Internship Manual for Agencies

Department of Health Education and

Recreation

Southern Illinois University Carbondale
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I. INTRODUCTION

The Department of Recreation at Southern Illinois University at Carbondale was formed in 1953 to train recreational professionals for service in public, voluntary, private, and commercial agencies. The Department merged with Health Education in 1994 to become the Department of Health Education and Recreation. Undergraduate students majoring in recreation have a choice of two option areas; (1) Therapeutic Recreation, and (2) Leisure Services Management. Within these two options students may specialize in (1) Therapeutic Recreation, (2) Outdoor Recreation, (3) Park and Community Administration, or (4) Commercial Recreation.

The curriculum is built on a broad General Education foundation, offers professional courses within the Department of Health Education and Recreation, and draws from many related majors of the University for competencies and skills in the preparation of professionals for the recreation field. The curriculum emphasizes the practical as well as the theoretical aspects of recreation by offering supervised field experience, and internships in various recreational settings throughout Illinois and the nation.

In addition to a prescribed program of general education and professional course work, students are required to complete a 12 credit hour internship experience during their university studies. Through consultation with the coordinator of the internship program, students are placed in approved field training settings that will further their professional development by application of classroom concepts and information in actual work situations. These field experiences can take place during the fall, spring, or summer semesters.

II. PURPOSE OF INTERNSHIP PROGRAM

The internship program offers the student an opportunity to practice skills gained in the classroom by working within an agency. Modeled after teacher training programs, universally accepted by colleges of education, this period of supervised work-training permits the student to acquire practical information, to test various approaches to assigned tasks, and to consolidate classroom knowledge with practical experiences. An important factor in guaranteeing a successful internship is matching the interest of students with the mission and resources of the agency. Therefore, students are encouraged to thoroughly investigate the agency's mission programs and resources to determine how well it will meet their career goals.

An agency cannot tolerate inefficiency, irresponsibility, or other actions by staff and voluntary personnel that would destroy public confidence. By accepting an internship, the student becomes a functional part of the standards of both the agency and the university. What the student gains in personal experience depends both upon the
dedication of the agency supervisor and how much they contribute towards achieving agency objectives. The university requires all supervisors to have a college degree in Recreation or closely related field. NCTRC (National Council on Therapeutic Recreation Certification) requires a Certified Therapeutic Recreation Specialist (CTRS) supervisor in order for a student to become certified as a recreation therapist.

In addition to professional preparation, the internship is viewed as an aid in placing the student in a permanent professional position. By giving students the opportunity to perform under the observation of a practicing professional, they are able to build a set of references and work experiences required in applying for permanent jobs. To this end students are encouraged to select internships in locations and with agencies where they would like to work. No university restrictions are placed on salaries, in kind payments, or location of approved sites to permit maximum flexibility in agency selection. This period of supervised work-training permits the student to safely experiment and consolidate a set of professional skills needed to compete in the work force.

The specific purposes of the internship program for the student, the agency, and the university are:

- To broaden the student's concept of leisure and/or recreation therapy and provide experiences that will aid in the understanding of human behavior in recreation services -

- To provide the student an opportunity to discover their professional strengths and weaknesses, to learn practical skills, and to integrate these skills with their classroom skills so as to develop a set of professional approaches to job duties.

- To provide the student an opportunity to view a professional's individual management style, leadership skills, and professional philosophy.

- To provide the university with a work setting for evaluating student performance and professional preparedness.

- To establish and maintain communication between university staff and agencies in order to know current problems, challenges, and needs.

- To offer the practicing professional an opportunity to cooperate in the education of new professionals, and to evaluate students for potential professional positions.
UNIVERSITY COURSE DESCRIPTION

Rec 490 - 12 credits. Internship in Recreation. A supervised practicum experience covering a minimum of twelve weeks in a professional recreation setting. Students must complete a minimum of fifty clock hours for every semester hour taken (total of 600 hours). Emphasis on administrative, supervisory, teaching, and program leadership in the student's area of specialization. For undergraduate credit only. Must be taken during student's senior year. Prerequisites:

1. Completion of all requirements for major in Recreation
2. Maintain a 2.25 SIU grade point average.
3. Consent of supervisor as determined through interview and pre-internship application procedures.

III. GENERAL RESPONSIBILITIES OF THE AGENCY SUPERVISOR

The individual recognized by the Department of Health Education and Recreation as the agency intern supervisor is responsible for the student's internship training. This person is expected to offer instruction and supervision to the intern utilizing agency's operations to further the intern's professional competency.

