

University of Idaho
Department of Movement Sciences
Graduate Internship M.S.
Movement and Leisure Sciences
Leadership in Recreation, Sport, and Tourism Management
REC 598 (6 credits)
Instructors:
Professor Bruce Saxman, M.A., Clinical Assistant Professor, Recreation
Updated 2/2017

University of Idaho
College of Education



Field Experience Internship Guidelines & Internship Proposal Requirements

Interns are to identify and propose an internship for M.S. MLS-RSTM committee approval that meets the following requirements.

1. Each internship proposal will be evaluated and modified as needed by the MLS-RSTM Faculty. In order to meet timelines appropriately. It is recommended that students submit project outlines to the faculty well before deadlines to accommodate time needed for changes.
2. Internships must be done independent from coursework.
3. Current or past work placements cannot be used unless evidence of showing a shift to a leadership role is documented, e.g., letter of support from supervisor.
4. Development of a major product by the student in cooperation and agreement with the agency supervisor is expected. A major product must be included with the internship proposal and approved by the program faculty prior to starting the internship. Example products include: 1) organize, conduct and assess a specific program for the agency; 2) design, implement, manage and assess agency website; or 3) assess and develop lesson outlines for bi-weekly presentations or trainings on topics relevant to the agency or industry. All products must include a process and outcomes-based assessment component that involves data collection, analysis and reporting.

Internship Requirements & Proposal

Requirements:

1. Identification of a minimum of 6-credit internship (each credit equals 45 hrs)
2. Description of site, intern expected role, responsibilities and activities
3. Description of how the internship is connected to the M.S. MLS-RSTM program
4. Identified responsibilities in the internship that are beyond novice level and include 2 or more leadership roles during the internship (e.g., supervising a weekend tournament; developing and conducting a needs assessment or program evaluation) that have been approved with documented evidence by the supervisor and result in a major product.

The intern must submit an internship proposal to the Recreation Program Internship Coordinator prior to the appropriate registration deadline. The proposal process is as follows:

- Submit a scanned PDF file of the Internship Proposal (pages 4-5 of the REC 598 Handbook) and Internship Contract (pages 6-7 of the REC 598 Handbook). The Internship Contract must be signed by your internship supervisor
- Complete the insurance information on page 8
- Complete the Out of State field Placement form on page 8 if your internship location is outside of Idaho

Once all of this information is reviewed and approved the registration hold will be removed and you may register for the course. It is important that this process is completed ahead of the term registration deadline.

GRADUATE INTERNSHIP HANDBOOK

Course Description	The internship is intended to provide students with experiences in an agency setting relevant to the student’s professional interests. The exact nature and setting may vary according to the situation. The program is experiential and the outcomes will vary with each individual
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Course Objectives	<p><u>The objectives of the internship are that the student demonstrate:</u></p> <ol style="list-style-type: none"> I. Professionalism: <ul style="list-style-type: none"> • To assist agencies in the creation of knowledge and to improve the working environment in a capacity that is consistent with the agency mission. • To become familiar with the administration, supervision, and day-to-day operations of the facility and programs in which they are working. • To work under supervisory personnel and follow designated guidelines and conditions prescribed. • To become more aware of current issues and trends in your field of interest. • To network and collaborate with entities who seek to achieve common goals. II. Application of Learning: <ul style="list-style-type: none"> • To apply academic training to real world settings with hands on projects. III. Evaluation and assessment: <ul style="list-style-type: none"> • Demonstrate ability to apply research skills. • To evaluate own strengths and weaknesses within their respective field.
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Late work	It is your responsibility to stay on top of the assignments for this course. You will submit your work by the due dates that you noted when you submitted the contract. Items that are late will be scored at 50%; work that is significantly late will not be accepted and will earn zero.
Contact	It is your responsibility to stay in contact with your supervisor and to communicate with any site visitor. To do this you must check your school email and Blackboard regularly. If internet access will be an issue for you and would affect your submission of work or your communication, you must notify the REC 598 course instructor to work out alternative options as soon as possible.
Submission of Work	Blackboard will be used for the submission of your assignments unless otherwise noted.

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GRADUATE INTERNSHIP INFORMATION

Student Name			
Number of Credits		Total Hours Required	
Internship Start Date		Internship End Date	
Name of Agency			
Agency Director			
Agency Address/City			
Agency E-Mail		Agency Phone –	
Student Address			
Best Time to Call			
Student E-Mail		Student Phone –	
INTERNSHIP DEADLINES			
DATE DUE	ASSIGNMENT		DATE RECEIVED
Prior to Start Date	Internship Proposal		
Prior to Start Date	Graduate Internship Information (this form)		
Prior to Start Date	RECREATION INTERNSHIP CONTRACT		
Prior to Start Date	STUDENT INSURANCE REQUEST FORM		
Prior to Start Date	MVSC Waiver Form and Out of State Field Placement form		
On-going	Bi-Weekly (Every Two Weeks) Online Blogs of Internship Experience		On-going
	#1 – Goals, Objectives and Orientation		
	#2 – Midway Evaluation		
	#3 – Wrapping It Up		
	Final Evaluation – Student		
	FINAL EVALUTION - AGENCY		
	Final Product Submission		

NOTE: Assignments in UPPERCASE require some or all components to be completed by the AGENCY.

