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Introduction

Otterbein University offers internship opportunities to qualified students who seek a learning experience that integrates their formal academic preparation with a semester-long work experience. The objective of the internship program is to further the student’s development of a central core of values, attitudes, skills and information related to the world of work through experiences outside the classroom or campus environment. In addition to providing the students with the opportunity to add depth and relevance to the more traditional classroom work, internships enhance classroom learning by accessing the city's resources, enabling students to gain a sense of different career fields and of specific jobs within these fields, as well as allowing students to improve upon their job search, networking, and interviewing skills.

Otterbein University’s strength in this area includes depth of prospective internship site offerings due to our location near Columbus and its surrounding communities. There are many opportunities for students to gain access to a wide variety of work settings in their chosen field of Allied Health. There are numerous places where personnel are qualified to supervise the student interns. Student interns are afforded opportunities to gain an understanding and an appreciation of the roles, duties, and responsibilities of a professional in an Allied Health field.

The Internship is considered to be one of the five Cardinal experiences at Otterbein University. An internship is a graduation requirement for the Department of Health and Sport Sciences’ Allied Health majors. Whether exploring a potential career or studying more deeply in a specialized academic area, Otterbein University student interns use Columbus’ rich resources for their own benefit and translate their learning into course credit.

This Internship Guidelines Manual is written for the Department of Health and Sport Sciences’ Allied Health majors, faculty advisors, and site directors/supervisors. It is intended to assist everyone in understanding the policies, procedures, roles, and expectations of an internship program. In order to meet Otterbein University’s internship requirements, student interns must:
- develop a learning contract;
- have that learning contract approved by the internship faculty advisor and department chair;
- maintain contact throughout the internship with the site director/supervisor to evaluate their progress of the work;
- produce evidence of new learning and insights gained from the internship; and
- evaluate the internship experience in a well-developed report form.

What is an Internship?

Since internship experiences are usually at or near the end of classroom work, sponsoring organizations expect students to be familiar with textbook knowledge and in a good position to apply it proficiently. Completion of internships at the end of classroom education may be advantageous to students to garner a relationship with a professional in their chosen field of graduate study. This will assist with networking and provide the students another resource for graduate school recommendations. For those who are not ultimately in pursuit of a graduate degree, the Internship may serve as a valuable resource for employment opportunities. Internship opportunities are available during the entire calendar year.

***NOTE: A student cannot receive credit for a regular job that he/she is about to start. Under no circumstance will a student be allowed to receive internship credit for existing employment.***
Aims and Objectives of an Internship

The major purpose of an internship is to provide the student with practical background experience in a setting where learning is the primary objective of that experience. This experience should have as its aim, the enhancement of the professional growth of the student and the furthering of his/her understanding and appreciation of the role of the professional and of the purposes and programs of the internship organization/agency. The internship will provide a means for determining the student’s strengths and weaknesses and an opportunity for the student to mature, practice, improve, and evaluate skills, techniques, principles, and theories that s/he has been exposed to during his/her years on Otterbein’s campus.

The specific goals of an internship program for the entire Otterbein University community include:
- applying, evaluating, testing, and integrating academic knowledge and theoretical concepts in a work setting;
- developing and expanding the student’s knowledge about him/herself and his/her abilities, goals, and career interests in a work setting;
- expanding the student’s awareness of the world beyond the college campus by being exposed to a variety of careers, disciplines, lifestyles, and environments; reducing intellectual and geographical parochialism;
- gaining access to knowledge and equipment not available on the college campus;
- getting the student to take a greater responsibility for their education and life; develop self-reliance, personal style, values and beliefs in a manner consistent with becoming a responsible and productive individual;
- gaining experience in the discipline and discriminatory use of evidence in making decisions and solving problems in a work setting;
- gaining practical experience under qualified professional supervision, including periodic evaluations and feedback;
- providing an opportunity to supplement and/or redirect classroom experiences.

Why do an Internship?

Internship programs are becoming more common on liberal arts campuses because experiential learning is being seen as an effective curricular tool. Internships are also, perhaps, the only way to maintain a commitment to the liberal arts education and still adequately train students to take on a responsible role in an ever-changing society.

What is it about an internship that is so valuable? Why should a student be required to complete one? An internship provides a variety of benefits for the students including:
- applying what the student learned in the classroom to the working world;
- providing valuable work/observation experience that graduate schools seek when admitting new students;
- allowing the student to explore selected career fields/jobs through first hand experience;
- adding to the student’s resume;
- developing job search skills;
- securing references for graduate schools;
- building transferable skills (skills that every organization will want you to have such as: professional attitude, communication, human relations, group work, etc.);
- sparking a new career interest or direction;
- building a network of people in a given field;
- increasing the development of decision-making and analytical skills through experience in actual work environments;
- creating a better understanding of theory by its actual application in practice;
- learning more about their own strengths and weaknesses;
- learning what it means to be a professional;
- awarding academic credit toward fulfillment of the student’s degree requirements;
- assessing the internal dynamics of a corporate, clinical, commercial or community health/fitness setting
- formulating professional behavior appropriate to the profession;
- formulating interpersonal and professional communication skills; and
- evaluating Allied Health professions as a career choice.

**Academic Policies Regarding Internships**

1. Internships are planned and supervised learning activities which take place outside of the classroom, preferably at off-campus sites, and for which academic credit is granted as an added dimension of the student’s academic major. The program is open to seniors who have completed the necessary coursework to register for such an experience.

2. Students must have completed the prerequisite course - HLED 2902 [Field Practicum in Allied Health] prior to participating in the internship program.

3. Students must be in good academic standing to apply for an internship. A cumulative GPA of 2.7 or better is required for a student to be considered. However, exceptions and final decisions about internship participation rest with the Department Chair.

4. The student (with the assistance of the college faculty supervisor) is responsible for arranging the internship worksite(s). Assignments and duties of prospective student interns should constitute new, meaningful, and challenging experiences and are determined by the site supervisor, faculty supervisor, and the student. Menial tasks should not comprise the major part of the internship.

5. The student’s internship work must be directly related to his/her field of study and individual/career interest.

6. The student’s internship work experience must gradually increase in difficulty and responsibility while serving to the advantage of the organization/agency.

7. The faculty supervisor administrates the internship program’s policies and procedures and provides assistance to the student in preparation for the internship experience.

8. The faculty supervisor assists the student in developing the Learning Contracts containing the prospective student intern’s goals and objectives, a description of the internship job, and any necessary supporting assignments, methods for evaluating student performance and provisions for at least two conferences with the faculty supervisor at regular intervals during the internship period.

9. During this internship, the faculty supervisor conducts at least one on-site visit and is responsible for submitting the final grade for the internship.

10. The site supervisor at the organization/agency develops a description of the student intern’s job responsibilities, provides orientation and job training for the student, supervises the student’s work and completes the final evaluation.

11. All students must complete a Permission Form for Internship and Learning Contract before registering for an internship.

12. All students must register for internships at least one term in advance or no later than 3 days into the quarter the internship is to be completed.

13. All deadlines for the completion of assignments and evaluations are determined by the faculty supervisor.

14. It is assumed that students are not paid for internships. In those cases where financial compensation may be provided to the students, the faculty supervisor must concur that the learning objectives and nature of the internship are satisfied first rather than salary consideration. Financial compensation and other benefits are the decision of the organization/agency and have no direct relationship with the internship.

