agency’s Responsibilities” section (p. 7). If the site is one to which the student is actually applying, we will also need a copy of the site internship supervisor’s résumé.
   3. The student cannot complete an internship at an agency where they have worked previously or at which a similar position has been held. The point of internship is to gain NEW professional experiences in a NEW setting. (Over the course of the student’s experience in the LYHS Division, s/he should be exposed to several different agencies and methods/styles of operation.)
   4. Student athletes must have approval from the coach, Internship Coordinator, and Academic Advisor before consideration for placement during their sport season.
   5. Students are discouraged from pursing additional course work, part-time employment, or major athletic competition during the internship. Approval from Internship Coordinator and agency supervisor is needed for each individual in these situations.
IV. Agency Interview Procedures
1. Students are required to complete at least one interview during the semester prior to internship as part of Seminar (LYHS 4080). However, students are strongly encouraged to interview with multiple sites in which they are interested.
2. The student must call the contact person at each agency to arrange for interviews.
3. Telephone interviews are acceptable for sites.

V. Determination of Internship Placement
1. Students should turn in a list of prioritized internship interview sites for internship placement to the Internship Coordinator/Seminar Instructor. This list should reflect the student’s work with her/his academic advisor.
2. The internship site must be approved by the advisor and the internship coordinator BEFORE the student accepts an offer for that site. No exceptions.
3. Students should meet with their advisor to determine which site (among all offers) will best meet the student’s needs and goals. Once this decision has been made, the student should submit the Internship Eligibility Form (p. 23), signed by the advisor, to the Internship Coordinator. This form must be submitted by the due date announced each term in Seminar.
4. Students who do not adhere to placement deadlines will have to complete internship in the next available term (Spring or Summer).
5. Once the paperwork has been submitted, the Division Secretary will send a contract to the agency to be signed and returned. The contract must be signed by an appropriate agency representative, the student, the Internship Coordinator, and the Faculty Supervisor.
6. Students will arrange details of the internship with the agency supervisor, including start date, stipend (if any), expectations, etc. These arrangements, obviously, should be made prior to the start of internship.
7. Students are responsible for their own housing and other living arrangements during internship.
8. Students must provide their own liability insurance when required to do so.

VI. Reporting for Internship
1. At the end of Seminar, students will be assigned to one or more faculty supervisors for the duration of their internship. This is the person to whom all paperwork should be directed during the internship itself. (Please note: During summer internships, students will typically be assigned a primary faculty supervisor, who will assign their grades, and one or more secondary supervisors. In this case, paperwork will be sent to the faculty supervisor who is “on duty” during any given time period during the internship. Appropriate information will be made available to the students each summer regarding contact information.)
2. Internships typically begin on the first day of the academic semester and run for 14 weeks. Occasionally, other starting dates may be arranged between the agency, the student, and the student’s faculty supervisor(s).
3. National holidays, such as Fourth of July and Thanksgiving, are counted as part of the 14-week internship period can be taken with permission from the agency, in accordance with agency policy. However, Spring Break and other UNI “holidays” are not counted as part of the internship and must be arranged with the agency separately if the student wants those days off.
4. The student will take Senior Project (LYHS 4090) concurrently with Internship (LYHS 4095).

5. The student is required to return to campus for Senior Poster Presentations at the end of the internship period/semester. Internship site supervisors are invited to join us at the Senior Poster Presentations.

6. The student will successfully complete all assignments made by the agency supervisor and UNI faculty supervisor.

7. If there is any reason that the student cannot or chooses not to begin or continue internship, s/he must notify the Internship Coordinator immediately.
INTERNSHIIP STUDENT’S RESPONSIBILITIES

I. To the Agency:
1. To accept and adhere to the rules and regulations of the agency or institution.
2. To accept and promote agency philosophy, methods, programs and services.
3. To be well-groomed and appropriately dressed for all assignments and activities.
4. To prepare for periodic agency supervisor–student conferences.
5. To notify the agency supervisor well in advance in cases of absence or anticipated absences from work.
6. To consult with the agency supervisor when confronted with problems that cannot be satisfactorily solved independently.
7. To undertake one or more internship projects from inception to evaluation. This project may be programmatic (e.g., planning a special event or program), research-oriented (e.g., conducting a needs assessment, creating a proposal for a new program, writing a grant), or resource oriented (e.g., creating a volunteer manual, assembling a visitor resource packet).
8. To plan all assignments in a thorough and timely manner.
9. To do the best job possible to carry out all assignments.
10. To conduct her/himself professionally at all times in contacts with agency staff and customers/clients.
11. To evaluate each meeting or activity that he/she plans or conducts.
12. To evaluate skills in establishing positive interpersonal relationships and in achieving personal fulfillment and growth.
13. To thank the agency both in person and by letter for providing the opportunity to participate in their internship program.