INTERNSHIP PROPOSAL

INTERNSHIP GENERAL INFORMATION

The internship is intended to provide students with experiences in observing, assisting, and working in a supervised professional setting. The program is experiential and the outcomes will vary with each individual. This form must be complete and submitted prior to receiving approval to confirm your internship.

Student Name			
Student Contact (email & phone)			
Student ID#		# of Credits	
Internship Dates (only semester dates)			Approximate hours per week:
Type of Site (school, medical, fitness, recreation, etc.)			
Name and location of Internship Site			
Supervisor Title, Credentials and Experience-be specific			

INTERNSHIP DETAILS (attach a job description)

What are your expected responsibilities at this internship? (include primary tasks and outcomes)	
How will you apply your academic courses to this opportunity?	
What do you expect to learn from this opportunity that applies to your career goals?	
What information does the site require for you to obtain prior to being selected?	(i.e., affiliation agreements, health insurance, liability insurance, medical forms, etc.)



Department of Movement Sciences
INTERNSHIP CONTRACT

INTERNSHIP GENERAL INFORMATION

The internship is intended to provide students with experiences in observing, assisting, and working in a supervised professional setting. The program is experiential and the outcomes will vary with each individual. This form must be complete and accurate and submitted to UI within four weeks of the course start date.

Student Name		
Internship Dates <small>(only semester dates)</small>		Course Prefix & Number
Name of Internship Site		
Site Address/City		
Site Website		
Internship Supervisor		
Supervisor E-Mail		Supervisor Phone

INTERNSHIP DETAILS (attach a job description as well)

Description of experience. (What will you do? Include 5 primary tasks.)	(e.g., ?% administration, ?% job shadow, ?% assist with tasks...)
Type of Supervision	(e.g., weekly meetings, indirect supervision 50%, direct supervision 80%)

INTERNSHIP COORDINATOR AND SUPERVISOR INFO		
Recreation Internship Supervisor: Professor Bruce Saxman	Phone (208) 885-2165	Email: bsaxman@uidaho.edu
Address	University of Idaho, Department of Movement Sciences, College of Education, ID 83844-2401	

****This form must be attached to the original proposal.**

Signatures on this document confirm that this is the working agreement for this internship and that all of the statements below are understood by the student and the supervisor.

The internship will be a minimum of 270 hours during the semester dates listed above. No hours can be worked outside of the semester’s academic dates.

The internship is an academic course with required assignments that must be completed by the student. The student must access the course via Blackboard Learn and follow the syllabus posted.

The supervisor will be required to complete student evaluations as well as review the student’s goals and objectives. The student will provide the appropriate documentation.

The student will share the Welcome Packet and the syllabus with the supervisor.

The student will take initiative to learn, ask questions, and get hands on experience where applicable.

The supervisor will allow the students to be involved in the experience noted above and will provide supervision as described.

Any questions, concerns, or issues should be directed to the university supervisor listed above.

PLEASE CHECK ONE OF THE FOLLOWING BOXES:

This agency DOES or DOES NOT provide liability insurance coverage for UI practicum students. (If you are a public school district you likely provide liability insurance)

Student Signature

Date

Agency Intern Supervisor Signature

Date

University Coordinator/Director Signature

Date

UNIVERSITY OF IDAHO - STUDENT PRACTICUM/INTERNSHIP LIABILITY COVERAGE

<http://www.uidaho.edu/infrastructure/pss/risk-management/insurance/internship>

OUT OF STATE FIELD PLACEMENT

Distance and Extended Education (DEE) reviews out of state field experiences (*for on campus and distance students*) to ensure that the university is in compliance with all authorization requirements for a particular state. If your internship is taking place outside of Idaho complete the form located here:

<https://uidee.files.wordpress.com/2011/03/field-placement-report2.pdf> . This must be completed and emailed to dee@uidaho.edu at least 60 days before your internship begins.

REQUIREMENTS AND SUPPORT SERVICES:

Read and become familiar with the University of Idaho undergraduate code of conduct, code of ethics for Idaho professional educators, & NASPE code of conduct. The following links will be helpful:

<http://www.webs.uidaho.edu/fsh/2300.html>,

<http://www.sde.idaho.gov/TeacherCertification/docs/ethics/Ethics2006.pdf>, &

http://www.aahperd.org/NASPE/pdf_files/pos_papers/resource-code.pdf.