15. Students must pay tuition for the internship based on the quarter hours attempted. Any extra travel or work-related expenses are the student’s responsibility.

16. Students must provide their own transportation to placement sites.

17. Internships are limited to 5 credit hours per semester for degree requirements at Otterbein University. The minimum requirement for a degree in Allied Health is 3 credit hours of Internship. Students must log 42 contact hours at the Internship site per academic semester hour of enrollment. [3 credit hours = 126 hours]

18. The hours of work per week must be documented.
19. Internships are **letter graded** for consistency.

20. No academic credit is given for an internship where there is existing employment. (If an internship is to be completed at a site where a student has already worked, the duties and responsibilities must be substantially different from his/her previous job, and the difference must be documented).

21. Evaluations, assignments, projects, presentations, etc. must be completed and submitted to the faculty supervisor for the final grade.

**Locating an Internship Site**

The first step in the internship process is to complete a Permission Form for Internship. This form can be obtained from the Registrar’s Office (see Appendix A for an example). Prior to actually contacting organizations/agencies, serious thought should be given to the goals and objectives which are to be accomplished during the internship experience. Some goals and objectives can be better accomplished at one organization/agency than another, so it is important for prospective student interns to have an idea of purpose as the internship site is being selected. Specific skills, programs, etc. identified in the goals and objectives may influence the choice of the internship site.

Once the goals and objectives have been established, a resume should be developed by the students. The students should have several copies of the final product, one for the college faculty supervisor, one for each potential internship site supervisor, and one for his/her personal file. At this point, contacting specific organizations/agencies in regard to the availability of internship placement is appropriate. If a student has an organization/agency in mind, work may begin with them to arrange the internship. If a student does not have an appropriate organization/agency in mind, a directory of possible internship sites is available from the faculty supervisor or by asking the HSS administrative assistant for such. A listing of the sponsoring organizations/agencies can also be found on the HSS Department’s web site.

After contact has been established with an organization/agency, a meeting or interview should be arranged between the prospective student intern and the organization/agency (site) supervisor, so that both can judge the appropriateness of the internship placement. A student should provide the site supervisors with a resume in advance, and take to the meeting the intended goals and objectives for the internship and information regarding expectations of the organization/agency by the University. If there is agreement by the student and the site supervisor on the “match” of student to site, the student intern must then complete the Internship Learning Contract (with goals, objectives and a job description attached) and return it to the faculty supervisor. If these two documents are completed satisfactorily, the internship site will be approved by the faculty supervisor at this time.

It is important for prospective student interns to prepare for and present themselves in a professional manner. A student should contact any organization/agency with which they have decided not to work. A letter of appreciation for their time is appropriate and helps maintain a professional image with that organization/agency. Prospective student interns should treat the interview for the internship like an employment interview where appropriate attire should be worn based on the site interview setting. Possible questions that might be asked include:

- Why are you interested in this internship?
- What do you have to offer this organization/agency or position?
- How many hours are required by Otterbein University’s Internship Program?
- What do you hope to learn from this internship?

Questions that student interns might ask their site supervisors (who will assist them in preparing the Learning Contract) might include:

- What are my specific responsibilities and duties?
- What daily assignments can I expect to receive?
- Who will be my immediate supervisor?
- What special procedures or rules should I be aware of?
- How will my work be evaluated?
Necessary Forms & Paperwork **Required** to Obtain and Register for an Internship

1. Permission Form for Internship. Obtain from the Registrar’s Office or from the supervising college faculty advisor. See Appendix A for the example.

2. Internship Learning Contract including the Internship Job Description (to be completed by the site supervisor) See Appendix B for the sample copy.

3. Resume and Cover Letter
   See Appendix C for information on how to prepare a resume and write a cover letter.

All four documents should be presented to your faculty advisor with the necessary signatures.
Responsibilities of the Student Intern

The focus of the internship program is on the student and the success or failure of this internship depends greatly upon the student’s realization of his/her responsibilities. The student intern will become a functional part of the organization/agency and what s/he does will reflect the policies and standards of both the organization/agency and Otterbein University. The student intern must be aware of this and of his/her continuing responsibility to himself/herself and to the profession.

In order for the student intern to fully meet the goals of the internship and carry out the responsibilities that are involved, it is necessary to:

A. Prior to the Internship:

1. Clear eligibility to enroll in HLED 4902 - Internship in Allied Health. Attend a preliminary meeting with your University faculty advisor for the purpose of getting information about internships and reviewing the procedure for selection and approval of an internship location.
2. Schedule a meeting with your faculty supervisor to obtain approval of the work/assignment plan. At this time the student intern and faculty supervisor will confirm the internship location and agree on any special considerations and assignments with the internship organization/agency.
3. Identify and contact potential internship organizations/agencies. Negotiate internship experiences and complete a one page "job" description of the internship that describes the organization/agency and the specific areas you will be assigned to (with reference to the amount of time and/or percentage of internship allotted to each area).
4. Deliver a current resume and cover letter to the college faculty supervisor. Most internship organization/agencies are requiring letters of application and resumes as part of the application process. These are often the first impressions an employer receives of the prospective student intern, so it is important that the prospective student intern make these documents as professional-looking and well-written as possible.
5. Be prepared for an interview. Many organizations/agencies are requiring an interview for their internship program(s). To have a successful interview, the student needs to be prepared. Ask your faculty supervisor for a list of potential interviewing questions. Organizing your thoughts ahead of time, being neat and well groomed, and communicating enthusiasm for the internship position are all important factors for a successful interview.
6. Deliver a map to the faculty supervisor showing the route to the internship site from Otterbein University.
7. Complete a Learning Contract (Appendix B) and deliver it to the college faculty supervisor. Each student who participates in the internship program at Otterbein University is required to develop a Learning Contract with the help of both the faculty supervisor and the site supervisor. A Learning Contract is an outline of what the prospective student intern intends to learn and accomplish while s/he is on an internship. It is an effective tool for gaining agreement between the student intern, the faculty supervisor, and the site supervisor on the student’s mutual intentions and expectations for the internship - both educational and work-related, as well as criteria and techniques for grading and evaluation at the conclusion of the internship.
8. Schedule outside activities at a level appropriate to the time you have committed to the internship program. An internship is supposed to be an intensive experience, and outside course loads, sports, and work have been known to interfere.
9. Make arrangements for any salary, stipend, etc. with the site supervisor. Level and rate of payment is up to the organization/agency, and is not required of the organization/agency by Otterbein University.
10. Complete a Class/Work - Internship Schedule and submit a copy to your college faculty advisor prior to starting the internship. See Appendix K for a copy of the form.

B. Upon Reporting and During the Internship:

1. Report directly to the site supervisor for instructions. (The student intern is responsible for his/her own transportation to and from the internship location). The intern is expected to follow the instructions given, carry out the policies and duties outlined by the organization/agency (site) supervisor, and meet all scheduled commitments and arrangements made in connection with training assignments.
2. Become familiar with the regulations, policies, and practices of the organization/agency and act in accordance with these regulations.

3. Act in a professional manner as a member of the organization/agency staff.

4. Dress appropriately for all assignments and maintain a well-groomed appearance. **YOU MUST ALSO WEAR YOUR OTTERBEIN UNIVERSITY ALLIED HEALTH NAME BADGE.**

5. Follow the chain of command. Know the formal and informal reporting structures within the organization/agency. (Go to your site supervisor first unless instructed otherwise).