II. To UNI:
1. To maintain regular e-mail and/or telephone contact with the UNI faculty supervisor.
2. To contact the UNI faculty supervisor whenever concerns or problems are not solved at the agency.
3. To work to integrate theory and coursework with practical application encountered on the internship.
4. To submit to the UNI faculty supervisor Internship Goals and Objectives (p. 13).
5. To submit Biweekly Reports and Work Log Sheets to the UNI faculty supervisor (these must be read, discussed and signed by the agency supervisor before submission (see pp. 15 and 24-25).
6. To complete an internship project for the agency (p. 14).
7. To complete the requirements for Senior Project (LYHS 4090) (pp. 17-21).
8. To meet all deadlines for assignments.
9. To conduct themselves in a professional manner.
INTERNETSHIP AGENCY’S RESPONSIBILITIES

I. To UNI:

1. To provide the University of Northern Iowa with the following information:
   a) A listing and description of areas, facilities, programs, and management policies (brochures, programs, facility information, etc., to be kept on file at UNI).
   b) A written description of the agency’s internship program, including the following sections:
      • the background/history of the agency’s internship program;
      • the agency’s expectations of its interns;
      • the benefits of the internship to the student (e.g., opportunities for professional/administrative development, leadership/programming development, and professional interaction with staff, peers, and agency clients/participants);
      • the benefits of the internship to the agency
      • a list of typical or probable responsibilities during the internship (i.e., job description)
   c) A resume or statement of qualifications of those employees who may be designated as Agency Internship Supervisors.
   d) A signed contract for each student who is placed with the agency (as required by UNI policy—This contract is mailed for each student at the end of the term prior to internship).

2. To designate one full time staff person with committed time for the purpose of supervising the student. Student supervisors must meet the following criteria:
   a) Hold a minimum of a Bachelor’s Degree in the field of Leisure, Youth & Human Services or a related field. If no degree, a minimum of three years of experience in the leisure, youth, & human services field is required.
   b) Have worked a minimum of one year in the present position.
   c) Be employed as a full-time leisure, youth, & human services professional.
   d) Be a member of appropriate local, state or national professional association(s).
   e) Where appropriate, hold certification or registration with the professional association (e.g., CPRP). NOTE: Therapeutic Recreation agency supervisors must hold the Professional NCTRC Certification of Certified Therapeutic Recreation Specialist (CTRS).

3. To demonstrate a sincere desire to participate in an educational program with the objective of contributing to the preparation of quality personnel for the profession.

4. To maintain sound administrative procedures including adequate financial support, personnel policies, and a staff development program.

5. To present evidence of a sound professional philosophy through application of programs and services.

6. To be an Equal Opportunity Employer.

7. To interview students prior to making the decision to accept or reject them for internship.

8. To attend the LYHS Senior Poster Presentations at the conclusion of the internship. While this is not required of internship supervisors, we invite you and encourage you to join us at this event.
II. To the Student:

1. To serve as an agency-based teacher, offering instructions and supervision to the student.
2. To provide a supportive atmosphere for maximum student growth.
3. To provide one supervisor, with time committed for the purpose of supervising the student.
4. To aid the student in determining job responsibilities through a comprehensive, specific job description.
5. To provide opportunities for the student to be exposed to and work with all facets of the agency’s operations, including administration/management, programming, customer service, and facilities/equipment management.
6. To provide the student with at least one opportunity to work on a project from inception to evaluation. This project may be programmatic (e.g., planning a special event or program), research-oriented (e.g., conducting a needs assessment, creating a proposal for a new program, writing a grant), or resource oriented (e.g., creating a volunteer manual, assembling a visitor packet).
7. To allow the student reasonable freedom of operation where she/he is qualified and competent in order that an adequate training program can be completed. However, the first responsibility of the agency supervisor is to persons the agency serves.
8. To define the role of the internship student through:
   a) An orientation program that includes agency/department policies, regulations, goals and objectives.
   b) Determination (with the student) of the student’s responsibilities, goals, and objectives for internship.
   c) Weekly conferences with the student to help her/him better understand the job. Problems, techniques of leadership and methods of operation are possible discussion topics.
9. To include the student in all relevant staff in-service training and meetings.
10. To exercise professional responsibility for arranging a meeting between the agency supervisor, UNI faculty supervisor, and student if/when an inappropriate situation, unacceptable performance of duties and responsibilities, or irreconcilable differences occur(s). This should be done before a decision for termination is made (see Withdrawal or Termination from Internship, p. 10).
11. To provide the student the opportunity to attend professional workshops, conventions and conferences as part of internship.
12. To assist and serve as a resource person for the student when necessary in developing the following:
   a) Written Goals and Objectives for the internship experience;
   b) Cover Sheets, Biweekly Reports and Work Log Sheets prepared for the UNI faculty supervisor;
   c) The student’s written Senior Project Synthesis Paper.
13. To prepare and provide the UNI faculty supervisor with:
   a) Written comments regarding the students performance to be submitted with each biweekly report
   b) a midterm intern performance evaluation;
   c) a final intern performance evaluation;
   d) a recommendation of a credit/no credit grade for the student’s internship.
UNI FACULTY SUPERVISOR’S RESPONSIBILITIES

I. To the Student:
1. To insure that the student has met all requirements before participating in the internship.
2. To represent the University of Northern Iowa in official arrangements with cooperating agencies.
3. To maintain open communication with the student and the agency in all matters pertaining to the internship.
4. To supervise the student through:
   a) periodic e-mails and/or phone calls to student and agency supervisor
   b) a review of her/his internship goals and objectives
   c) a review of her/his internship project plans
   d) a review of each biweekly report
   e) a review of the agency supervisor’s biweekly comments
   f) a review of each intern evaluation provided by agency supervisors
   g) providing guidance on her/his synthesis paper
   h) providing guidance on her/his poster presentation
5. To determine the final grade for Internship based on the following components:
   a) evaluation of all written assignments submitted by the student, including biweekly reports, work logs, goals and objectives, and site evaluation;
   b) evaluations from the agency supervisor.
6. To determine the final grade for Senior Project based on the following components:
   a) evaluation of the Senior Synthesis Paper; and
   b) evaluation of the Senior Poster Presentation.