Specific responsibilities of the agency intern supervisor include:

1. Interpreting the internship program to other staff members in preparation for the intern's arrival.
2. Orienting the intern to the agency and community, and acquainting the intern with the agency's basic philosophy, procedures, and mission.
3. Helping the intern establish his/her overall learning goals for the internship experience through a formal agreement.
4. Formally meeting with the intern on a weekly basis to review his/her report and objectives, answer questions, resolve problems, and/or review the intern's work schedule.
5. Identifying those activities which are available in the agency to meet the intern's needs and interest. Then develop a work schedule encompassing the intern's experience; during the entire internship.
6. Permitting intern, as time is available, to investigate other agencies and programs in the area.

7. Observing the intern's on-the-job performance as often as possible and providing support, constructive suggestions, and interpretation of the intern's experiences.

8. Notifying the Internship Coordinator as soon as possible if he/she believes the intern is experiencing difficulty in accomplishing the internship.

9. Providing the intern with diversity of assignments which include activities in program planning, leadership, supervision, and management.

10. Assisting the University Intern Coordinator by:

   a. Signing intern's weekly reports, validating the hours and content of their work.

   b. Formally evaluating the student at mid-semester and end of the semester. Evaluation sheets will be provided. Regardless of the evaluation format, the faculty request that each student be awarded a numerical grade since this is required for academic credit.

IV. GENERAL RESPONSIBILITIES OF STUDENT INTERN

To the Agency

1. Should act in a professional manner both on and off the job, and treat the internship like a full time job.

2. Follow policies and procedures outlined by the agency, and meet all scheduled commitments and arrangements made in connection with assignments.

3. Establish goals that will be accomplished by the end of the internship. These must be accepted and signed by the agency supervisor and student.

4. Work a minimum of 600 hours and at least 12 weeks to receive 12 university credits. The agency program and assignments may cause an alteration of the length and time-expected within the internship, and may also alter starting and ending dates of the internship.
To the University

1. Complete and the return during the first week of internship, goals and objectives the student wishes to accomplish, with a copy given to the agency.

2. Submit weekly reports as required by the Department of Health Education and Recreation.

3. Submit a final evaluation of the internship to the University Internship Coordinator.

V. GENERAL RESPONSIBILITIES OF THE UNIVERSITY INTERN COORDINATOR

Specific responsibilities of the University Intern Coordinator include:

1. Supervising arrangements for and giving final approval of all intern placement assignments.

2. Keeping in close contact with the agency supervisor regarding the progress of each student, and being available to the agency supervisor for consultation on questions related to professional courses and the intern program.

3. Representing the university in all official arrangements with cooperating agencies in the conduct of the internship program.

4. Monitoring the intern's experience and being available for consultation with either the intern or agency personnel.

5. Reviewing and responding to all intern reports and making recommendations as deemed appropriate.

6. Sending the agency supervisor at mid-semester and at the end of the semester an evaluation to complete on the intern's progress, and reviewing completed evaluations.

7. Assigning the final grade to the student based 57% on the agency supervisor's evaluation and 43% on the student's reports.
VI. CREATIVE INTERNSHIP EXPERIENCES

Often, supervisors request suggestions for additional student intern responsibilities. Here are some ideas you may want to consider using as time permits. We understand that you'll need to take each student's strengths and abilities into consideration, as well as your own agency's opportunities and resources.

- Visits to other facilities/departments either under your jurisdiction or with similar services.

- Interviews with professionals within your agency or in agencies within your geographic area to learn about their leisure/service or recreation therapy philosophies and/or specific management of challenges, programs, etc.

- Attendance at appropriate conferences, workshops, seminars, exhibits, demonstrations, board meetings, advisory council meetings, etc. - Critiques of flyers, news releases, special events, facilities, specific programs, treatment programs, assessment formats, leadership styles, etc.

- Revision or creation of flyers, displays, brochures, and audio, visual, or videocassette works for promotional or educational purposes. This could include writing, casting, editing, and presentation of the materials.

- Visits to schools, nursing homes, day care centers, senior centers, PTA meetings, civic get-togethers, etc. to talk about your agency's programs and services to appropriate populations.

- Special event involvement. Encourage interns to work on a specific aspect of a special event from start to finish. Let them experience a variety of aspects each time; planning, programming, publicizing, evaluating, and coordinating.

- Outside reading to not only increase the students understanding but, through sharing, increase you and/or your staff's understanding as well. This could include researching a specific disability, studying demographic changes that may influence your agency's provision of service, medical terminology, or adaptive technology.

- Inclusion in the preparation of meeting materials and in the conduction of the meeting(s), as well as critique or evaluation of the meetings.

