

University of Minnesota

College of Education and Human Development

School of Kinesiology

REC 3796

SENIOR INTERNSHIP MANUAL

Recreation, Park, and Leisure Studies

224 Cooke Hall
1900 University Ave SE
Minneapolis, MN 55455
(612)-625-5300
(612)-626-7700 fax
<http://www.cehd.umn.edu/kin/recreation>

Introduction

This manual is designed to facilitate this three-way partnership. This internship guide is a composite of the efforts of many former students, supervisors, and faculty who have shared the good and the bad experiences that made up their own internship.

WHAT IS THE UNIVERSITY OF MINNESOTA, DIVISION OF RECREATION AND SPORT STUDIES?

At the University of Minnesota, Recreation, Park and Leisure Studies is a part of the School of Kinesiology within the College of Education and Human Development. The main office is located in Cooke Hall, on the Minneapolis campus. The phone number is (612)-625-5300.

The professional degree program is designed to give the students ample latitude to develop their own interests and to meet their own needs while preparing for future employment in a wide variety of leisure service agencies. In addition to the core and elective recreation courses, the student may select classes from a multiple of disciplines. Typically these classes are in education, communications, youth studies, forestry, business administration, sociology, psychology, biology, the arts, kinesiology, social work, political science, economics, public health, botany, and geology.

The goal of the program is to prepare the student for employment in a leisure service agency. The student must develop skills in the following areas of recreation:

- assessment and evaluation
- administration
- program planning
- supervision
- financing
- public relations
- direct client services
- group work
- facility planning
- facility management
- agency planning and research

These same areas should also be the focus of the internship.

WHEN IS THE STUDENT PREPARED TO START THE INTERNSHIP?

The internship may be initiated after the student:

- has completed 100 hours of documented paid or volunteered recreational field work experience at a least two different agencies
- has entered the senior (last) year
- is in good academic standing (meets minimum GPA requirements, not on probation)
- has the approval of his/her advisor
- has completed the required core courses:

- Rec 1501	Orientation to Leisure and Recreation	3 cr.
- Rec 3281	Research and Evaluation in RPLS	4 cr.

- Rec 3541W	Recreation Programming	3 cr.
- Rec 3551	Administration and Finance of Leisure Services	4 cr.
- Rec 3601W	Leisure and Human Development	3 cr.
- Rec 5271	Community Leisure Services for Persons with Disabilities	3 cr.
- Rec 5801	Legal Aspects of Sport and Recreation	4 cr.

What is an Internship?

Throughout history an apprenticeship within a profession has been a means by which people learn a vocation. Today, practical pre-service experience is not limited, for example, to the professions of medicine and carpentry. Internships are found in almost all of the pragmatic disciplines.

In the field of recreation and park administration the internship is an in-depth supervised field experience where the student can apply her/his classroom learning. Both the field and the classroom phases make up the total academic education curriculum.

Above all else the agency must remember that the student is just that a student. S/he comes to the internship with many skills. However, before this student is ready to take her/his first professional job, these skills must be refined. This is the primary objective of the internship.

WHAT AGENCIES CAN QUALIFY AS INTERNSHIP SITES?

The University will consider any agency that can meet the following criteria:

- be a part of the leisure service delivery system
- demonstrate willingness to provide the supervision and type of experience required by the individual student
- have professional and supervisory staff capable of supervising the intern
- provide adequate access to resources necessary to delivering leisure service
- be capable of providing information required by the student
- be capable of conducting an orientation program for the student
- offer a range of programs and services in relationship to the student's professional objectives
- demonstrate a willingness of the agency to accommodate the student's career objectives in setting up the internship experiences
- accept the student as a professional, contributing member of the staff.

It must be remembered that the internship is a student centered experience; therefore every agency is not appropriate for all student.

MAY THE INTERNSHIP BE TAKEN OUTSIDE THE METROPOLITAN AREA?

The internship may be taken at agencies outside of the metro area including agencies not in Minnesota. **These internships must be formally approved by the faculty advisors of the Recreation, Park and Leisure Studies.**

Arrangements for internships takes time, therefore, the student must start planning at least one semester before the internship. The student must be capable of working independently and persistent in securing the placement. It is the responsibility of the student to select and pursue the placement at the agency of choice. Once an application has been submitted to an agency, follow-up contact should be done by the student in order to secure the position.

HOW LONG IS THE INTERNSHIP?

At the University of Minnesota the internship shall be:

- 405 total hours (approximately 10 weeks)
- this should be considered a "full time" work experience

- 40 hours per week is preferred. Students may request to work fewer than 40 hours a week if it is agreeable to the agency. This would extend the number of weeks in the internship. Students must work a minimum of 20 hours per week. The start dates and end dates do not need to coordinate exactly with the start and end dates of the semester in which you are registered.

WHAT ARE THE EXPERIENTIAL GOALS OF AN INTERNSHIP?