II. To the Agency:
1. To interpret internship program policies.
2. To maintain open communication with agency staff during the internship period.
3. To provide the opportunity for all supervisors, students, and University faculty to discuss internship and other professional information.
WITHDRAWAL OR TERMINATION FROM INTERNSHIP

Occasionally, situations arise in which a student must withdraw or be terminated from internship. The following policies apply to these situations.

I. Reasons for Withdrawal/Termination
   A. Withdrawal:
      1. Medical diagnosis has recommended that the student not continue in internship.
   B. Termination:
      1. Failure to meet expectations and/or standards of the agency.
      2. Failure to meet the requirements, policies, and/or standards of the Division of Leisure, Youth & Human Services or of the University of Northern Iowa.

II. Procedures for Withdrawal/Termination
   A. Withdrawal:
      1. The student will be eligible for a medical withdrawal and is eligible to retake internship as early as possible. Arrangements should be made with the student’s faculty supervisor and the agency supervisor. An incomplete grade may be given in this situation, or the student may be counseled to withdraw from LYHS 4095 and LYHS 4090.
   B. Termination:
      1. The student, agency supervisor and faculty supervisor must meet for a conference regarding the situation precipitating termination recommendations. For students placed with out-of-state agencies, this conference may be held over the phone.
      2. The student will receive a “no credit” grade for Internship and an “F” for Senior Project.
      3. Reassignment to another site will not occur until the following semester at the earliest, following completion of the reapplication procedures listed below.

III. Reapplication for Internship
   A. Withdrawal:
      1. The student will be eligible for internship placement upon providing the Internship Coordinator with medical approval. In some situations, replacement at the previous agency will be allowed.
   B. Termination:
      1. The student must submit a reapplication letter to the Internship Coordinator and her/his advisor, which must include the following:
         a) the reasons for termination; and
         b) personal changes the student sees necessary and is willing to undertake in order to successfully retake internship and senior project.
      2. A formal hearing with Division faculty will be held to determine whether or not the student will be allowed to retake Internship and Senior Project.
      3. After a second termination, a student will not be eligible for further internship placement.
Section II

Internship Assignments
# DUE DATES FOR INTERNSHIP REPORTS AND REQUIREMENTS

## Internship Dates

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<tr>
<th>REPORTS &amp; REQUIREMENTS</th>
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<td>Biweekly Reports &amp; Work Log Sheets</td>
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<td>Final Biweekly Report (due on day of presentation)</td>
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<tr>
<th>Requirement</th>
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<td>Students’ Internship Goals and Objectives (due with 1st biweekly report)</td>
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<td>Midterm Evaluation (due with 4th biweekly report)</td>
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<td>Final Performance Evaluation (due on day of presentation)</td>
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<td>Internship Site Evaluation (due on day of presentation)</td>
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<td>Senior Project Portfolio &amp; Synthesis Paper</td>
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<td>Poster Presentation</td>
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Commencement

Notes:
INTERNSHIP GOALS AND OBJECTIVES

During the first week of the internship experience, the student and her/his agency supervisor will work together to establish goals and objectives for the experience. The goals and objectives should reflect what the student intends to learn and to do during the internship experience. While many student goals and objectives may be similar in format, the content of the statements should be specific to the particular position and agency within which the student works. The name of the placement site should specifically be indicated in the goals and objectives. The student will generally have four to five goals for internship. As a rule of thumb, each goal should have at least two objectives (usually three or four).

SUBMITTING THIS ASSIGNMENT
Goals and objectives should be typed on the Goals and Objectives General Description and Format Page included in the Internship Manual on page 35. They must be signed by the agency supervisor before being submitted to the UNI faculty supervisor by fax, e-mail, or regular mail, as arranged with the faculty supervisor.

GOALS
Goals are broad statements of intent that define the general aims or ends of the student’s internship experience. They will act as guidelines to help the student maintain focus throughout the internship experience.

OBJECTIVES
Objectives are specific statements that are measurable and often involve some dimension of time. They must be specific, pragmatic, useful, and linked to broader aims or ends, in other words, one’s goal statements. When the internship experience has been completed, the student should be able to review her/his objectives and determine the actual extent to which they have been met.

During the internship experience, it is important that the student be involved in as many agency programs and activities as possible. Following are suggested areas for involvement and learning from which the student may draw ideas for goals and objectives:

- **Administration**: Organizational philosophy, policies, practices, etc.; budget preparation; purchasing procedures; attending staff/committee/board/commission meetings; developing effective program plans; learning documentation procedures.

- **Supervision and Program Leadership**: Observe and/or assist in personnel interviewing, hiring, in-service/training, supervision, and evaluation of part-time/seasonal/voluntary staff; participate in staff meetings; assume specific responsibilities for direct leadership of program activities.

- **Program Planning**: Gain understanding of the agency’s total programs and services; plan, implement, and evaluate assigned recreation programs; develop promotional tools for programs and activities; secure and monitor equipment and supplies needed for programming; work cooperatively with other staff in the comprehensive programming process.

- **Community and Public Relations**: Assist in promotional activities – press releases, PSAs, flyers, brochures, calendars, etc.; develop the ability to be a spokesperson for the agency/department; represent the agency/department in public speaking opportunities - internally and externally to the organization.

**Therapeutic Recreation Option students** must especially be aware of specific learning experiences expected for NCTRC certification: planning - agency, department, individual program or treatment planning; assessment, evaluation, and documentation; and professional development, working with other professionals, outreach, advocacy, management.
GUIDELINES FOR INTERNSHIP PROJECT

During your internship, you will need to take on one major project from inception to evaluation. In other words, you need oversee all phases of the project, including brainstorming, planning, implementation, and evaluation. Obviously, the project should be something useful to the agency, and it should provide you with a new learning experience. Internship projects generally fall under one of three categories:

A. **Programmatic**: For example, plan, implement and evaluate a new program, special event, or staff in-service

B. **Resource-Based**: For example, research, develop, produce and evaluate a volunteer manual, a public relations brochure, a guidebook, or an employee policies and procedures manual.

