

**OTTERBEIN UNIVERSITY**

**Department of Health & Sport Sciences**

**Health Promotion and Fitness**

**INTERNSHIP  
GUIDELINES  
MANUAL**

**HLED 4900**

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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 an organization'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 and depth of prospective internship site offerings derive from our location near Columbus, a busy capital city, and its surrounding communities. Here, there are many opportunities for students to gain access to a wide variety of work settings; from government to corporation, commercial to recreation; public, private, and semi-private agencies. There are numerous places where personnel are qualified to supervise the student interns and programs provide varied and sequential experiences. Student interns are afforded opportunities to gain an understanding and an appreciation of the roles, duties, and responsibilities of a professional in the field of health promotion and fitness.

Internships are growing in popularity at Otterbein University. An internship is a graduation requirement for the Department of Health and Sport Science's Health Promotion and Fitness 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 Science's Health Promotion and Fitness 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 (not the Department of Health and Sport Science's) internship requirements, these guidelines mandate that student interns:

- 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 that students are familiar with textbook knowledge and are in a good position to apply it proficiently. Completion of internships at the end of classroom education may be advantageous to students if there are possibilities of permanent employment with the sponsoring organization.

Students generally enroll only for the internship during a particular semester and do not attempt to complete other coursework. The duration of the internship is based on the number of credit hours in which the student is enrolled. Academic credit for internships generally meet institutional criteria for a full-time student. 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 internship credit for existing employment.

# Why Do 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 the University campus.

Internship programs are becoming more common on liberal arts campuses because experiential learning is being seen more and more 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 experience that employers seek when hiring full-time employees;
- allowing the student to explore selected career fields/jobs through first hand experience;
- adding to the student's resume, making him/her more marketable in the job hunt;
- developing job search skills;
- securing references for future jobs;
- building transferable skills (skills that every organization will want you to have such as: professional attitude, communication, human relations, group work, etc.);
- learning the skills of working in a corporate or nonprofit environment;
- 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;
- increasing the potential for a higher salary and greater advancement upon graduation as a result of previous experience;
- 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 Health Promotion and Fitness 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 2900 prior to participating in the internship program.
3. Students must be in good academic standing to apply for an internship. A **cumulative GPA of 2.5** or better is required for a student to be considered. However, exceptions and final decisions about internship participation rests 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 semester 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 semester 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 a **TOTAL of 10 credit hours** for degree requirements at Otterbein University. Credit hours are based on the following number of total hours worked during the internship. Each credit hour = 43 contact hours in the internship setting. Total hours of the internship = 430. This is equal to 31 hours/week over 14 weeks in the semester. The **hours of work per week must be documented.**
17. Internships are **letter graded** for consistency.
18. **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).
19. Evaluations, assignments, projects, presentations, etc. must be completed and submitted to the faculty supervisor for the final grade.

## Locating an Internship Site

A resume and cover letter must be written by the student under the direction of the academic advisor. 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 Health and Sport Sciences administrative assistant for such. A listing of the sponsoring organizations/agencies can also be found on the Health and Sport Sciences 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, a job description with site supervisor’s signature) and return it to the faculty supervisor to register for the internship credits.

The final step in the internship process is to complete a Permission Form for Internship. This form can be obtained from the faculty supervisor/advisor (see Appendix A for an example).

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. Preparation for questions about yourself and Otterbein University’s Health and Sport Science Department’s Health Promotion and Fitness Internship Program should be performed. 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?
- What type of work assignments have previous interns performed?
- 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. Resume both before internship and REVISED one after completion of the internship  
See Appendix C for information on how to prepare a resume and write a cover letter.
2. Cover Letter
3. Internship Learning Contract including the Internship Job Description (to be completed by the site supervisor)  
See Appendix B for the sample copy.

**Once the first three documents are completed, then a permission to register form can be completed with the academic advisor. A student CANNOT register for the internship through My Banner.**

4. Permission Form for Internship. Obtain from the supervising University faculty advisor. See Appendix A for the example.