- Coordinating volunteers for special events or overall programming including training, evaluating, and acting as a resource person for them.
Department of Health Education and Recreation  
REC 490 Internship  
Spring 2015  

Instructor: Dr. Steve Weaks  
Office: Pulliam 216B  
OFFICE (direct): 618-453-3242  
OFFICE (general): 618-453-2777  
CELL (if urgent): 618-559-8513  
E-MAIL: sweaks@siu.edu  
FAX: 618-453-1829 (in operation M-F 8:00-12:00/1:00-4:30)  

Course Description  

Supervised practicum experience in a professional setting. Emphasis on administrative, supervisory, teaching, and program leadership in the student’s area of specialization. For undergraduates credit only. Must be taken in senior year. Prerequisite: completion of all requirements for major in recreation or consent of course coordinator; 2.25 SIU GPA

II Professional Competencies

8.07 Understanding of contemporary professional issues and how they impact the delivery of leisure services  
8.08 Understanding of the concept of a profession and professional organization as related to leisure services  
8.09 Understanding of ethical principles and professionalism as applied to all professional practices, attitudes and behaviors in leisure services delivery  
8.11 Understanding of and ability to use diverse community, institutional, natural and human service resources to promote and enhance the leisure experience  
8.14 Ability to promote, advocate, interpret, and articulate the concerns of leisure service systems for all populations and services  
8.16 Ability to organize and conduct leisure programs and services in a variety of settings  
8.27 Ability to formulate, plan for implementation, and evaluate extent to which goals and objectives for the leisure service and for groups and individuals within the service have been met.  
8.28 Knowledge of marketing techniques and strategies  
8.29 Understanding of the concepts of organizational behavior, accountability, interpersonal relations, and decision-making strategies
8.30 Understanding of and ability to apply personnel management techniques, including job analysis, recruitment, selection, training, motivation, career development and evaluation of staff and volunteers

8.31 Understanding of and ability to implement principles and procedures related to operation and care of resources, areas, and facilities

8.32 Understanding of various techniques of financing, budgeting, and fiscal accountability

8.34 Ability to utilize effectively the tools of communications, including technical writing, speech, and audio-visual techniques

8.40 Internship, essentially a full-time continuing experience in a leisure service assignment, of at least 600 clock hours over an extended period of time, not less than 10 weeks (If an option is accredited, the internship should be directly related to such option.)

III Course Objectives
Upon completion of this course the student will:

1. Develop an awareness of the career management process by developing continuing professional education goals that should be accomplished during the internship.
2. Develop a deeper appreciation for establishing and achieving weekly work goals.
3. Improve skills for writing clear, concise work progress reports.
4. Develop knowledge of recreation programming techniques for a selected specialization
5. Develop an awareness of professional ethics and professional relations
6. Acquire knowledge of professional organization in select specialization's
7. Develop an understanding of the planning, budgeting, and personnel management process required in a leisure service delivery organization

IV Course Requirements
1. Completion of all requirements for major in recreation and 2.25 grade point average.
2. Presentation of portfolio with sufficient documentation such as; certifications, professional work/volunteer experiences, references, professional conferences, and evidence of computer skills.
3. Two interviews with internship coordinator; a. two semesters before internship and b. one semester before internship.
4. Signed internship agreement with agency, preliminary internship learning goals, evidence of liability insurance, application for graduation, and release approval from academic advisor.
5. Final internship learning goals reviewed and signed by internship site supervisor the first week of work.
6. Completion of 600 work hours with maximum of 10 hours per day and 40 hours average per week over a 12-15 week period. Weekly reports required for all time worked.
7. Midterm and final evaluation by site supervisor.
8. Student evaluation of internship site and university internship coordinator.
Grading Criteria

1. You will be graded on a total of 350 points with the following distribution:
   - Mid-term Evaluation: 100 points
   - Final Evaluation: 100 points
   - Weekly Reports to University Supervisor: 150 points
     (15 reports covering the minimum required 600 hours)

2. The Grading Scale will be as follows:
   - A = 315 - 350 points
   - B = 280 - 314 points
   - C = 245 to 279 points
   - D = 210 to 244 points

3. Report Grading Criteria:
   Work hard on developing good report writing skills. Weekly progress reports must be neat,
typed, and in the standard report format that has been given to you. The report should be free
of any spelling errors and contain good composition with acceptable grammar, content, and
length. Reflect on the past week's activities: include enough detail so the reader clearly
understands, but don’t overwhelm the reader with trivial information. Include a breakdown
of dates and hours. Remember that university guidelines allow a maximum of ten (10) hours
per day as valid internship hours.

Course Procedures

1. Report Due Dates: Please email or FAX (618-453-1829) your reports weekly beginning with the
   first Tuesday after you begin your internship. (Tuesday due date can be moved to another day if
   that is more convenient, but once a day is selected it stays the same for the whole internship.) If
   you begin your internship mid-week, then your first report will cover only part of a week. DO
   NOT wait until the end of the first full week and add prior days. They should be emailed or
   faxed by each Tuesday (or agreed upon day).