6. Respect confidentiality. Talk about issues, projects, the work environment, etc., but refrain from talking about your work associates. (Don’t gossip. Don’t take sides. Don’t be hurt if you are left out of certain discussions).

7. Respect the support staff.

8. Learn the basic social skills quickly! (Don’t chew gum. Hats off inside. Keep your feet off the furniture.).

9. Be prompt. Tardiness and absenteeism signal disrespect for a person’s time and a lack of interest in the work. Promptness signals eagerness, responsibility, and respect for others.

10. Lose the lingo. It signals immaturity. Listen to the language used in the organization/agency, your own language, and speak as a professional.

11. Be cognizant of the fact that the student reflects Otterbein University and the Health and Sport Sciences Department. How you perform and behave in the internship will affect the future of other Allied Health interns.

12. Inappropriate or unethical conduct exhibited while on the internship assignment can result in dismissal from the internship program.

13. Use discretion as to the people with whom you associate, the places visited, and the conduct and manner on and off the job.

14. Plan, in advance, any assignment made by the site supervisor.

15. Notify the site supervisor in advance when unable to report for work. In case of illness, accident or emergency, both the site and faculty supervisors should be notified.

16. Consult with the site supervisor when there are problems which you cannot satisfactorily solve yourself.

17. Exercise tact and diplomacy in evaluating the organization’s/agency’s philosophy, policies, or operating procedures, etc.

18. Accept the site supervisor’s philosophy, methods, leadership and program. Give constructive suggestions when asked for an opinion.

19. Attend meetings and make such reports as may be required by the organization/agency.

20. Communicate with the site supervisor when there is not a clear understanding of what is to be done.

21. Prepare for periodic conferences with the site supervisor and be ready to ask questions and present constructive ideas. This should be done at least once a week. These conferences offer an opportunity to talk about administrative policies, solutions to problems encountered, programming, etc. Comments about these and other supervisory conferences should be included in the intern's weekly reports.

22. Arrange mutually agreeable work assignments with the site supervisor.

23. Perform assignment(s) and responsibilities to the best of your ability.

24. Carry out all duties assigned in an efficient and professional manner.

25. Keep track of the hours spent and the specific activities undertaken during those hours. **Maintain a daily log** which lists job activities, problems and accomplishments, etc. (Appendix H.) Student interns are required to turn in the recorded hours worked each week along with bi-weekly reports and daily journal entries.

26. Work the agreed upon hours, including weekend, holiday, and/or evening hours.

27. Take opportunities presented to develop professional skills and abilities. Integrate this learning with previous knowledge.

28. Know the assignment due dates and submit them accordingly. (Appendix J.)

29. Submit **Bi-Weekly Summary Reports** to the faculty supervisor for each week at the internship site. These reports are to be posted and completed in the “journal” section on Blackboard.

30. Submit the portfolio/notebook, internship evaluation, site supervisor evaluation, etc. immediately following the internship. The last day to submit assignments is the 3rd day of final exams of that particular academic semester.

31. Assist in arranging a visit for the faculty supervisor with you and your site supervisor at the organization/agency site. This visit will consist of:
a. A brief meeting between the intern, site supervisor and faculty supervisor to discuss the progress of the internship; and
b. Observation of the site facilities and programs.

C. Post Internship:

1. Express written appreciation to the organization/agency for making the internship experience possible.
2. Meet with the faculty supervisor to schedule an oral presentation of your internship experience.
3. Complete the Internship Evaluation and Site Supervisor Evaluation forms and deliver them to the faculty supervisor. Completing the evaluations will assist the student intern in reviewing the internship experience, evaluating the most significant accomplishments and focusing on areas that need improvement or additional experience.
4. Complete and submit a portfolio/notebook with ALL assignments/forms to the faculty supervisor as scheduled.

Termination of a Student Intern

The cooperating organizations/agencies have policies and procedures to which student interns must comply. If the student intern continually violates any policies or procedures, the cooperating organizations/agencies may terminate the student’s internship at any time with the subsequent loss of 3-5 hours of academic credit. The Otterbein University Allied Health program has certain expectations of its students enrolled in its internship program. If these expectations are not fulfilled, the student’s internship with the cooperating organization/agency may be terminated with subsequent loss of the 3-5 hours of academic credit.

Responsibilities of the Faculty Supervisor

The faculty supervisor is available to assist in the prospective student intern’s site searches, articulate program goals and objectives to the prospective student intern, the academic community, and various sponsoring organizations/agencies, and observe practices and activities in a variety of settings. On behalf of the students and the sponsoring organizations/agencies, the responsibilities of the faculty supervisor include:

1. Developing and/or securing new internship sites.
2. Reviewing and approving an organization/agency as an internship site and instituting procedures for placement of a student intern.
3. Evaluating existing internship sites and working to constantly upgrade the quality of the internship.
4. Maintaining an updated file of sponsors (organizations/agencies) providing internship programs. Go to the Department of Health and Sport Sciences' web site for a list of participating organizations/agencies.
5. Developing and maintaining a vehicle for disseminating information on appropriate internship sites to eligible students.
6. Serving as a resource person for the cooperating sponsor (organization/agency) and the student.
7. Interpreting the internship program to the organization/agency, clarifying the organization’s/agency’s responsibilities, requirements, and reporting procedures.
8. Confirming the prospective student intern’s eligibility.
9. Assisting with the student’s search for an appropriate internship site if necessary.
10. Reviewing proposed internship assignments to assess the amount of credit allowed for the internship experience.
11. Serving as the liaison between the organization/agency and the University.
12. Developing and disseminating the forms necessary to complete the internship registration process.
13. Developing the learning experiences, requirements, and materials to be used by the students during their internship.
14. Establishing and disseminating pertinent program and University deadlines to the students.
15. Informing prospective student interns that the Learning Contract and Registration Form must be completed with the necessary signature approvals prior to registering with the Office of the Registrar on or before the appropriate deadline date. (Internship Permission - Registration Forms are available in the Registrar’s Office.)

16. Informing prospective student interns that they must file an initial Learning Contract at least one academic quarter prior to the time the internship is to take place. The faculty supervisor’s signature indicates a willingness to become actively involved in the internship, beginning with assistance in formulating learning objectives, through supervision of the internship, to evaluating and grading of the internship. The Learning Contract must be signed by the student, site supervisor, and the faculty supervisor. A copy must be placed on file in the Academic Dean’s Office. NOTE: No faculty member is obligated to take on an internship, nor to find internships for students. The internship should be regarded as a student initiative with the faculty supervisor taking the supervisory role.

17. Helping prospective student interns develop the Learning Contract. (Students should play a major role in the planning and formulating stages of the internship in order to recognize their responsibilities). The areas in which a faculty supervisor needs to pay close attention to include: 1) Learning Objective/Activities and 2) Evaluation. Learning activities should relate to the objectives. While many of the activities will be determined by the site supervisor, the faculty supervisor may ask the student to follow through on other activities (reading, research, interviewing, etc.) that will add an additional dimension to the internship. Often, a faculty supervisor asks the student intern to keep a journal or daily log. It is important that activities be defined in a precise manner (ex. journal – daily or weekly? Summary or critical assessment? Specific questions or general thoughts?). See Appendix J for the list of Learning Activities/Assignments.

18. Possessing of the Learning Contracts and facilitation of their handling by the University.


20. Developing and maintaining information files that can be used by prospective student interns in their search for an appropriate internship setting.