# 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 4900 - Internship in Health Promotion and Fitness.
2. 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. Identify and contact potential internship organizations/agencies. Negotiate internship experiences and complete a 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).
3. Deliver a current resume and cover letter to the University 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.
4. 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. Schedule a mock interview in the Career Center to help you.
5. Complete a Learning Contract (Appendix B) and deliver it to the University 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.
6. 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.
7. 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.

## 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.
5. 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.
6. Be cognizant of the fact that the student reflects Otterbein College and the Health and Physical Education Department. How you perform and behave in the internship will affect the future of other Health Promotion and Fitness interns.
7. Inappropriate or unethical conduct exhibited while on the internship assignment can result in dismissal from the internship program.
8. 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.
9. Consult with the site supervisor when there are problems which you cannot satisfactorily solve yourself.
10. Attend meetings and make such reports as may be required by the organization/agency.
11. Arrange mutually agreeable work assignments with the site supervisor.
12. Carry out all duties assigned in an efficient and professional manner.
13. 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. Daily logs MUST be signed by your site supervisor.
14. Know the assignment due dates and submit them accordingly. (Appendix J.)
15. Submit seven Bi-Weekly Summary Reports to the University faculty supervisor for each week at the internship site. These reports may be emailed to the University faculty supervisor on Mondays of weeks 2,4,6,8,10, 12, 14.
16. Submit the portfolio/notebook, internship evaluation, site supervisor evaluation, etc. immediately following the internship. The last day to submit assignments is the 1st day of final exams (14<sup>th</sup> week) of that particular academic semester.
17. Assist in arranging a visit for the University 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 University 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 University faculty supervisor. Complete and submit a portfolio/notebook with ALL assignments/forms to the University 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 10 hours of academic credit. The Otterbein University Health Promotion and Fitness 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 10 hours of academic credit.



# Responsibilities of the University 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 University 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. Maintaining an updated file of sponsors (organizations/agencies) providing internship programs. Go to the Department of Health and Sport Science's web site for a list of participating organizations/agencies.
4. Interpreting the internship program to the organization/agency, clarifying the organization's/agency's responsibilities, requirements, and reporting procedures.
5. Reviewing proposed internship assignments to assess the amount of credit allowed for the internship experience.
6. Serving as the liaison between the organization/agency and the University.
7. Developing and disseminating the forms necessary to complete the internship registration process.
8. Establishing and disseminating pertinent program and University deadlines to the students.
9. 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.
10. Possessing of the Learning Contracts and facilitation of their handling by the University.
11. Recording of grades.
12. 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).
13. 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.
14. Reviewing the daily logs and bi-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.
15. 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 one meetings during the academic semester. In cases where meetings are not possible, regular contact by telephone or e-mail should be maintained.
16. 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.
17. 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 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 University faculty supervisor with an internship job description for any internship job title or position into which an Otterbein Health Promotion and Fitness intern may be placed.
11. Maintaining contact with the University faculty supervisor as the internship progresses.
12. Observing, as often as possible, the on-the-job performance of the intern.
13. 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.
14. 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 University 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 University faculty supervisor the 14<sup>th</sup> week of the semester.
15. Signing the intern's daily/weekly log sheets (Appendix H) and verification of reports by the student intern.
16. Recommending to the University faculty supervisor, the removal of an intern when his/her performance or behavior is unsatisfactory or detrimental to the organization/agency and the community.
17. 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.

Appendix A:

## **Otterbein University** **Permission Form for Internship**

Obtain a **Permission Form for Internship** (blue sheet) from your University faculty supervisor.

**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 College 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 cover letter 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:** \_\_\_\_\_

**Academic Advisor/Faculty Supervisor:** \_\_\_\_\_

**Campus Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **E-Mail:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**Department:** \_\_\_\_\_ **Course Number:** \_\_\_\_\_

**Internship Site:** \_\_\_\_\_

**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:** \_\_\_\_\_ 10 \_\_\_\_\_ Other

Hours/Week: \_\_\_\_\_ 31 hr/wk \_\_\_\_\_ Other  
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 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.

**D. Evaluation**: Your site supervisor will provide a written evaluation of your internship. Describe in detail what other evidence you will provide your faculty supervisor to document what you have learned (ex. journal, analytical paper, project, descriptive paper, oral presentation, etc.).