C. **Research-Based**: Design and carry out a needs assessment, an accessibility study, or a feasibility study, write a grant, prepare a proposal for a new program or service, etc.

You will take on this project as part of your internship responsibilities. You can work with other staff and your agency supervisor in all phases of the project, but you should be the person primarily responsible for its implementation and evaluation. You should discuss your plans for this project with your Faculty Supervisor.

**Professional Portfolio**
As part of your Senior Project grade, you will need to complete a section in your Professional Portfolio (completed in Seminar class) that demonstrates your work on your internship project (i.e. work samples). Your portfolio should serve as a resource you can use in future job interviews, something you can take with you to demonstrate the quality of your work to a potential employer.
GUIDELINES FOR BIWEEKLY REPORTS AND WORK LOG SHEETS

Biweekly Reports:

A total of seven (7) biweekly reports are required during your internship. There are three (3) components to the biweekly reports: a) A cover sheet (see p. 24), b) a work log covering the two week period (see p. 25), and c) a 2-4 page typed narrative report. The cover sheet should be completed and signed by your agency supervisor, and each log sheet should report the hours for the days worked, with a brief description of tasks. The complete report package (cover sheet, work log, and written report) must be submitted by fax or e-mail on the Monday following each two-week period. Supporting materials, such as flyers, PSAs, etc., can be sent by regular mail if necessary.

All reports must be reviewed and signed by your agency supervisor or her/his representative. *Unsigned log sheets will NOT be accepted.* If you are submitting your reports by e-mail, you should have your agency supervisor send a separate e-mail to your faculty supervisor indicating that she/he has read your report and providing comments on your progress during the two-week period covered by the report.

The first report requires additional material. Please be sure to read the instructions below thoroughly regarding the content for that report.

Biweekly reports will be graded based on the Biweekly Report Grade Sheet found on p. 32.

I. **General Information to be included in **ALL reports:

A. A brief description of responsibilities during this report period. Attach copies of any flyers, PSA’s, news items, special reports, etc., that you have created. NOTE: This is not a restatement of your biweekly work log sheet. You are to give specific examples of what you have been learning over the last two weeks. (see pg. 33 for grading criteria).
   i. How did you meet your goals and objectives over the last two weeks?
   ii. An analytical discussion of the period’s successes, difficulties, challenges, important learning experiences, and major problems.
   iii. Discuss how you/your supervisor/the agency handled these issues.
   iv. Identify pertinent concepts or skills you learned in classes and how you applied them in your work these last two weeks.

B. Plans for the next report period.
   i. What skills and knowledge did you feel you were deficient and need to improve upon from the last two weeks?
   ii. What are your plans for improving your performance over the next two weeks?
   iii. What are specific strategies you will do to meet your goals and objectives over the next two weeks?

II. Additional Information to be included in the **FIRST** report: This information should be included with your first biweekly report.

A. Goals and objectives for your internship experiences (review pg. 13.)
B. Due dates for internship reports and requirements (pg. 12).

C. Student Information:
   1. Phone number where you can be reached and at what hours
2. Typical work schedule at the internship site

3. Job analysis information:
   a) Name, general description and brief history of the agency
   b) Organizational structure, agency philosophy, types of programs offered by the agency.
Section III

Senior Project
Senior project requirements consist of three components:

1. A formal synthesis paper that examines the concepts and theories learned in your classes and integrates those with your practical internship experiences; and
2. A poster presentation held for faculty, staff, students, and alumni at UNI.
3. Internship senior project portfolio

Specific requirements for each of these components are found below.

I. **Synthesis Paper**

   A. **Purpose:** The synthesis paper is intended to be an opportunity for you to reflect on the integration of your classroom learning with your practical experiences during internship. It is the culminating effort of your undergraduate career.

      1. **Content:** The paper should be a thorough analysis of the core competencies in the required classes for the major and for your primary area of professional interest. The specific competencies you should address are found on pages 19-20. For each competency, you should identify the course(s) or texts in which you believe you learned the competency and the ways in which you have put that knowledge into practice during your internship. The competencies are listed in the next section.

      2. **Length:** The paper should encompass a complete and concise connection between concepts and terms illustrated in LYHS courses and their pertinence within the LYHS profession.

   B. **Format:** The format of the paper should be as follows:

      1. **Introduction:** Provide an introductory paragraph or two outlining the purpose and scope of your paper.

      2. **Competency Analysis & Experience Integration:** Discuss each of the competencies, identifying the course(s) in which the competency was learned (including the specific assignment(s) involved) and the ways in which you have put that learning into practice in your internship.

      3. **Reflection:** Reflect on what the integration of classroom learning and practical experience has done for you professionally and personally. How have you grown as a result of your internship?

      4. **Future Steps:** How do you intend to continue to apply what you learned during your college career (including internship)?

      5. **Conclusion:** Provide a concluding paragraph or two that pulls everything together.

   C. **Style:** Your report is a professional document and should be written in a formal style. The report must be typed, double-spaced and include page numbers, using a standard 10-12 point font and 1” margins on all sides. Only one side of the paper should be used. The paper must be written following APA format for in-text citations and references.
List of Competencies (Use this as a guide while writing your paper):

A. Conceptual Foundations

1. Historical/Cultural Foundations: The practitioner has an understanding of the historical and cultural conceptual foundations of play, recreation and leisure for all populations and settings, including the development of the LYHS profession.