Depending upon the student's needs and the type of agency, the student together with the assistance of the agency supervisor and the instructor may incorporate the following suggested experiential areas into the student's individualized internship goals.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Programming
planning
operation
evaluation | <ul style="list-style-type: none"> • Facility Design and Development
specifications
cooperation with other professionals
model development innovation |
| <ul style="list-style-type: none"> • Agency research
design
implementation
evaluation | <ul style="list-style-type: none"> • Personnel Practices
job description
staff evaluation
hiring |
| <ul style="list-style-type: none"> • Maintenance
materials
work schedules
equipment
indoor/outdoor areas and facilities | <ul style="list-style-type: none"> • Professional Development
conferences
writing articles
advocacy
code of ethics
meetings |
| <ul style="list-style-type: none"> • General Administration
financial management budget
analysis techniques
record keeping | <ul style="list-style-type: none"> • Planning and Control
goal setting
policy procedures
efficiency measures |
| <ul style="list-style-type: none"> • Marketing and Public Relations
client involvement
publicity (brochures/flyers)
speaking
reporting | <ul style="list-style-type: none"> • Leadership
program
staff
community
direct client service |

A combination of these areas should provide the student with a total exposure to all phases of the agency.

In addition, the student, guided by the agency supervisor, should select a project for which s/he will have total responsibility. The project should be unique to the student, and should provide a task that can be worked on when her/his schedule gets slack. It should provide a finished product that the agency can use. The project provides the intern with an opportunity to demonstrate her/his problem solving and communication skills.

There are times during the internship when the goals of the agency and the goals of the internship may be in conflict. In this situation the following policy must be upheld:

- The internship is a learning experience
- The role as a student is primary; the role as an employee is secondary

Agencies accepting internship responsibilities should fully understand that internship students are only to be required to perform tasks, which directly fulfill the internship goals. Using interns, for example, as file clerks or unskilled laborers is not in harmony with the internship agreement.

WHAT ARE THE RESPONSIBILITIES AND REWARDS OF THE INTERNSHIP?

The Practicum Manual: A Guide for Students, Faculty and Administrators published by the National Recreation and Park Association outlines the following:

For the Student

Responsibilities

- Accept and adhere to the rules and regulations governing the internship agency/institution
- Become an integral part, responsible, loyal, and participating member of the agency staff
- Set mutually satisfactory, feasible goals and objectives with the agency supervisor
- Conduct her/himself professionally and personably at all times in contact with staff and clientele
- Complete all academic responsibilities on time and to the best of her/his ability
- Strive toward higher levels of personal and professional growth and fulfillment
- Use the agency supervisor as a model of appropriate behavior and dress

Rewards

- Come into contact with potential employers within and outside the internship agency
- Initiate favorable professional and personal relationships
- Undertake challenging and stimulating tasks which often entail significant contribution to the quality of life for persons served by the agency
- Come to a fuller realization of his /her strengths and weaknesses
- Identify ways to become more proficient and confident;
- Enter the professional world gradually under competent supervision and guidance
- Have the opportunity to expand professional preparation experience far beyond the potential inherent in classroom and textbook activities

For the Internship Agency

Responsibilities

- Provide fully qualified supervision
- Determine *with the student* the type of learning experiences which are mutually beneficial and rewarding and which provide challenge, growth, and success for the student
- Prepare the agency staff for the arrival of the student
- Orient the student to the philosophy, policies, programs, and services provided
- Cooperate with the University in evaluating the internship program
- Provide input into the Division curriculum development process
- Evaluate the student's performance and the degree to which the student meets the stated goals and objectives set by that student for her/himself
- Integrate the student at all appropriate levels as a fully functioning participant in the agency activities, projects, and programs

Rewards

- Opportunity to contribute to the quality of professional leadership in the recreation and park profession
- Opportunity to shape the direction of professional preparation in line with manpower and performance requirements
- Expanded ability to serve clientele through the contributions of the intern
- Opportunity to evaluate prospective employees
- Opportunity to coincidentally improve in-service training for permanent employees
- Access to University resources
- Opportunity to establish cooperative relationships which extend beyond the internship program;
- Participation in the educational mission and process

For the University

Responsibilities

- Set the climate and philosophy which influence student and agency interaction
- Set goals and objectives for the internship based on input from faculty, students and practitioners
- Maintain a curriculum which prepares the student for the internship
- Assist the student in identifying, evaluating, and selecting an internship site
- Determine the procedures by which the internship
- Orient the student and the agency supervisor prior to the internship
- Administer all forms necessary to maintenance of the internship system
- Determine the procedures by which the internship will be administered
- Develop and supervise a system by which the student's work will be evaluated
- Facilitate on-site supervisory conferences between the student, the agency, supervisor, and the faculty member

Rewards

- Improve the educational process and enlarge the scope of the professional curriculum
- Provide a laboratory for application of theoretical knowledge
- Provide an environment enabling the faculty to assess the quality and relevance of the classroom courses
- Provide an additional measure of a student's competency
- Enable University community to maintain liaison with the professional and residential communities in which it exists and to which it provides manpower
- Facilitate sharing of resources and pursuit of common goals with professional agencies and institutions

FOR THE STUDENT – After Placement

The student is responsible for the following papers:

PAPER ONE: Due 2-3 weeks after beginning the internship.

1. Student should develop a combination of 12-15 total of goals and objectives that they would like to accomplish during the internship. See example at end of manual.
2. Overview of agency programs, services, and facilities.