Disability Support Services Accommodations Statement: Accommodations at UI are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 (885-630, dss@uidaho.edu, www.access.uidaho.edu).

COLLEGE OF EDUCATION:

Vision. The College of Education envisions being a leading, diverse, nationally recognized educational community. Our caring faculty members and innovative curriculum are: (a) preparing professionals through integrated programs grounded in research, (b) generating and evaluating knowledge through disciplinary and interdisciplinary scholarship, and (c) informing professional practice and community life through the exchange and utilization of knowledge. Together, our college community is achieving this vision through a culture of openness, innovation, and collaboration.

Mission. The College of Education enriches lives by advancing excellence in research and practice in education, leadership, and applied human arts and sciences.

Conceptual Framework. University of Idaho educators CARE. Together we develop as scholar practitioners who value and professionally apply and advance: (a) Cultural Proficiency; (b) Assessment, Teaching, and Learning; (c) Reflective Scholarship & Practice; and, (d) Engaging in Community Building & Partnerships.

BI-WEEKLY (EVERY TWO WEEKS) ONLINE BLOGS

You will provide blogs online through the Bblearn course site that log your hours and explain what you have been doing. You are required to submit the blogs to Bblearn **at least every two weeks** with a total of **8 blogs required**. These blogs will serve as a way for us to keep in contact with you about what you are doing and learning, and will allow us to send you feedback to facilitate your professional growth.

Regardless of the number of hours that you have completed in those weeks, submit the blogs at least every other week and with 8 blogs required. There will be lots of space on Bblearn for the blogs.

Using the Blog template on Bblearn you will provide a daily summary log of the hours you have worked and a brief description of the key activities performed. Please make sure that you highlight key activities that stood out, lessons learned, or questions that you have for your UI supervisor. Make sure that you fill out each row and column. By keeping e and a running total of hours we can make sure that you are on track!

Example Blogs

Week One. Jan 10 th -17 th	Time	Hours Worked	Key Activities
Monday	8:30-9:30 a	1	Prepped the work area for the day- basic cleaning and set up of equipment
	9:30-12:00p	2.5	Aided supervisor with material distribution and data collection.
	1:00-5:00p	4	Assisted in program design, site selections, and participant recruitment. This was really interesting as I had not done this before. I also realized just how much work went into it all.
Tuesday	8:00-11:30a	3.5	Met with a patient who was 102 years old. We talked a lot about her health over the years. She told me all about....This experience stood out to me because....
	12:00-5:00p	5	Spent the afternoon observing lots of patients get treatment. I was not really sure when to ask for help and when I should just get on with the task. Should I just go and ask for help or see what they think of the work at the end of the week?
Wednesday			And so on.....
Week One Total Hours:		40	Total hours so far = 40

ASSIGNMENT - GETTING STARTED

GOALS AND OBJECTIVES

Part A Formulate a list of goals for yourself for the field experience. In order to do this, you might ask yourself the following questions: How do you want to be different at the end of the experience? What experiences or skills do you want to acquire? Remember: Goals are very general and simplistic. You should have three or more goals!

Part B For each of the goals you have listed, list specific objectives. (Remember, a well written objective contains an observable behavior, the conditions under which you expect that behavior to occur and how you will judge or measure whether you have been successful in meeting the objective.)

At the conclusion of my internship experience:

- 1.
- 2.
- 3.
- 4.

ORIENTATION

Part A Describe your orientation to the agency/institution. Include at least three positive elements about the process. Also include issues of concern, if they exist. Describe your feelings about your first two weeks.

ASSIGNMENT - MIDWAY EVALUATION

Summarize and evaluate your experiences thus far in your internship.

1. Is this experience what you expected? Explain.
2. Is this experience meeting your needs? Explain.
3. Is the supervision you are receiving adequate? Explain.
4. What contributions are you making to the agency?
5. How can the internship experience be more meaningful? What can you do to make it so?
6. What do you perceive as being your strengths at this point? What are your weaknesses?
7. From assignment #1, what objectives have you met?
8. What objectives remain? Which of these do you expect to be able to meet?
9. Are there any goals you do not expect to be able to meet? Comment on these.
10. Are there additional goals and objectives that you want to add? Why do you feel these are important?