2. Psychological/Sociological/Physiological Foundations: The practitioner understands the psychological, sociological, and physiological significance of play, recreation, and leisure throughout the life cycle, relative to attitudes, values, behaviors, and use of resources.

B. Leisure, Youth & Human Services Profession

1. Trends and Issues: The practitioner understands and can identify contemporary professional issues and the trends that affect leisure, youth and human service agencies.

2. Professionalism and Ethics: The practitioner understands ethical principles and professionalism as applied to all professional practices, attitudes and behaviors in leisure, youth and human services delivery.

3. Professional Growth: The practitioner understands the importance of maintaining professional competence and actively seeks resources for professional development.

C. Leisure, Youth & Human Services Delivery Systems

1. Resources: The practitioner understands and uses diverse community, institutional, natural, cultural and human resources to promote and enhance the leisure experience for multiple populations in a variety of settings.

2. Diversity: The practitioner understands the roles and interrelationships of diverse leisure, youth and human service delivery systems, personnel, and participants and utilizes inclusive practices in the design and operation of LYHS programs, services, and facilities.

D. Programming Strategies

1. Program Design and Planning: The practitioner can develop, implement, and evaluate successful leisure, youth & human service programs that meet the needs and goals of diverse individuals and groups in diverse settings.

2. Leadership: The practitioner understands group dynamics and has the ability to use various leadership techniques and strategies to enhance participants’ recreation experiences.

E. Assessment, Planning, & Evaluation

1. Needs Assessment: The practitioner has the ability to analyze programs, services, and resources in relationship to participation requirements.

2. Planning Analysis and Evaluation: The practitioner understands the principles and procedures for planning leisure, youth and human services and can assess and evaluate resources, programs, areas and facilities (including environmental impacts).

3. Research Skills: The practitioner knows the purpose, basic procedures (including computer and statistical techniques), interpretation, and application of research and evaluation methodology related to leisure, youth and human services.
F. *Administration/Management*

1. **Administrative Skills:** The practitioner understands the concepts of organizational behavior, accountability, interpersonal relations, and decision-making strategies.

2. **Personnel Management:** The practitioner understands and can apply appropriate personnel management techniques, including job analysis, recruitment, selection, training, supervision, career development, and evaluation of staff, volunteers, and interns.

3. **Operations:** The practitioner understands and can implement principles and procedures related to operation and care of resources, areas, and facilities.

4. **Fiscal Management:** The practitioner understands various techniques of financing, budgeting, and fiscal accountability.

5. **Promotions and Marketing:** The practitioner understands and has the ability to promote the agency, its services, and the profession through appropriate marketing, public relations, and promotion strategies.

6. **Communications:** The practitioner can utilize communication tools effectively, including computer technology, written and oral communication skills, and audio-visual techniques.

G. *Legal Issues and Risk Management:*

1. **Regulatory Standards:** The practitioner understands regulatory agents and processes and can demonstrate how to comply with professional, legal, and regulatory standards.

2. **Risk Management:** The practitioner understands the principles and practices of safety, emergency and risk management and can develop and implement risk management plans that assure the health and safety of participants and staff.

H. *Area of Professional Interest Competencies*

1. These are unique to each area of professional interest. Please identify one key concept from each of the classes related to your area of professional interest and discuss.
II. **Poster Presentation**

A. **Purpose:** The purpose of the poster presentation is to share information regarding your internship experience visually and orally with other interns, LYHS students, faculty, and (possibly) alumni.

B. **Content:** The poster presentation should focus on the highlights of your internship experience. You should include the following information:

1. A description of the agency or organization.
2. A description of your general responsibilities.
3. Specific highlights from the internship, including your internship project, programs you worked on, etc.
4. Major areas of learning or growth (you might get these from your goals, or they may simply be the 3-4 major things you learned from your internship).
5. Future plans: Where are you headed, and what will you be doing?

C. **Format:** The format of the poster should be as follows:

1. Background boards for posters should be self-supporting and will stand on a table top. Most office supply stores carry project display boards that you may want to use. The maximum size for the background board is 4 feet in width.
2. The poster itself should be as self-explanatory as possible. Though you will be standing nearby to talk with visitors to your “booth,” people should be able to look at your presentation and get a good sense of your internship experience without further explanation from you.
3. Keep in mind that people will be viewing your presentation from a distance of about 3-8 feet away. Therefore, we recommend a minimum of 24 point text for body/text, 36 point for headings, and 144 point or larger for the title.
4. For best readability, you should use sentence case or title case (i.e., both upper and lower case letters), rather than all caps.
5. Colors can be very helpful in helping the viewer read and understand your presentation. For example, you can mount all the conceptually related portions of the presentation (such as all the highlights) together on backgrounds of the same color, which cues the viewer to group those portions together. However, be careful not to use too many different colors in the same presentation, and remember the rule of dark text on light background/light text on dark background (dark on light is best).
6. Tables or figures (illustrations) should be as simple as possible and clearly labeled.
7. When working on the arrangement of your display, remember that you should align materials in columns rather than rows (i.e., go down, then across). It is suggested that you number the sections in order to help the viewer.

Further information on poster presentations can be found at http://www.ncsu.edu/project/posters/. Although the posters shown all present research findings, the tips are relevant for your presentations, and the layouts will provide some idea of what a poster should look like.

Additional information regarding use of fonts and design tips can be found at www.mvps.org/word/FAQs/Formatting/TypographyTips.htm.
III.