21. Accepting and processing inquiries from organizations/agencies desiring to sponsor interns.

22. Communicating to the prospective student intern those inappropriate organizations/agencies and/or organizations/agencies that have not provided a quality experience.

23. Obtaining a current resume on each prospective student intern and making it available to the intern’s organization/agency upon request.

24. Holding a pre-assignment conference with prospective student interns to explain the details of the internship, the procedure for selecting an organization/agency, and matching the interests and activities of the interns to their prospective sites.

25. Holding a meeting with prospective student interns for a final briefing and to inform them of their responsibilities, requirements, and reporting procedures. Assignments required of the student interns and the evaluation of those assignments must be clearly stated and agreed upon. (See Appendix D for internship assignments).

26. Visiting the organizations/agencies and interns for the purpose of observing and counseling the interns and consulting with the site supervisors regarding the performance of the interns and on any other matter relative to the internships. Due to the educational aspect of the internships and because credit hours are given for them, faculty supervisors will visit the interns at least once. On supervisory visits, conference time should be scheduled with the organization’s/agency’s (site) supervisors and the student interns. If students cannot be visited on-site due to travel distance, faculty supervisors will monitor the student’s progress by telephone or e-mail.

27. Reviewing the daily logs and weekly journal reports of the intern and making whatever recommendations or taking whatever actions are appropriate. See Appendix H for a copy of the Daily Log Sheet.

28. Consistently meeting with student interns at arranged times throughout the internship periods in order to monitor and evaluate progress, and giving advice when needed. The faculty supervisor will schedule a minimum of two meetings during the academic quarter. In cases where meetings are not possible, regular contact by telephone or e-mail should be maintained.

29. Obtaining evaluations of the student interns from the site supervisors at the midpoint of the quarter and at the end of the internship.

30. Upon completion of the internships, in a conference with the students, review all assignments and documentation submitted by the students, schedule presentations, then assign the students a final grade. All grades for internships are recorded as a letter grade in order to maintain consistency. Grades are due on the date established by the Registrar’s Office.
31. Removing interns from organizations/agencies when it seems detrimental to allow them to remain or upon request of the organizations/agencies.
Responsibilities of the Site Supervisor

The movement of a student from his/her academic and college-oriented lifestyle into a community organization/agency is challenging to the University, the student and the organization/agency. There is a need for careful planning and communication. The student will be moving from patterns of student life (related to professors and peer groups) into an organization or agency where s/he will be working with professionals and dealing with the public at large. The responsibility of the organization/agency (site) supervisor is to facilitate that transition between academic studies and the world of the work place.

The identified internship site supervisor will be in charge of the student’s training. The site supervisor will serve as the organization/agency-based teacher offering instruction and supervision to the Otterbein University intern and will utilize the organization’s agency’s operations to further the student intern’s professional competence. Without relinquishing the site supervisor’s responsibility for the training of the intern, s/he may assign a qualified staff member as the site supervisor or training officer. Once the intern arrives at the organization/agency, the agency assumes responsibility to both the intern and the University. At that time, the college faculty supervisor will assume a secondary role in the training program, except in cases of breaches of agreement, moral conduct, or emergency situations.

The responsibilities of the site supervisor include:

1. Interpreting the internship program to the organization’s/agency’s staff and the presentation of the intern to the staff in such a manner as to insure his/her professional status.
2. Meeting with the intern to determine (as nearly as possible), the program and schedule the intern will follow, keeping in mind the aims and objective of the internship program and the areas of experiences to which s/he should be subjected.
3. Orienting the intern when appropriate to the customs of the organization’s/agency’s philosophy, purposes, policies, administration, programs, services, facilities, etc. and informing him/her of all pertinent regulations.
4. Orienting the intern when appropriate to the customs of the community.
5. Establishing a schedule of experiences for the intern through an initial meeting/conference.
6. Challenging the intern with meaningful experiences, which meet both the student intern’s and the organization’s/agency’s needs.
7. Designing learning experiences and assignments with the student intern. Assisting the student intern in developing the Learning Contract, which is an outline of what s/he intends to learn and accomplish during the internship. The Learning Contract is an effective way of establishing agreement about mutual intentions and expectations for the internship and developing criteria for supervision and evaluation.
8. Familiarizing the student intern with minor duties and responsibilities, gradually adding more as the intern’s ability permits and internship progresses.
9. Providing all of the necessary forms to be completed by the student intern (ID, auto-registration, etc. where applicable). Also providing any necessary materials needed for the work/internship assignment(s).
10. Providing the college faculty supervisor with an internship job description for any internship job title or position into which an Otterbein Allied Health intern may be placed.
11. Maintaining contact with the faculty supervisor as the internship progresses. The faculty supervisor will initiate the contact. Some topics that might be appropriate to discuss include:
   - Is the intern performing as expected?
   - Are there major discrepancies between the site supervisor’s perception and the intern’s?
   - Is the intern developing appropriate professional behavior with both staff and site supervisor(s)?
   - Is the intern accepting direction, supervision, and constructive criticism?
   - Are there ways the internship can be improved?
   - Any other items you might wish to discuss as the quarter progresses……
12. Providing the student intern reasonable freedom to participate in/attend staff meetings, board meetings, workshops, seminars; activities, projects, and programs; ETC.
13. Observing, as often as possible, the on-the-job performance of the intern.
14. Having conferences with the intern to discuss his/her progress, performance, to point out mistakes, provide commendations; to evaluate his/her techniques and methods, to indicate his/her weak and strong points, and to suggest ways to improve.

15. Conducting a final evaluation (Appendix E) and objective analysis of the performance of the intern with the assistance of appropriate staff members. These written evaluations should be done in duplicate with one copy going to the college faculty supervisor and the other remaining with the site supervisor. Discussion of both evaluation forms must be conducted with the student intern. The final evaluation is submitted to the faculty supervisor the 10th week of the quarter.

16. Signing the intern’s daily/bi-weekly log sheets (Appendix H) and verification of reports by the student intern.

17. Recommending to the faculty supervisor, the removal of an intern when his/her performance or behavior is unsatisfactory or detrimental to the organization/agency and the community.

18. Assisting the intern in making initial arrangements for the internship and in locating a suitable place to live if the internship is a distance from campus/student’s home.

19. Providing opportunities for job rotation where the student intern can learn and if possible gain experience in the following areas:
   - Administration - policies, procedures, legal status of organization/agency, board-staff relations, budgeting, record keeping, personnel and supervisory practices, etc.
   - Program - planning procedures, leadership, operation, and evaluation, etc.
   - Facility and operations - long range planning and design of physical facilities maintenance, purchasing of equipment, and office management, etc.
   - Public Relations - citizen involvement, publicity, reporting, speaking, and coordination with other agencies, etc.
Appendix A:

Otterbein University
Registration for Internship

• In order to register for your Internship in Allied Health, you must make an appointment with your advisor to discuss your plans and possible sites for your Internship. **THIS MEETING MUST TAKE PLACE AT LEAST ONE SEMESTER PRIOR TO YOUR INTENDED ENROLLMENT IN HLED 4902.** At that meeting you must have a rough draft of Appendix B completed and at least 2 ideas for possible Internship sites.

• If the faculty supervisor agrees to your plan and approves your rough draft of Appendix B, it will be their responsibility to grant you permission to register for HLED 4902.