ASSIGNMENT - WRAPPING IT UP

Include the following items in your final report:

1. **Description of the contributions you made during your internship (e.g., programs developed, materials written or designed, activities initiated, assistance in in-service training, job analysis, etc.)**
2. **General overview of the types of tasks you performed and the opportunities you had for administrative, supervisory, programming and activity leadership involvement at the site.**
3. **Discussion of problems or difficulties encountered, personal and otherwise. Describe approaches you tried to alleviate adverse or problematic situations.**
4. **Self-analysis in terms of professional and personal growth; development of competencies; surfacing of strengths and limitations; emerging attitudes and values; ability to develop interpersonal relationships; crystallization of career objectives; feelings of increased/decreased confidence and assertiveness; satisfaction/dissatisfaction with career choice, etc.**
5. **Recommendations for improving the internship program.**

ASSIGNMENT – STUDENT FINAL EVALUATION OF INTERNSHIP

Date: _____

Student's Name: _____

Agency: _____

DIRECTIONS:

Please rate your internship experience according to the following professional opportunities. Fill in the appropriate number for each.

- | | |
|-------------------|------------------|
| 1. No opportunity | 4. Above Average |
| 2. Below Average | 5. Excellent |
| 3. Average | |

- ____ Opportunity to take leadership roles was part of my internship.
- ____ Diverse work experiences, interesting interactions, and unique locations were part of my internship.
- ____ Learning new skill sets and practicing those skills was part of my internship.
- ____ I utilized my personal education, background and training for my internship experience.

DIRECTIONS:

Please provide a written response to the following two questions. Describe in detail your thoughts.

1. In regard to preparedness for the internship experience. What graduate classes and previous experiences were most useful?

2. What types of classes or learning experiences would you have better prepared you for the internship?

ASSIGNMENT – AGENCY FINAL EVALUATION OF STUDENT

Date: _____

Student's Name: _____

Agency: _____

Agency Internship/Supervisor: _____

PART A

DIRECTIONS:

Please indicate by a check in the appropriate space the description which best fits the student. Check only one space for each quality. Students will be graded on a scale from 1-6.

1. No opportunity to observe
2. The student does not meet the basic requirements
3. The student does work which is acceptable, but needs close supervision
4. The student does a good job and requires little supervision
5. The student does a good job and requires no supervision
6. The student is doing an exceptionally outstanding job

Please check in the following four areas:

- ___ A. Administration
- ___ B. Supervision
- ___ C. Program Planning
- ___ D. Community & Public Relations

Comments:

Letter Grade In:

Administration ____

Program Planning ____

Supervision ____

Community & Public Relations ____

PART B

STUDENT PROFESSIONAL QUALITIES

DIRECTIONS:

Please rate this student according to the following professional qualities. Fill in the appropriate number for each quality.

- | | |
|-------------------|------------------|
| 1. No opportunity | 4. Above Average |
| 2. Below Average | 5. Excellent |
| 3. Average | |

- ____ 1. Does he/she reflect a sound philosophy of the recreation field?
- ____ 2. Dependability?
- ____ 3. How well does he/she develop morale among fellow employees and participants?
- ____ 4. Is he/she effective as a leader of others?
- ____ 5. How well does he/she plan programs?
- ____ 6. How well does he/she work and assume a share of the responsibility for agency activities?
- ____ 7. How well does he/she work with other staff members, parents, community leaders and participants of the agency?
- ____ 8. How does he/she react to constructive criticism of a professional nature?
- ____ 9. How does he/she rank in skills and abilities?

PART C

STUDENT PERSONAL QUALITIES

DIRECTIONS:

Please rate the student's personal qualities according to the same scale as used in the professional qualities section.

- ___ 1. Appearance, manner, dress, grooming.
- ___ 2. Mental awareness (judgment, understanding of the situation at hand).
- ___ 3. Voice and speech (includes grammar, oral expression and appropriateness of speech to situation).
- ___ 4. Self-expression (written).
- ___ 5. Emotional maturity (judgment, self-control, responsibility).
- ___ 6. Physical Health (in relationship to absenteeism and job performance).

Comments: (Including strengths or weaknesses observed in the student's educational preparation).

Please submit this form via email to the Recreation Internship Coordinator, Professor Bruce Saxman, at bsaxman@uidaho.edu. If you need to mail this form, please send to:

Bruce Saxman
Department of Movement Sciences
University of Idaho
875 Perimeter Drive MS 2401
Moscow, ID 83844-2401

If you would like to provide comments or feedback on this internship, or should you need to reach the internship coordinator for any other reason, please contact Bruce at (208) 885-2165.

Thank You for Your Service as a Site Supervisor!

ASSIGNMENT – MAJOR PRODUCT

1. A major product must be included with the internship proposal and approved by the program faculty prior to starting the internship. Example products include: 1) organize, conduct and assess a specific program for the agency; 2) design, implement, manage and assess agency website; and 3) assess and develop lesson outlines for bi-weekly presentations or trainings on topics relevant to the agency and industry. All products must include a process and outcomes-based assessment component that involves data collection, analysis and reporting.