A. Purpose: The purpose of the portfolio is to create a collection of samples of your work from your internship experience, with an emphasis on your internship project. Your portfolio should serve as a resource you can use in future job interviews, something you can take with you to demonstrate the quality of your work to a potential employer.

B. Content: As part of your Senior Project grade, you will need to submit a portfolio demonstrating your work on your internship project. Examples of items you may include in your portfolio include:
   1. Program plans and schedules
   2. Event planning notes and details
   3. Brochures, flyers, and other promotional materials
   4. Resource manuals (volunteer, employee, etc)
   5. Surveys, needs assessments, and/or feasibility studies
   6. Grant proposals
   7. Progress notes for therapeutic recreation (*please maintain confidentiality of those served*)

C. Portfolio should be well-organized into sections and professionally bound.
[TITLE OF SENIOR SYNTHESIS PAPER]

A PAPER

SUBMITTED TO THE LEISURE, YOUTH, & HUMAN SERVICES DIVISION

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

for the course

SENIOR PROJECT

by

[STUDENT NAME]

[PERSON’S NAME, AGENCY SUPERVISOR]

[DR./MS./MR. PERSON’S NAME, UNI FACULTY SUPERVISOR]

[DR./MS./MR. PERSON’S NAME, UNI FACULTY ADVISOR]

UNIVERSITY OF NORTHERN IOWA

CEDAR FALLS, IOWA

[MONTH, YEAR]
Section IV

Internship Forms
INTERNSHIP ELIGIBILITY FORM

Instructions: This form must be completed prior to enrolling in Senior Project (LYHS 4090) and Internship (LYHS 4095). Meet with your academic advisor to complete the form.

SECTION I: STUDENT & INTERNSHIP INFORMATION (FILLED OUT BY STUDENT):
Name ___________________________ Today’s Date ___________________ 
Student ID# ______________________ E-mail ________________________ Phone ____________________

SELECTED INTERNSHIP SITE:
Agency ____________________________
Address ___________________________

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<thead>
<tr>
<th>Agency</th>
<th>Internship</th>
<th>Supervisor</th>
<th>(Name)</th>
<th>Title</th>
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Internship Start/End Date: ___________________________

SECTION II: QUALIFICATION FOR INTERNSHIP (FILLED OUT BY ACADEMIC ADVISOR):
Please note: Each requirement below must be successfully completed prior to enrollment in Senior Project (LYHS 4090) and Internship (LYHS 4095).

☐ Student has completed all academic requirements.
☐ Student has major GPA of 2.5 or above.
☐ Student has completed min. of 500 Professional Experience hours.
☐ Student is current on all required certifications.
☐ Site listed above has been approved by faculty advisor for placement for this student.

Based on the above information, I believe this student is eligible to enroll in Senior Project (LYHS 4090) and Internship (LYHS 4095) based upon satisfactory completion of the Seminar course and ALL other required courses.

Advisor __________________________ (Signature) Date ________________

Office Use Only: Comments:
Hold Removed ☐ Contract on File ☐ Grades Verified ☐
Confirmation Sent ☐ Materials on File ☐ Entered in DB ☐
☐ CTRS Copy on File ☐
**Instructions**: Please submit this sheet along with each biweekly report. There will be a total of seven (7) reports.

Report Number: __________

Work Period (Dates): From ______ to ______

Student Name: ____________________________________________________

Hours Worked: __________________________ No. of Days Absent from Work: ______

Reason: __________________________________________________________

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**Work Analysis**

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<th>Type of Work</th>
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<td>Observing</td>
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<td>Planning</td>
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<td>Meeting</td>
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<td>Leading</td>
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Supervisor Comments: ________________________________________________

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Agency Supervisor’s Signature (Required) ____________________________

Date: ____________________________
**WORK LOG SHEET**

Student Name ____________________________  Agency ____________________________

**Instructions:** Complete this form each day, filling in the date, the hours you worked, and a brief description of your accomplishments/tasks that day. Submit the forms every two weeks along with your cover sheet and written report. You may recreate this form as needed to ease transmission by e-mail.

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<th>DAY</th>
<th>DATE</th>
<th>HOURS</th>
<th>BRIEF DESCRIPTION OF TASKS</th>
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Agency Supervisor’s Signature ____________________________  Dat ____________________________
The purpose of this evaluation is to discuss with the student areas in which s/he excels, as well as areas that need improvement. From a professional perspective, please consider the student’s behaviors and attitudes in the conduct of her/his work. What could this student do to improve so as to become a quality Leisure, Youth, & Human Services professional?

We fully intend for this evaluation process to be a positive learning experience for the student. We anticipate that you will share this evaluation with the student in a face-to-face meeting. Please provide specific comments about the student’s strengths and suggestions for improvement in the following areas:

1. **Personal Appearance**: Is appropriately dressed and well groomed.

2. **Dependability**: Is reliable and punctual; completes assignments on schedule.

3. **Initiative**: Is able to think and work independently; is a self-starter.

4. **Communication Skills**: Has effective communication skills; strives for and attains quality in written and verbal expression.

5. **Personality**: Is enthusiastic, courteous, tactful, and friendly; displays concern for others; displays a sense of humor.

6. **Ability to Accept Criticism**: Is willing to accept suggestions, direction, and critical evaluation; is critical of own performance; strives for improvement.

7. **Relationships**: Relates well to other employees; relates well with participants.
8. **Leadership**: Conducts self well before groups; displays flexibility and ability to make decisions; displays mature judgment.

9. **Creativity**: Displays imagination; uses physical and human resources well; generates and implements new ideas.

10. **Programming Skills**: Can apply principles of programming to job.