## 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: \_\_\_\_\_

Academic Advisor/Faculty Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

## Guides to Preparing Resumes and Cover Letters

### 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 is to get you into that interview and 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 2<sup>nd</sup> 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 Arts**, Otterbein University, Westerville, OH; May 2003

**Major:** Health Promotion and Fitness

G.P.A.: 3.2/4.0

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:**

A “Skills” section is very important. Skills which are used on a regular basis in your future career field are excellent in include (such as programming languages for a computer programmer). Special competencies which could be an added asset to an employer are also helpful to include. 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 internships, related work experience, 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. Also, think about the level of responsibility you’ve held in these positions. Were you responsible for training all new employees? Did you close out the cash drawers and make the nightly deposits? Were you “unofficially” in charge when the manager was out? Did you work 30+ hours per week while attending class full-time? Try to think about what could be related or transferable from your previous position to your new career field and clearly draw these connections.

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! If it was not, emphasize you stronger areas, whatever they may be. When possible, don’t just list involvement; describe what your role as \_\_\_\_\_ entailed.

### **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*

### **1<sup>st</sup> 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*

### **2<sup>nd</sup> 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*

### **3<sup>rd</sup> 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.

## 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.

Health Promotion and Fitness student interns must meet the programmatic requirements, submit required assignments, present evidence of professional activities, and complete evaluations. **The HLED 4900 Internship program requires student interns to complete the following assignments:**

- 1) Submit a Job Description (written by the site supervisor in consultation with the student intern) to the University faculty supervisor. (Part of Appendix B).  
\*\* This must be done **prior** to completing the Learning Contract for the internship. A job description is a summary of the primary job responsibilities, duties, and qualifications for a particular position. Its central purpose is to give the prospective student intern a clear picture of the job and its responsibilities. A job description clarifies job responsibilities, provides a brief introduction to a position, removes the possibility of misunderstandings, and provides the basis for establishing learning activities/assignments and performance evaluation standards.
- 2) Complete the Internship Learning Contract with goals and objectives. Appendix B
- 3) Submit a Resume and Cover Letter to the faculty supervisor and to the internship site supervisor. Appendix C.
- 4) Maintain Daily Log Sheets. To be recorded and **signed by the site supervisor each week** AND included in the notebook as proof of hours completed. (Appendix H)
- 5) Complete Bi-Weekly Journal Reports. Appendix I  
**These reports must be submitted to the University faculty supervisor on Fridays of weeks 2, 4, 6, 8, 10, 12, and 14. Report the number of TOTAL hours accumulated with each report.** These bi-weekly journal reports give the site supervisor an opportunity to make certain that the intern has had the chance to learn about some aspect of the organization/agency while allowing the faculty supervisor an opportunity to judge the quality of the experience which that specific internship sponsor is able to provide. It also gives the student intern an opportunity to assess what s/he has learned. The reports must contain information designed to allow the student intern to **reflect** upon his/her internship experience.

These reports are to be completed on a bi-weekly basis 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 report must be typed, double-spaced, 12 point font, single-sided, and 1-2 pages in length.**

- 6) 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.
- 7) Set up and Meet with the University Faculty Supervisor a minimum of 1 time during the academic semester. IF the need arises..  
\*\* The University 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.
- 8) Arrange a minimum of 1 Site Visit for the University 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.
- 9) Oral Presentation. Sometime during the last week of the semester, the interns must make a professional 10-15 minute oral presentation of their internship experience(s) to the University faculty supervisor and other departmental faculty and students.
- 10) 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 University faculty supervisor upon completion of the internship. This evaluation will be completed during the 14<sup>th</sup> week of the academic semester.
  - a) Student Evaluation of the Internship. See Appendix F
  - b) Student Evaluation of the Site Supervisor. See Appendix G
- 11) 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 14<sup>th</sup> week of the academic semester.  
See Appendix E
- 12) 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

\*\* Be aware of internships that are during Spring Semester with graduation pending!!