SUPERVISOR’S REVIEW & APPROVAL

The student is asked to review each report with the site supervisor before it is submitted and discuss its
contents. The student is encouraged to discuss with the supervisor what they learned (or why they didn’t
learn). The supervisor should be asked to approve the work objectives for the next report and be sure
these are appropriate to what you need to learn at the work site. Supervisors must send an email
message, fax, or phone message to the university supervisor approving each report as soon as they
have reviewed it with the student. University supervisor will not grade the report until they receive
confirmation from site supervisor. If situations arise whereby your supervisor is not available to sign
off on a particular weekly report (e.g., vacation, conference, etc.) let me know what’s going on and we
will make appropriate arrangements.

For each day late on the email or FAX, a report grade will be lowered two (2) points. All reports, hours
and evaluations must be completed and in to me no later than May 11th 2015. Be aware that NO
INCOMPLETES are given for Fall Internships.

2. Student-University Internship Supervisor Communication: Phone tag drives everyone crazy. If
   you need a simple question answered send me an e-mail or fax. If you have any more complicated
   concerns first try calling me at my direct phone number. If I am not in the office, please leave a
   message with the best times to reach you. I will call you back as soon as possible.
Emergency Procedures:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
FORMAT REQUIREMENTS
FOR INTERNSHIP PROGRESS REPORTS

HEADER AT TOP OF REPORT

Student’s Name ______________________________

Dates Covered in this Report ____________________  Report Number ________________

Hours Worked for the Week (should be approximately 40) ______________

Total hours worked to date _________________

SECTION I – PROFESSIONAL GROWTH

Each work period you are required to set 3-5 work objectives. For each of these objectives, very briefly describe the work you did this week and then, in some detail, what you learned from this work. (Put the number of each objective at the beginning of the paragraph) Provide enough detail so that I clearly understand what work you were doing, but skip trivial points. Be sure to include comments on how you felt about what you learned, how the knowledge will help you professionally. Section I of the fieldwork report should be 250 words in length; enough detail to clearly communicate, but not too much to overwhelm the reader.

SECTION II – CHALLENGES ENCOUNTERED

Often times, students hesitate to describe problems encountered during their fieldwork because they feel it indicates failure on their part. This is hardly the case for it is important that, as professionals, you develop the ability to analyze problems. In this section describe any difficult challenges and/or tasks that you felt were not completed to your satisfaction. Then, either describe solutions you used to solve the problem or the lessons you learned from the total experience. (You may not have encountered any challenges during a reporting period. In this case please don’t make up comments for this section; just say no challenges encountered. However, in the course of your internship experience, you should encounter at least some situations to write about.)

SECTION III – SIGNATURES

Your supervisor must read the report and approves of your hours. You must have your supervisor send an email message or fax to the university internship coordinator each time you submit a report. Without this your report will not be counted.

SECTION IV – WORK OBJECTIVES FOR THE NEXT REPORT

In this section list the work objectives for the next work period. Discuss these work objectives with your supervisor to be sure they fit into your work schedule. Make this the last section of your report so I can tear it off, put it in your file, and look for the objectives in Section I of the next report. Please number your objectives so I can look for these numbers in Section I of next week’s report.
REC 490 STUDENT INFORMATION

NAME __________________________________________________________

ID NUMBER _____________________________________________________

ADDRESS DURING INTERNSHIP:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

LAND LINE PHONE DURING INTERNSHIP: ____________________________

CELL PHONE DURING INTERNSHIP:           ____________________________

E-MAIL ADDRESS DURING INTERNSHIP:   ____________________________

STUDENT PERMANENT ADDRESS:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

STUDENT PERMANENT PHONE:         ____________________________

ADDITIONAL INFORMATION AS NECESSARY
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
SOUTHERN ILLINOIS UNIVERSITY
DEPARTMENT OF HEALTH EDUCATION AND RECREATION
INTERNSHIP AGREEMENT
RECREATION 490

This form is to be completed and returned to the University Advisor PRIOR to reporting to the agency.

The ______________________________________, __________________________________
(Name of Agency) (Agency Address)

________________________________________
(Agency City/State/Zip) (Name of Student)
agrees to accept

as an intern from Southern Illinois University under the following conditions:

Starting Date: _________________ Termination Date: _________________

Student's Minimum Hours Per Week Required: __________________________
(600 hours are minimum internship requirement)

Skills student will learn ______________________________________________
_________________________________________________
_________________________________________________
_________________________________________________

Agency Supervisor Name and Title: ________________________________

Agency Phone Number: ______________________ Fax Number: ________________

Supervisor's email ________________________________

N.C.T.R.C. Certification Number (TR settings only): __________________

Certified Leisure Professional Expiration Date: ______________________

Liability Insurance (Check One) _____ Provided by Agency _____Not Provided by Agency
(Is student protected if your agency is sued?)

Agency Representative ____________________________________________
(Signature) (Date)

Student ______________________________________
(Signature) (Date)

Approved ____________________________________________
(Internship Coordinator) (Date)