• Return the Blue Registration Form to the Registrar’s Office
Appendix B:
Otterbein University
Department of Health and Sport Sciences

Internship Learning Contract

An internship is a unique learning experience that integrates academic studies with practical work. This agreement is written by the student in consultation with the internship site supervisor and faculty supervisor. It shall serve to clarify the educational purpose of the internship and ensure an understanding of the total learning experience among the principal parties involved. (Read the Internship Guidelines Manual before completing this agreement. Prospective student interns must also prepare a resume and complete the internship registration permission form along with this learning contract in detail, before obtaining the required signatures for approval and registering for the academic course).

PART I: STUDENT / BACKGROUND INFORMATION

Name: ___________________________________________ Date: ______________________
Campus Address: ___________________________________________________________________

Phone: ________________________________      E-Mail: ______________________________________
Address While on Internship: _____________________________________________

Phone: ________________________________      E-Mail: _________________________________
Academic Semester of Internship: __________________ Year: ______________________
Cumulative GPA: __________ Major GPA: __________
Resume Attached: ______ Yes ______ No Transcript Attached: ______ Yes ______ No
College Faculty Supervisor: ____________________________________________________
Campus Address: __________________________________________________________________
Phone: ________________________________       E-Mail: __________________________________
Fax: __________________________________
Department: ___________________________     Course Number: ___________________
Organization/Agency: __________________________________________________________________
Internship Site Supervisor: ___________________________ Title: ___________________
Site Address: _______________________________________________________________________

Phone: ________________________________       E-Mail: ______________________________
Fax: __________________________________
Have you worked here in the past or are you currently working here? ______ Yes ______ No
If Yes, in what capacity? ____________________________________________________________

PART II: INTERNSHIP INFORMATION

Title of Internship: _______________________________________________________________
Will the intern be paid? ______ Yes ______ No
If Yes, indicate the salary/stipend: _____________________________________________________
Start Date: ___________________________ Ending Date: _____________________________
Credit Hours: ________ 2 ________ 3 ________ 4 ________ 5
Any previous internship experience? ______ Yes ______ No
If Yes, list and describe.

List academic courses completed that are directly related to your internship:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What other experiences have prepared you for this internship?

PART III: LEARNING OBJECTIVES / ACTIVITIES

A. Educational and Career Goal(s):

B. Learning Objectives: What do you intend to learn, acquire and clarify through this internship? Try to use concrete, measurable terms when listing your learning objectives under each of the following categories:

1. Knowledge / Understanding: Implies acquisition of knowledge, the gathering of information, concepts, theories, or ideas. Gaining understanding also implies an ability to apply knowledge to problem-solving situations: judging, analyzing, and synthesizing.

2. Skills: Gaining skills implies becoming able to do some activity. They may be mental or physical and can pertain to activities carried out with people (interviewing, public speaking, counseling), with things (photography, computers, brochures), or data (preparing reports, gathering research information).

3. Attitudes and Values: Involves formulation and/or clarification of personal values or feelings. What opinions or attitudes do you hope to clarify?
C. LEARNING ACTIVITIES: How will your internship activities enable you to acquire the knowledge/understanding, skills, attitudes, and values listed above?

1. On the Job: Describe how your internship activities will enable you to meet your learning objectives. Include projects, research, report writing, conversations, etc., which you will do while working, relating them to what you intend to learn.

2. Off the Job: List reading, writing, contact with faculty supervisor, peer group discussions, field trips, observations, etc. you will make and carry out which will help you meet your learning objectives.
PART IV: THE INTERNSHIP

A. JOB DESCRIPTION: Attach a typed description of specific intern responsibilities/duties. The description should include intern training, specific projects or initiatives, and any meetings/functions in which the intern will be expected to participate. THIS JOB DESCRIPTION SHOULD BE COMPOSED BY THE SITE SUPERVISOR IN CONSULTATION WITH THE STUDENT INTERN.

What will the student intern gain from this experience that will contribute to his/her career development in this field?

B. SUPERVISION: Describe in as much detail as possible the supervision to be provided at the work site. List what kind of instruction, assistance, consultation you will receive from whom, when, etc.

C. EVALUATION: Note: Appendix E – Final Evaluation of Intern – Site Supervisor, p. 28, must be completed at the end of the internship.

PART V: SIGNATURES/AGREEMENT

This contract may be terminated or amended by the student, faculty supervisor, or work supervisor at any time upon written notice, which is received and agreed to by the other two parties involved.

Student: ________________________________ Date: ____________________

Faculty Supervisor: ____________________________ Date: ____________________

Site Supervisor: ______________________________ Date: ____________________
Appendix C:

Guides to Preparing a Resume and a Cover Letter

A. WRITING SUCCESSFUL RESUMES:

YOUR RESUME AND ITS IMPORTANCE:
Your resume is an important reflection of you. It summarizes your education, work and life experiences, skills, and abilities in a succinct, readable document. Your aim is to interest the reader enough to invite you in for an interview. No resume alone has gotten someone a job - its whole purpose is to get you in the door for an interview, and that’s where you land the job. Your challenge to get you into that interview? To capture in your resume the key skills and experiences that the employer needs. You must find the most appropriate and professional way you can to make yourself the exceptional candidate. Since most employers spend less than a minute scanning a resume, it is important to be brief and to make all that is important stand out.

ESSENTIAL PARTS OF THE RESUME:

Contact Information:
Include your name, street address, city, state, telephone number, e-mail address and fax number. It is appropriate to list a 2nd phone number if it is difficult to reach you at your home number.

Heading / Career Objective:
What is NOT appropriate is an objective like this:
    Seeking a challenging position where I may use my skills and abilities.
This objective doesn’t give the employer a clue as to how you can be of use to him or her. A well-written, concise (one or two sentences), focused job objective gives the reader an idea of your area(s) of skill or expertise and conveys a sense of direction and professionalism. You can adapt your objective to fit the job you are applying for or you can state your career goal(s) within your field(s) of interest.

A Professional Summary is similar to an objective and is often used when a person has some experience or expertise in a given field. While it doesn’t always state a specific position sought, it is clear in which area the person might be best employed. An example might look like this:

Over twelve years of experience in human resources, with special expertise in staff selection, training, and succession planning. Skilled in development and facilitation of management training programs.

Education:
A sample of how to format your educational background:

    Bachelor of Science, Otterbein University, Westerville, OH; May 2012
    Major: Allied Health
    G.P.A.: 3.5/4.0
Include your most recent degree, institution and location, date of graduation, major(s), minor(s), concentration(s), G.P.A. (if it is above a 3.0; usually only for your first job; after that, work experience is more important; high school information is not necessary). You may also list honors and awards here (if numerous, you may want to create a separate heading). Some students highlight specific relevant courses.
Certifications / Licenses:
If pertinent to your field, list this information on your resume.

Skills:
Areas to consider might be computer skills including software packages, language proficiency, excellent oral or written communication skills, technical skills or knowledge, specialized training such as CPR, etc.

Career Related Experience:
Include in this section such activities as your field practicum, related work or observational experiences, related community service, and/or independent research or classes which show special expertise in your field of choice. Having a section which is focused on your future career path shows you have tried to gain important career-related experience.

Work Experience:
In this section, provide information about positions you have held before and during your time in school, even if those positions at first glance don’t seem to relate to your future career plans. List your most recent position first, with the others following in reverse chronological order. You do not need to list every part-time position you’ve ever held, nor do you need to go into great detail on positions you may have held many years before, but you do need to try to avoid huge gaps of time in your work history. Include such things as position title, organization, location, dates employed, and description of duties (unless the position is self-explanatory). Use short phrases that contain “action words.” You may use “bullets” to describe your activities, or a short paragraph format.