11. **Evaluation Skills**: Evaluates programs effectively

12. **Conflict Resolution Skills**: Displays the ability to tolerate personal, academic, and/or job related conflict; is able to resolve personal, academic, and/or job related conflict.

13. **Supervisory Skills**: Displays basic supervisory skills; recognizes others for their performance; has ability to select quality personnel; keeps accurate records; is able to evaluate staff.

14. **Administrative Skills**: Displays an understanding of the budgetary process; understands the role of maintenance to program effectiveness; is able to apply research methods and techniques to analyze management problems.

15. **Additional Comments:**

---

**Supervisor’s Signature**  
**Date**

**Student’s Signature**  
**Date**

*Student signature indicates that the student has read and is aware of the information in this evaluation.*
The purpose of this evaluation is to help the student continue her/his learning experience. Plan an end-of-internship-experience meeting to share this information with the student. Please place a check in the appropriate box.

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<th>ITEM</th>
<th>STUDENT MEETS EXPECTATIONS:</th>
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<th>ITEM</th>
<th>STUDENT MEETS EXPECTATIONS:</th>
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<td>12. Conflict Resolution Skills: Displays the ability to tolerate</td>
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<td>13. Supervisory Skills: Displays basic supervisory skills;</td>
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<td>quality personnel; keeps accurate records; is able to evaluate</td>
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<td>staff.</td>
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<td>14. Administrative Skills: Displays an understanding of the</td>
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<td>budgetary process; understands the role of maintenance to</td>
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<td>program effectiveness; is able to apply research methods and</td>
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<td>techniques to analyze management problems.</td>
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15. If you had an appropriate position open, would you hire this    | Yes   | No    |
| student as a full-time Leisure, Youth, & Human Service professional|       |       |
| in your agency?                                                    |       |       |

Please explain your response:

16. Overall rating of this student’s performance during internship   | Unsatisfactory | Below Average | Average | Good | Outstanding |
| (circle one):                                                       |                |                |         |      |             |

17. Additional Comments:

Supervisor’s Signature: ____________________________________________  Date: __________________________

*Student’s Signature: ____________________________________________  Date: __________________________

*Student signature indicates that the student has read and is aware of the information in this evaluation.
# Internship Site Evaluation

**Circle One:** Spring    Summer    _______    (year)

**Student’s Name:** ____________________________    **Date:** ____________________________

**Agency Supervisor:** ____________________________

**Agency:** ____________________________    **Location:** ____________________________

Please rate your agency on the following:    **Unacceptable**  **Superior**

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<td>1.</td>
<td>Acceptance of you as a functional member of the agency.</td>
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<td><strong>Comments:</strong></td>
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<td>2.</td>
<td>Provision of opportunities for relevant experience in leadership, programming, supervision, administration.</td>
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<td>2</td>
<td>3</td>
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<td><strong>Comments:</strong></td>
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<td>3.</td>
<td>Cooperation of agency staff in providing professional growth opportunities through training sessions, conferences, and similar activities.</td>
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<td>4.</td>
<td>Assistance in helping you meet your goals and objectives.</td>
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<td>2</td>
<td>3</td>
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<tbody>
<tr>
<td>5.</td>
<td>Possession of needed materials (reference books, equipment, supplies, etc.).</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
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<tbody>
<tr>
<td>6.</td>
<td>Qualifications and professionalism of agency staff.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
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<tbody>
<tr>
<td>7.</td>
<td>Student/Agency Supervisor meetings (quantity, quality, timeliness).</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
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<tbody>
<tr>
<td>8.</td>
<td>Willingness to listen to your suggestions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
<td></td>
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</tbody>
</table>
9. List two strengths and two weaknesses of this site.

10. What was the best part of the experience?

11. What was the most disappointing/incomplete part of the experience?

12. What other information would you like to share with us?
Directions: For each element listed below, place a check mark in the appropriate column. A grade of “P” (pass) represents a passing grade, indicating that the student has satisfactorily demonstrated a *professional level* of expertise in that section. Sections marked “NC” (no credit) indicate that the work in that section is below professional expectations and is not acceptable. **ANY** and **ALL** sections identified as “NC” must be reworked and resubmitted before credit will be given for the assignment. Any work marked NC that is not resubmitted and graded as acceptable will result in the student receiving a No Credit grade the internship.

Possible Grades: Pass/No Credit

<table>
<thead>
<tr>
<th>BIWEEKLY REPORT (Date/Initials)</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Submitted on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cover page/time log complete and included</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First report includes contact information (phone, address, hours worked, etc.)</td>
<td></td>
<td></td>
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<tr>
<td>Due dates for internship reports and requirements logsheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals and Objectives General Description and Format Page</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of intern achievements and successes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of intern challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence relating internship experiences to previous academic coursework (identifies specific concepts and classes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discusses progress to date on goals &amp; objectives; lays out plans for next report period</td>
<td></td>
<td></td>
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<tr>
<td>Self-evaluation summary</td>
<td></td>
<td></td>
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<tr>
<td>Report illustrates critical thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing level is that of college graduate (grammar, composition, spelling, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Layout and appearance is professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report is signed by supervisor</td>
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</tbody>
</table>

Comments:
A clear statement of goals and objectives is required to guide the work of the intern through the internship experience. As indicated in Edginton, Hudson, Dieser & Edginton’s book *Leisure Programming: A Service Centered and Benefits Approach*, “the terms goals and objectives are often thought to be synonymous” (2004 p 166). They are not! *Goals* are broad statements that define the general aims or ends of the student’s internship experience. *Objectives* are specific statements that can be measured and often have some dimension of time. They must be specific, measurable, pragmatic, useful and linked to broader aims or ends, in other words, one’s goal statements.