- 13) Development of an Internship Notebook. All assignments and reflections on the internship experience must be organized in a 3-ring binder which must be submitted to the faculty supervisor by Friday of the 14<sup>th</sup> week of the academic semester. **The notebook must contain a title page, table of contents, body (copies of bi-weekly/daily journals, observation reports, evaluations, etc.); appendices, and any additional materials the intern has prepared individually or jointly. Dividers should be used to separate sections of the notebook.**

**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

<b>TRAIT</b>	<b>RATING</b>	<b>COMMENTS and SUGGESTIONS</b>
1. <i>Personal Habits</i> : appearance, suitability of appearance		
2. <i>Responsibility, Dependability</i> : ability to meet schedules, follow through, and attend instruction		
5. <i>Attitude</i> : loyalty, interest, and approach to job, associates, public and organization/agency; compliance with established policies and procedures		
4. <i>Initiative and Creativity</i>		
5. <i>Self-Confidence</i>		
6. <i>Enthusiasm</i>		
7. <i>Judgment</i> : possesses commonsense, tact, makes responsible decisions when problem solving; knows important from unimportant		
8. <i>Attendance and Punctuality</i> : regularity of attendance, promptness, absences, tardiness, time off for illness or personal business, clock watching		



TRAIT	RATING	COMMENTS and SUGGESTIONS
9. <i>Quality of Work, Performance</i> : organization, thoroughness, soundness of decisions, foresight		
10. <i>Human Development and Education</i> : rapport, ability to handle groups effectively; maintains discipline; effectively contributes to growth of participants		
9. <i>Knowledge and Understanding</i> : 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		
10. <i>Productivity</i> : effective use of time and facilities, volume and nature of work produced, planning and following through		
11. <i>Familiarity with Organization</i> : has taken opportunities to review budgeting, staffing, policies, goals, philosophies, etc. of the organization/agency		
12. <i>Communication</i> : effectiveness in writing, speaking while leading, presentations, keeps appropriate contact with supervisor(s), co-workers; informs as necessary; computer skills		
15. <i>Leadership Ability</i>		
16. Did the intern make useful contributions to the organization/agency/department, etc.?		
17. What skill or abilities could the student/intern target for improvement? (What qualities kept the intern from achieving the level of a model entry-level employee?)		

19. How well was this internship suited to the student's abilities and interests?

20. 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: \_\_\_\_\_ / \_\_\_\_\_

Suggested grade: \_\_\_\_\_

Student Intern's Comments:

\_\_\_\_\_  
Site Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Intern's Signature

\_\_\_\_\_  
Date

**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 \_\_\_\_\_

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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:

<b>Statement</b>	Strongly Disagree <b>1</b>	Disagree <b>2</b>	Neutral <b>3</b>	Agree <b>4</b>	Strongly Agree <b>5</b>
This experience:					
1. gave me a good opportunity to explore a career field.	1	2	3	4	5
2. made me see the usefulness of my coursework through application of theory into practice.	1	2	3	4	5
3. helped me develop my decision-making and problem-solving skills.	1	2	3	4	5
4. expanded my knowledge about the work world before taking a permanent full-time job.	1	2	3	4	5
5. helped me develop my written and oral communicative skills.	1	2	3	4	5
6. gave me a chance to exercise leadership skills (influence others, develop ideas with others, stimulate decision-making and action).	1	2	3	4	5
7. expanded my sensitivity to the ethical implications of the work involved.	1	2	3	4	5
8. made it possible for me to be more confident in new situations.	1	2	3	4	5

9. gave me a chance to improve my interpersonal (human relation) skills.	1	2	3	4	5
10. helped me learn to handle responsibility and use my time wisely.	1	2	3	4	5
11. helped me discover new aspects of myself that I didn't know existed before.	1	2	3	4	5
12. helped me develop new interests and abilities.	1	2	3	4	5
13. helped me clarify my career goals.	1	2	3	4	5
14. provided me with contacts which may lead to future employment.	1	2	3	4	5
15. gave me the opportunity to acquire information and/or use equipment not available at Otterbein University.	1	2	3	4	5
16. allowed me to be a functioning member of the organizational staff	1	2	3	4	5
17. provided professional growth through training programs, seminars, and other development activities	1	2	3	4	5
18. allowed me to meet my personal and professional goals and objectives	1	2	3	4	5

In Otterbein University's internship program, faculty members are expected to be mentors for students. Do you feel that your faculty supervisor served such a function? Explain.