PAPER TWO: Due midway through the internship

Examine your goals and objectives to determine which ones you have completed and which you should plan for during the remainder of the placement. Write a 2-3 page summary of your experiences thus far. This is an opportunity for you to take some time to reflect on what you have accomplished and the skills that you are developing. These will be the bullet points on the resume that you will be building as you prepare to enter the job market.

PAPER THREE: Final paper at conclusion of experiences. 2-3 page summary of the remaining goals and objectives since the mid-point summary. Also include an evaluation for the agency and whether or not you would recommend this location to other students.

FOR THE AGENCY – Prior to Placement

Meet with the intern prior to her/his actual arrival to formulate the general internship objectives;

Step A: Preparing the agency for the intern's arrival:

1. Review the agency's internship policy
2. Find a desk area for the intern to work at and call her/his own.
3. Locate any printed materials which will help the student prepare her/his initial agency report: agency descriptions
 - purpose
 - facilities
 - programs
 - services
 - clientele
4. Notify agency staff of the arrival of the intern and what s/he will be doing. Special clarification should be given to professional and support staff who will be working directly with the intern
5. Review potential special projects that the interns can do on her/his own and thereby Make a special contribution to the agency

FOR THE AGENCY – After Placement

The agency is responsible for the evaluation of the intern. The evaluation forms should be completed at the end of the experience and returned to the University within one to two weeks after completion of the internship. A grade will be submitted once all three student papers **and** the supervisor evaluation is completed and received.

FORMS USED IN THE INTERNSHIP

PRE-INTERNSHIP EXPERIENCE DOCUMENTATION (minimum of 2, one for each of two agencies)

REQUEST TO DO SENIOR INTERNSHIP

PLACEMENT INFORMATION

AGENCY EVALUATION

SOME COMMON QUESTIONS

HOW IS THE STUDENT GRADED?

The student is assigned a satisfactory (S) grade or a not satisfactory (N) grade. The Internship Coordinator assigns the grade. This grade is based on the agency and the University's evaluation of the student's total work during the internship semester.

HOW ARE EVALUATIONS SHARED?

During the internship all evaluations are "open." "Open" means that no information is kept secret from any of the three partners. This not only facilitates the development of trust, essential in any relationship, but also gives the student opportunity to practice giving and receiving constructive criticism, which is essential to professional growth. Copies of all reports should be given to the Internship Coordinator and to the agency supervisor. Reports will be reviewed during the on-site visits.

WHAT ARE ON-SITE VISITS?

The on-site visit is an opportunity for the student, her/his agency supervisor, and the Internship Coordinator to "touch base." It is a time that all three partners will be able to examine how the internship is going and if both the student and the agency are pleased with the progress. The visit is scheduled midway through the internship.

WHAT IF A PROBLEM DOES EXIST?

Problems may develop during the internship. Solving them is part of the learning experience. The intern and supervisor should attempt to solve the problem on their own levels. If this cannot be done, the University supervisor should be contacted immediately.

WILL I HAVE ANY ADDITIONAL EXPENSES DURING MY INTERNSHIP?

Other interns have reported that they have had additional mileage (which may be reimbursed), work attire and occasional lunches or dinners that you will have to eat out. It is important when choosing your internship site to *also* evaluate how much additional expenses you will have if you do your internship at this site.

HOW WILL I KNOW HOW TO DRESS AT MY INTERNSHIP SITE?

A good rule of thumb: dress like your internship supervisor. On the job neatness counts!

WHAT ABOUT TRANSPORTATION?

Current intern who do not have automobiles readily accessible have suggested that you discuss the status of your transportation with the agency when you are interviewing. Some agencies presume that an intern will have transportation that they will use during the internship day.

Not every internship requires such transportation. Nonetheless, this should be an important factor in determining the internship placement.

Examples of Goals and Objectives

Goals and objectives should be specific and measurable. They should be developed with your supervisor, as these goals and objectives will be the basis for both the mid-internship site visit, and your final paper and supervisor's evaluation. Remember when writing goals and objectives, they need to be measurable, meaning that you know whether or not that goal has been completed. Did you attend a city council meeting, yes or no? There should be a **total** of 12-15 combined goals and objectives written for your experience. (ex. 4 goals with 3-4 objectives each or 6 goals with 2-3 objectives each) Below are some **examples** of goals and objectives we would expect to see in the first paper:

Goal 1: Assist in the planning of the summer youth camp program.

Objective I: Design flyer / brochure for distribution

Objective II Attend weekly planning meetings

Objective III Evaluate staffing and resource needs for the camp

Goal 2: Design an environmental education activity for the summer youth camp.

Objective I: Attend 3 different EE programs to obtain ideas for program planning and delivery

Objective II Present activity plan for approval, by June 30

Objective III Develop resource and budget plan for the activity, by July 14

Goal 3: Learn the business operations of the department.

Objective I Attend at least 2 board meetings during the summer

Objective II Spend one hour per week with department accountant to learn the financial operations

Objective III Work the customer service desk 4 hours per week to learn this aspect of the leisure service delivery system