In preparing one’s goals and objectives, the following example format is to be employed. Please note all objectives statements start with the word “To.” This is a SAMPLE PAGE. The requirement is for the intern to follow the same format as demonstrated on this page in stating one’s goals and objectives.

---

**Goals (SAMPLE)**

Increase the intern’s understanding and awareness of budget procedures

**Objectives (SAMPLE)**

To locate and review the intern’s agency budget and discuss it with the intern’s supervisor to determine how the budget is created, authorized and controlled within the first week of the internship experience.

To attend and document a formal decision making meeting by a policy, advisory or administrative group wherein budget issues are presented and discussed during the internship experience.

To understand and analyze the intern’s agency budget differentiating between cost (expenditures) and revenues as well as the type of budget employed by the conclusion of the intern’s fourth week.

To understand and analyze the agency’s strategies used to acquire fiscal resources by meeting with the organization’s Chief Administration Officer and/or Director to discuss methods of resource attainment by the intern’s sixth week.

To prepare a budget worksheet for an assigned program, event or activity to be directed under the supervision of the intern during the internship experience.

---

Student Name: ___________________________  Date: ___________________________

Graded by: ________________________________

Directions: For each element listed below place a check mark in the appropriate column. All elements of the Senior Project Synthesis Paper are to receive an A-F grade; the overall grade for this portion of the Senior Project grade reflects an average of the elements below. An “A” indicates the student has demonstrated professional excellence in her/his work; a “C” indicates that the student has performed at an average professional level in this assignment; an “F” indicates the work is below professional standards and is not acceptable. Any work marked “F” that is not resubmitted and graded as acceptable will result in the student failing the Senior Project.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>GRADE</th>
</tr>
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<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
</tr>
<tr>
<td>Includes appropriate introduction</td>
<td></td>
</tr>
<tr>
<td>Addresses core competencies thoroughly</td>
<td></td>
</tr>
<tr>
<td>Addresses competencies within area of professional interest thoroughly</td>
<td></td>
</tr>
<tr>
<td>Integrates academic competencies with professional experiences</td>
<td></td>
</tr>
<tr>
<td>Draws appropriate conclusions/includes appropriate reflection in process of analysis, synthesis and evaluation of experiences</td>
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<tr>
<td>Discusses future professional steps</td>
<td></td>
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<tr>
<td>Includes appropriate conclusion</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>Is error free (grammar, syntax, punctuation, spelling)</td>
<td></td>
</tr>
<tr>
<td>Uses appropriate style and tone</td>
<td></td>
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<tr>
<td>Follows APA (version 5) format (as appropriate)</td>
<td></td>
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<tr>
<td><strong>General Quality</strong></td>
<td></td>
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<tr>
<td>Is professionally prepared (layout &amp; appearance, visual appeal)</td>
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<tr>
<td>Reflects level of excellence expected of college graduate</td>
<td></td>
</tr>
<tr>
<td><strong>Overall Impression</strong></td>
<td></td>
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<tr>
<td>Final Grade</td>
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</tbody>
</table>

Comments:
# Internship Site Evaluation

## Poster Presentation Grade Sheet

Student Name: __________________________ Date: __________________________
Graded by: ________________________________________________

### Presentation Content (Required Elements)

<table>
<thead>
<tr>
<th>Required Elements</th>
<th>Included</th>
<th>Partially Included</th>
<th>Not Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Description of agency/organization</td>
<td></td>
<td></td>
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<tr>
<td>2. Description of general responsibilities</td>
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<tr>
<td>3. Specific internship highlights (internship project, programs, etc.)</td>
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<tr>
<td>4. Major areas of learning/growth</td>
<td></td>
<td></td>
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<tr>
<td>5. Future plans</td>
<td></td>
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</tbody>
</table>

### Presentation Format

<table>
<thead>
<tr>
<th>Presentation Format</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Visual appeal (graphics enhance presentation, headings, text, display attracts viewers attention, etc.)</td>
<td></td>
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<tr>
<td>2. Readability (able to read from 3-5 ft distance, able to clearly follow from one section to another, etc.)</td>
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<tr>
<td>3. Accuracy (grammar, spelling, charts, statistics, etc.)</td>
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</tbody>
</table>

### Overall Scores

<table>
<thead>
<tr>
<th>Overall Scores</th>
<th>Excellent (A)</th>
<th>Good (B)</th>
<th>Average (C)</th>
<th>Poor (D)</th>
<th>Unacceptable (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Content</td>
<td></td>
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<td></td>
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<tr>
<td>Overall Format</td>
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### Final Grade

Comments:

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37
<table>
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<tr>
<th>Item</th>
<th>Person Evaluating</th>
<th>% of Grade</th>
<th>Grade Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Synthesis Paper</td>
<td>Faculty Supervisor</td>
<td>35%</td>
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<tr>
<td>Comments:</td>
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<tr>
<td>2. Internship Project &amp; Portfolio</td>
<td>Faculty Supervisor</td>
<td>35%</td>
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<tr>
<td>Comments:</td>
<td></td>
<td></td>
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<tr>
<td>3. Poster Presentation</td>
<td>LYHS Faculty &amp;</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Faculty Supervisor</td>
<td></td>
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<tr>
<td>Comments:</td>
<td>Faculty Supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Quality of Biweekly Reports</td>
<td>Faculty Supervisor</td>
<td>10%</td>
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<tr>
<td>Comments:</td>
<td></td>
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</table>

Final Senior Project Grade

Final Internship Grade (circle one):  

C / NC

Faculty Supervisor