Leadership Activities:
Do not underestimate the weight that employers place upon campus involvement, leadership roles, participation in athletics and community service, and other extracurricular activities. If this was a strong part of your experience while in college, emphasize it!

Other Categories:
Other optional categories which may fit your background include: Volunteer or Community Service Activity, Honors/Awards, Military Experience, (relevant) Hobbies/Interests, Personal Qualifications.

References:
Indicate that your references are “Available Upon Request”. You can attach a sheet with your references listed along with your resume. Remember to ask potential references for their permission prior to putting them on a list so they know to expect an inquiry. Three references is the norm; however, you may list more. Best bets are employers, professors who know you and your quality of work well, internship supervisors, etc. Personal “character” references (such as your neighbor or minister) are not as strong as the previously mentioned potential references. Make sure to supply your references with a copy of your resume and job description when possible.

B. GUIDE TO WRITING COVER LETTERS:

The cover letter you submit with your resume is an extremely important document. It should be written to enhance your resume as well as highlight other information which may not be a part of your resume. Its purpose is to introduce you to the reader, indicate the job for which you are applying, and to give supporting information on why you are qualified for the job. You should always include a cover letter with your resume. A well-written, targeted cover letter will greatly increase your chances of being invited to interview. Use the format on the following page to assist you in constructing your cover letter. Two examples (a bulleted style and a conventional paragraph style) and frequently asked questions are provided later on.
Ideally, your cover letter should “motivate” the employer to read the enclosed resume. If the cover letter is poorly written, the employer will have already formed a negative impression of you before he/she ever reads the resume.

**CHARACTERISTICS OF A GOOD COVER LETTER:**

**Use quality paper:**
Print your cover letter on the same type of paper used for your resume. When having your resume duplicated, you should purchase matching blank sheet and envelopes.

**Personalized:**
Each letter should be addressed to an individual by name and title. If you do not have this information, take the time to get it. A variety of directories are available and should contain the name of the person you are seeking. If this is not the case, a phone call to the general operator within the organization can provide you with the information.

The fact that you took the time to obtain a specific name will be appealing to the employer. If you are responding to a “blind ad” in a newspaper, (e.g. send resume to P.O. Box 123) and do not know the name of the company, address your letter: “Dear Sir or Madam”, rather than “To Whom it May Concern”.

**Individualized:**
Each cover letter must be individually printed and personally signed. Photocopies are not acceptable.

**Targeted:**
Your letter should be “designed” with a specific employer in mind. Avoid writing a “generic” letter that could be sent to any employer. Instead, you want to highlight your unique skills and qualifications that would be valuable to this particular position/employer.

**Error-Free:**
Just as with your resume, your cover letter must be free of errors. Be sure to check all punctuations, grammar and spelling.

**Avoid repetition:**
Make sure you do not simply repeat the information in your resume. The cover letter should highlight specific experiences/qualifications or should be used to go into detail on relevant items. This is also where you can refine your career objective and “tailor” it to the position for which you are applying.
ESSENTIAL PARTS OF THE COVER LETTER:

At least one inch margin at top and bottom

Your First Name and Last Name
Your Street Address
Your City, State, and Zip

Skip 2-3 lines

Date

Skip 2-3 lines

Mr./Mrs./Dr. First Name and Last Name
Job Title
Organization Name
Organization Address
City, State, Zip

Skip 1 line

Dear Mr. (or other title) Smith:

Skip 1 line

1st Paragraph - The Opening
Identify the job for which you are applying, how you found out about the job (referral, research, advertisement, etc.) and a brief statement indicating your interest in the position. Try to get a “hook” into this statement; something that will “hook” the reader to want to read on. This could be years of experience, type of knowledge the organization is seeking, etc. (If referring to a newspaper ad, specify the name and date of the paper. The name of the paper should be underlined or italicized. If a job announcement number is given, include that also). This paragraph tells why you are writing.

Skip 1 line

2nd Paragraph - The body of the Letter
This paragraph contains the real “meat” of the letter. Clearly state the employer’s needs and tell how you can fill those needs. Be sure to mention any relevant experience (this may include non-paid experience) or relevant education information. Give concrete examples, showing when, how much, what kind, etc. Your job is to convince the reader that you can immediately (or at least very quickly) perform those tasks which he or she requires. Your wants and needs are secondary to the employer’s wants and needs at this point. Target those needs which you know; those which you believe to be important based on your research are good to include as well. At the end of this paragraph, you may refer to the enclosed resume so the employer can find further supporting evidence of your candidacy. Emphasize your qualifications and skills that relate to the position. The focus should be on what you can do for the employer, NOT what you are hoping to get out of this job.

Skip 1 line
3rd Paragraph - The Closing
Indicate the desire to discuss your interests and qualifications in further detail. Tell the employer what the next step should be (requesting an interview, for example), what action you plan to take (follow up), and what action you hope the employer will take (actually setting the appointment). You want to convince the employer that meeting with you will be worth his/her time. Include your phone number and times you can be reached to make it easy for the employer. You may want to think about taking an “active” route by informing the employer that you will be contacting him/her on a specific date or after a specified period of time to see if an interview can be arranged instead of the “passive” route and saying “I look forward to hearing from you…” End your letter with a conventional closing such as “Sincerely”, “Cordially”, etc. and make sure to sign your name before sending the letter with your resume.

Skip 1 line

Sincerely,

Skip 4-5 lines; enough room for your written signature.

Your typed name.

OTHER CORRESPONDENCE:

Thank You Letters:
Thank you letters should always be sent immediately after an interview. They can be handwritten if your handwriting is legible or they can be typed. The letter does not have to be lengthy, but needs to thank the person for his/her time and courtesy. You may also re-emphasize your particular skills which will be assets and make sure you re-state your interest in the position. Thank you letters make a very favorable impression upon employers and should not be overlooked!

Letters of Acceptance/Letters Declining Offers:
You may need to respond positively to a job offer from an employer in writing. This should be typed, and should express your enthusiasm for starting your new job. You may need to confirm starting dates, salary, benefits, etc., in this letter, but you should discuss these with your future employer first before you actually sign your name to anything.

You also may find yourself declining an offer for a position. This should be typed and should thank the employer for the offer. You should give one or two reasons why you are declining the offer, making sure to keep them professional. Don’t burn any bridges - this could be a future employer or client of yours. Short and simple is best in this situation.
Appendix D:

Student Intern Assignments
(Learning Activities)

Stanton and Ali (1987) concluded their academic research on college and university student interns and experiential learning with three major points: "1) students must be active in the learning process, expending energy and taking initiative to ask questions and take on varied, challenging work assignments; 2) students must take part in determining what they want to learn and should tap learning resources such as organization/agency (site) supervisors, co-workers, faculty, and other interns; and 3) students need to continually monitor, critically analyze, and evaluate their progress toward achieving their learning and career goals and objectives".

Student interns are considered regular employees with work responsibilities and are integral parts of the sponsoring organizations/agencies. They must perform as expected by their site supervisor(s) and maintain a mature, professional demeanor. Student interns must complete a required number of hours as outlined in the Internship Guidelines Manual. The hours recorded at the sponsoring organization/agency must reconcile with the required minimum academic and clock hours. Additional or “overtime” hours are worked at the discretion of the student intern.