How well were you able to accomplish the initial goals and objectives, tasks and new skills that were set for you in your Learning Contract. (In what ways were you able to take a new direction or expand beyond your contract? Why were some goals not accomplished adequately?)

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?

Was your internship experience related to your major area of study? Explain.

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

Give suggestions as to how your internship experience could have been improved. (Could you have handled additional responsibility? Would you have liked more discussions with your faculty supervisor concerning your internship? Was closer supervision needed? Did you need more of an orientation? Etc.)

**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.

<b>Statement</b>	<b>Strongly Disagree 1</b>	<b>Disagree 2</b>	<b>Neutral 3</b>	<b>Agree 4</b>	<b>Strongly Agree 5</b>
1. Supervisor was well organized.	1	2	3	4	5
2. Supervisor gave appropriate feedback.	1	2	3	4	5
3. Supervisor was accepting of my feedback.	1	2	3	4	5
4. Supervisor was open and freely gave information about the organization/agency.	1	2	3	4	5
5. Supervisor was interested in me as a person and as a student intern.	1	2	3	4	5
6. Supervisor was accessible - available for problems and questions.	1	2	3	4	5
7. Supervisor was supportive and perceptive of my feelings and efforts.	1	2	3	4	5
8. Orientation was sufficient to familiarize me with the organization/agency and job.	1	2	3	4	5
9. Training was adequate and enabled me to perform my internship duties.	1	2	3	4	5
10. Job duties were fully explained, reasonable, and in line with the Learning Contract.	1	2	3	4	5
11. Goals and objectives set were realistic in terms of complexity and time constraints.	1	2	3	4	5
12. Sufficient work space was provided by supervisor.	1	2	3	4	5



**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: \_\_\_\_\_

<b>Day/Date Hours</b>	<b>Activity</b>	<b>Comments</b>	
<b>Saturday</b>			
<b>Sunday</b>			
<b>Monday</b>			
<b>Tuesday</b>			
<b>Wednesday</b>			
<b>Thursday</b>			
<b>Friday</b>			



**Otterbein University**  
**Department of Health and Sport Sciences**

**Internship Journaling / Reflection Questions for Bi-Weekly Journals**

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?

**Otterbein University**  
**Department of Health and Sport Sciences**

## Learning Activity/Assignment Worksheet

The following internship assignments (with their point values), must be completed by the intern throughout the academic quarter in order for a grade to be given by the faculty supervisor:

Assignment***	Point Value	Check Off (✓)
1. Registration Form (from Office of the Registrar) (A) *	1	
2. Learning Contract (B) *	10	
3. Internship Job Description *	5	
4. Resume *	5	
5. Cover Letter *	5	
6. Map to Internship Site *	2	
7. Class / Work Schedule (K) *	2	
8. Daily Log Sheets (H)	10	
9. Final Evaluation of Student by Site Supervisor (E)	10	
10. Student Evaluation of Site Supervisor (G)	10	
11. Student Evaluation of the Internship (F)	10	
12. Faculty Supervisor's Site Report (K)	2	
13. Notebook/Portfolio	15	
14. Oral Presentation	5	
15. Meeting with Faculty Supervisor	5	
<b>TOTAL POINTS --</b>	<b>97</b>	

\* Required documents PRIOR to the semester internship occurs.

\*\*\* To earn full credit, assignment must be submitted to the faculty supervisor on time. Point or percentage deductions will occur for late assignments.

**Otterbein University**  
**Department of Health and Sport Sciences**

**Faculty Supervisor's Internship Site Visitation Report**

\_\_\_\_\_  
Student Intern

\_\_\_\_\_  
Site / Department

\_\_\_\_\_  
Date

\_\_\_\_\_  
Time

**Description of Observed Activities:**

<b>Things to Continue</b>	<b>Things to Improve</b>

**Things to talk about:**