Allied Health student interns must meet the programmatic requirements, submit required assignments, present evidence of professional activities, and complete evaluations. The HLED 4902 Internship program requires student interns to complete the following assignments:

1) Complete the Internship Learning Contract with goals and objectives. Appendix B
2) Submit a Resume and Cover Letter to the faculty supervisor and to the internship site supervisor. Appendix C.
3) Maintain Daily Log Sheets. These must be submitted in your final portfolio
5) Complete Journal Reports. [see Appendix I for journaling ideas]
   These reports are to be completed for approximately every 25 hours of observation and address the following:
   - Concise description of what you did.
   - New experiences that have enriched your background.
   - Describe the experience(s) in which you used the most skills and knowledge.
   - Describe the experience(s) in which you found to be most challenging.
   - Comments concerning your feelings and experiences List those you liked and didn't like.
   - Any important lessons learned.
   - Progress in meeting goals and objectives as stated in the Learning Contract.
   - General feelings about your week/internship.
   - Any problems or concerns you may have.
   - Most satisfying part of your work.
   - Most valuable contribution(s) made this week.
   - Taking risks.
   - Receiving criticisms and what you learned from these.
   - What have you learned about your career interests.
   - Objectives for next week. What you hope to learn, achieve and/or what problems you want to eliminate.

Each journal report must be entered into the “journal” section on Blackboard. Journal entries should be typed, double-spaced, 12 point font, single-sided, and 1-2 pages in length.
7) Set up and Maintain Periodic Meetings with the Site Supervisor. These meetings will be held on an “as needed” basis and the discussions will center around the daily logs and bi-weekly journal reports. In addition, these meetings will serve the purpose of continually evaluating the internship - site, responsibilities, intern, supervisor, etc.

8) Set up and Meet with the Faculty Supervisor a minimum of 2 times during the academic term. These meetings will serve to periodically touch base with the student intern.

** The faculty supervisor is free to meet with the student intern anytime if problems should arise with the internship experience. If an internship site is a distance from campus, phone calls or e-mails will be used.

9) Arrange a minimum of 1 Site Visit for the Faculty Supervisor. The student intern will arrange a meeting/conference with the faculty supervisor, site supervisor and the intern some time during the quarter. This visitation is to be in the work environment. Discussion will center on the intern’s job responsibility, projects, evaluations, etc. There will be time for separate meetings with the student and the site supervisor. The faculty supervisor will also go on a guided tour of the facility with the site supervisor and/or with the student intern.

10) Oral Presentation. Students must find an area to research that is pertinent to their internship site. Students must discuss possible topics with the Site Supervisor during the initial communication period and present their top 2 ideas to the Faculty Supervisor during the Learning Contract meeting. Students must arrange to give a brief presentation to their Site Supervisor and possibly other staff members during their Internship. Sometime during the last week of the quarter, the interns must make a professional 10-15 minute Power Point presentation and/or similar poster presentation of their internship experience(s) to the faculty supervisor and other departmental faculty and students. Information should include general items about the Internship experience AND information regarding the research topic of interest.

11) Final Evaluation by the student intern. The intern will evaluate and describe the internship itself and the site supervisor on the basis of his/her performance over the course of the internship. This form is to be submitted to the faculty supervisor upon completion of the internship. This evaluation will be completed during the 14th week of the academic semester.
   a) Student Evaluation of the Internship. See Appendix F
   b) Student Evaluation of the Site Supervisor. See Appendix G

12) Final Evaluation by the site supervisor. The site supervisor will evaluate and describe the student intern on the basis of his/her performance over the course of the internship. This form is to be submitted to the faculty supervisor upon completion of the internship and in the 14th week of the academic semester. See Appendix E

13) Final Evaluation by the University faculty supervisor. The final grade will be determined by the student’s performance at the internship site, written assignments, and the presentation. The presentation, daily logs and bi-weekly journal reports; intern and site supervisor evaluations; subjective assessment of the student during visitation and any improvements (or lack thereof), and any other required assignment as designated on the Learning Contract and the Learning Activities/Assignment Due Date Worksheet Form. The faculty supervisor will write a brief narrative summarizing the decisions made in determining the student intern’s final grade. All assignments must be completed before receiving a grade for the internship. Any assignment not submitted to the faculty supervisor, will result in the student intern receiving the grade of “IP” until all work is completed. Appendix L
Appendix E:

Otterbein University
Department of Health and Sport Sciences

Final Evaluation of Student by Site Supervisor

Intern’s Name: ___________________________      Date: _____________________
Site Supervisor’s Name: ___________________________      Title: ___________________________
Organization/Agency: ___________________________      Phone: ____________________
________________________________________________________________________________________

Please identify the intern’s level of performance and your suggestions for professional growth in the following areas. Reflect carefully upon the intern’s work, and make a brief judgment of his/her performance by writing in the appropriate number from the scale.

5 = Excellent       4 = Good       3 = Average       2 = Fair       1 = Poor       NA = Not Applicable       NO = Not Observed

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>SUGGESTIONS</th>
<th>RATING</th>
<th>COMMENTS and SUGGESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Personal Habits: appearance, suitability of appearance</td>
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</tr>
<tr>
<td>2.</td>
<td>Responsibility, Dependability: ability to meet schedules, follow through, and attend instruction</td>
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<tr>
<td>4.</td>
<td>Attitude: loyalty, interest, and approach to job, associates, public and organization/agency; compliance with established policies and procedures</td>
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<tr>
<td>4.</td>
<td>Initiative and Creativity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Self-Confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Enthusiasm</td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td>Judgment: possesses commonsense, tact, makes responsible decisions when problem solving; knows important from unimportant</td>
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<td></td>
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<tr>
<td>8.</td>
<td>Attendance and Punctuality</td>
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<tr>
<td>TRAIT SUGGESTIONS</td>
<td>RATING</td>
<td>COMMENTS and SUGGESTIONS</td>
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<tr>
<td>9. <em>Quality of Work, Performance</em>: organization, thoroughness, soundness of decisions, foresight</td>
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<td></td>
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<tr>
<td>10. <em>Human Development and Education</em>: rapport, ability to handle groups effectively; maintains discipline; effectively contributes to growth of participants</td>
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<td></td>
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<tr>
<td>9. <em>Knowledge and Understanding</em>: possesses adequate knowledge and skills commensurate with academic training in the area of sport management; understands value of organization/agency’s service for participants/clients and the community</td>
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<td></td>
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<td>10. <em>Productivity</em>: effective use of time and facilities, volume and nature of work produced, planning and following through</td>
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<tr>
<td>11. <em>Familiarity with Organization</em>: has taken opportunities to review budgeting, staffing, policies, goals, philosophies, etc. of the organization/agency</td>
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<tr>
<td>12. <em>Communication</em>: effectiveness in writing, speaking while leading, presentations, keeps appropriate contact with supervisor(s), co-workers; informs as necessary; computer skills</td>
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<tr>
<td>15. <em>Leadership Ability</em></td>
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</tbody>
</table>

16. Feel free to offer any additional comments or suggestions you feel would be useful in evaluating the intern’s performance in this internship experience.

TOTAL SCORE: _______ / _______
<table>
<thead>
<tr>
<th>Site Supervisor’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Intern's Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
Appendix F:

Otterbein University
Department of Health and Sport Sciences

Student Evaluation of the Internship

Intern’s Name: ________________________________ Date: ________________

Site Supervisor’s Name: ________________________ Title: ________________

Organization/Agency: __________________________ Phone: ________________

Faculty Supervisor’s Name: ______________________ Program: ________________

Dates of Internship: ____________________________ to ____________________________

Give a brief description of your internship work (title and tasks for which you were responsible):

Indicate the degree to which you agree or disagree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. gave me a good opportunity to explore a career field.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. made me see the usefulness of my coursework through application of</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>theory into practice.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. helped me develop my decision-making and problem-solving skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. expanded my knowledge about the work world before applying to graduate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>schools</td>
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<tr>
<td>5. helped me develop my written and oral communicative skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. gave me a chance to exercise leadership skills (influence others,</td>
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</tbody>
</table>
develop ideas with others, stimulate decision-making and action. 5
7. expanded my sensitivity to the ethical implications of the work involved. 5
8. made it possible for me to be more confident in new situations. 5
9. gave me a chance to improve my interpersonal (human relation) skills. 5
10. helped me learn to handle responsibility and use my time wisely. 5
11. helped me discover new aspects of myself that I didn’t know existed before. 5
12. helped me develop new interests and abilities. 5
13. helped me clarify my career goals. 5
14. provided me with contacts which may lead to future employment. 5
15. gave me the opportunity to acquire information and/or use equipment not available at Otterbein University. 5
16. allowed me to be a functioning member of the organizational staff 5
17. provided professional growth through training programs, seminars, and other development activities 5
18. allowed me to meet my personal and professional goals and objectives 5

In what areas did you most develop and improve?

What has been the most significant accomplishment or satisfying moment of your internship? Why?

What did you dislike about the internship? Why?

31
Would you recommend this internship site (organization/agency) to another student? Explain.

Considering your over-all experience, how would you rate this internship? Circle one:

Excellent       Very Good       Good       Fair       Poor
Appendix G:

Otterbein University
Department of Health and Sport Sciences

Student Evaluation of the Site Supervisor

Intern’s Name: _________________________________ Date: ________________

Site Supervisor’s Name: _______________________________ Title: _______________

Organization/Agency: _______________________________ Phone: ______________

Faculty Supervisor’s Name: ___________________________ Program: ____________

Dates of Internship: __________________________ to ___________________________

Indicate the degree to which you agree or disagree with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supervisor was well organized.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Supervisor gave appropriate feedback.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Supervisor was accepting of my feedback.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Supervisor was open and freely gave information about the organization/agency.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Supervisor was interested in me as a person and as a student intern.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Supervisor was accessible - available for problems and questions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Supervisor was supportive and perceptive of my feelings and efforts.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Orientation was sufficient to familiarize me with the organization/agency and job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Training was adequate and enabled me to perform my internship duties.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
10. Job duties were fully explained, reasonable, and in line with the Learning Contract.  

11. Goals and objectives set were realistic in terms of complexity and time constraints.  

12. Sufficient work space was provided by supervisor.  

13. The student intern was an integral part of the organization/agency.  

14. Supervisor was sensitive to my needs in accomplishing goals and objectives.  

How do you feel about your role as an intern in this organization/agency? How well has your site supervisor helped you in defining and developing that role?

What changes would you like to see in the activities or attitudes of your site supervisor?
Was your site supervisor, the organization/agency, and your internship role what you expected them to be? If not, how did your expectations and the reality of the situation differ?

Appendix H:

Otterbein University  
Department of Health and Sport Sciences  

Internship - Daily Log Sheet

Name: ___________________________  
Total Hours Worked This Week: ____________

Week of: ___________________________  
Cumulative Hours Worked: ____________

Organization/Agency: __________________________________________________________

Site Supervisor’s Signature: ____________________________________________________

<table>
<thead>
<tr>
<th>Day/Date Hours</th>
<th>Activity</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix I:

Otterbein University
Department of Health and Sport Sciences

Internship Journaling / Reflection Questions for Bi-Weekly Journals

**These are simply suggestions to help guide your journal entries. Do not feel like you need to address all questions.

1. Daily log of what you did and how you felt.
2. Hours spent at site per week.
3. How did employees treat you?
4. How did clients/participants treat you?
5. How do/did these people see your role?
6. How do/did you see your role? Is/was it different from your clients or participants?
7. What was your initial reaction to your first visit?
8. What was the best thing that happened to you today/this week/this term?
9. What was the most satisfying part of your work today/this week/this term?
10. What was the most difficult part of your work today/this week/this term?
11. What do you think was your most valuable contribution today/this week/this term?
12. What did you learn about yourself, your abilities? What improvements can you make?
13. Tell about a person at the site who you find interesting/challenging to be with.
14. What kind of person does it take to be successful at the kind of work that the agency does? Can/could you do this?
15. Did you take risks? If so, what? If not, why not?
16. Did you receive any compliments? Explain. What did you learn from this?
17. Did you receive any criticisms? Explain. What did you learn from this?
18. How did/does the leadership or management style of your supervisor affect you and your co-workers and clients/participants?
19. What have you learned about your career interests?
20. What have you learned about the problems facing workers in this profession?
21. How important is communication on the job? Assess yourself in terms of this skill.
22. What other skills are important? ie.: conflict resolution, assertiveness, computer skills, speaking another language, etc. Why?
23. What kind of relationship have you developed with your co-workers?
24. Critique your supervisor.
25. How has your internship experience changed your perception of yourself and of the people and profession you have served?
Appendix J:

**Steps for Completion of HLED 4902:**

1) In junior year, meet with faculty supervisor to discuss your future plans and type of internship site that you would like. Prior to this meeting you should have looked through the list of Allied Health Internship sites (found on Blackboard of HLED 3670), met with the Center for Career and Professional Development, etc., to generate list of potential internship sites (with contact information).

2) First meeting with Faculty Supervisor (Spring of Junior Year)
   a. Registration form
   b. Resume
   c. Cover Letter
   d. Appendix B started (TYPED)

3) Complete Registration Form & Return it to the Registrar (At least one semester ahead of enrollment in HLED 4902)

4) Learning Contract is complete (Appendix B) with signatures and returned to faculty supervisor (Ideally prior to Internship, but MUST be within first week at site)

5) Internship Begins

6) Faculty supervisor sends email to Site Supervisor to inform Site Supervisor of necessary hours, project details, & determine the need for a site visit (based upon distance to campus).

7) Student maintains daily log sheets (Appendix F) – 125 hours needed for 3 hour Internship

8) Journals complete
   a. #1:
   b. #2:
   c. #3:
   d. #4:
   e. #5:

9) Site Visit

10) Evaluations complete and returned to faculty supervisor at closing meeting
    a. Final Evaluation by Site Supervisor (Appendix E)
    b. Final Evaluation of Site Supervisor (Appendix G)
    c. Student Evaluation of the Internship (Appendix F)

11) Student completes oral or poster presentation as determined by the faculty supervisor

12) Student & Faculty supervisor send a thank-you email or correspondence to site supervisor.
Appendix L:

Otterbein University
Department of Health and Sport Sciences

Faculty Supervisor's Internship Site Visitation Report

<table>
<thead>
<tr>
<th>Student Intern</th>
<th>Site / Department</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description of Observed Activities:

<table>
<thead>
<tr>
<th>Things to Continue</th>
<th>Things to Improve</th>
</tr>
</thead>
</table>


Things to talk about: