

**Faculty Guide
to the
Westminster College
Internship Program**



**WESTMINSTER
COLLEGE**

**CENTER FOR CAREER
DEVELOPMENT**

Faculty Guide to Internships

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<http://www.westminster-mo.edu/studentlife/career/internship/Pages/default.aspx>

The purpose of this manual is to communicate information about the Westminster College Internship Program. This information is provided as a service and should not be construed as a contractual obligation. Users agree that the information may be deemed reliable but not guaranteed and therefore should confirm said information at the Internship Program Office. Westminster College reserves the right not to place students in the Internship Program at the College's discretion.

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What An Internship Is

According to the National Association of Colleges and Employers (NACE):

- The experience must be **an extension of the classroom**: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
- The skills or knowledge learned must be transferable to other employment settings.
- The experience has a **defined beginning and end**, and a job description with desired qualifications.
- There are **clearly defined learning objectives/goals** related to the professional goals of the student's academic coursework.
- There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
- There is routine feedback by the experienced supervisor.
- There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals

An Internship Is Not...

Guarantee of a Job Offer	Although some interns are offered part- or full-time employment as a result of contacts they make during internships, there is no guarantee that an internship will result in a job. Over 70% of employers prefer candidates with <i>relevant</i> work experience. Internships are an ideal way to build information and referral networks.
Go-fer	Interns are not expected to perform primarily routine work for an organization. Internships should be meaningful learning experiences; whether or not they are meaningful is a judgment students must make in conjunction with the faculty sponsor. Since most positions and projects involve some routine work, we recommend that it be limited to not more than 20% of the intern's time.
Volunteer Experience	Regardless of the financial arrangements, interns are not the same as volunteers. They are accountable not only to a site supervisor but to a faculty sponsor who evaluates the quality of the <i>learning</i> experience. A volunteer may perform the same tasks equally well, but may or may not approach the internship as a learning experience.
A Job	Although interns work on projects for an employer, they should not view the internship as a job. Internships are, first of all, learning experiences. Some people learn more effectively through experience; internships provide that opportunity. The credit interns earn is based on what students can document they have learned, not solely on the evaluation of their performance at the site.
An Easy Grade	Most students report working just as hard, if not harder, on an internship as they do for classes on campus. Pursuing an off-campus internship along with several other classes creates a demanding schedule and requires a lot of time and energy. Students should be careful about planning internships during an otherwise heavy semester.
Roles	<ul style="list-style-type: none">• Students are responsible for defining their own learning outcomes within the parameters of their work environments. During the internship, students are expected to become participating members of the sponsoring organizations. The academic component of the internship allows students to

reflect upon and communicate the learning that is occurring. This might include a learning journal, guided readings, regular meetings with a faculty sponsor, and an extensive final project.

- **Faculty sponsors** provide academic guidance by helping students combine theory with experience. These sponsors meet regularly with students to raise questions, challenge assumptions, and offer guidance. The faculty sponsor also evaluates the experience and assigns credit. A faculty sponsor can be any full time faculty, even those in their first year. In some instances, a member of the Professional Staff who has regular teaching duties may be the most qualified person to sponsor a particular internship. Adjunct instructors as faculty sponsors must be approved by the Dean of Faculty before the internship begins.
- **Site supervisors** play an important role in helping interns define realistic expectations for the experience and in providing training and on-site guidance. The supervisor regularly meets with students and provides feedback to the Internship Coordinator when needed. The supervisor's evaluations also provide valuable information on the student's progress.
- The **Internship Coordinator** is the connection between the faculty, the student, and the work site. The coordinator assists in the development of internships, prepares students, and maintains contact with all of the people involved. The coordinator is available to assist students with any internship-related issue or task and may conduct a site visit mid-way through the internship when geographically feasible.

Benefits of Being Involved in an Internship at Westminster

Benefits to **students** include the opportunity to:

- test and apply academic theory in a work setting
- develop and expand knowledge and skills in a specific field
- work with professionals in the field and learn from them in a professional setting
- feel a sense of accomplishment through their contribution to an organization
- clarify career goals

Benefits to **sponsoring organizations** include:

- the services of mature students who are highly motivated, achievement oriented, academically qualified, and eager to learn
- the opportunity to undertake special projects or short-term assignments
- the fresh perspective of current academic knowledge in specialized fields
- the opportunity to observe potential future employees

Benefits to **faculty sponsors** include the opportunity to:

- participate in and benefit from the intellectual, personal, and professional growth of students learning in professional work environments
- gain knowledge of current practices in professions related to their academic disciplines
- make contact with professionals in fields outside academia
- expand their understanding of how classroom theories apply to the work place (great source of examples for lecture and for class projects!)

How Does a Student Find an Internship?

Step One: Determining Goals

Before embarking on an internship, students must know why they want one. Have they defined their career or academic goals? If they have no idea what they want to do when they leave Westminster, or what they would like to learn from the experience, now is probably not the best time for them to do an internship. Instead, refer them to the Internship Coordinator or Director of Center for Career Development to talk about decision-making techniques such as informational interviewing. Students

should not commit to a three-month experience unless they are fairly sure that it will pertain to their long-term goals.

Step Two: Research Options

Students should schedule an appointment with the Internship Coordinator to brainstorm options. WC's online job posting database, Columns CareerLink, is also a resource for searching current opportunities. Students should allow *at least* one month for finding an internship. Many large and popular internship programs have early application deadlines. To intern with a government agency or large corporation, students should start early in the academic year for the following summer.

Step Three: Getting Hired

The Internship Coordinator can provide students with materials to help them to develop an appropriate resume and cover letter and will provide a critique of these materials for students. In addition, students may schedule a mock interview with the Center for Career Development to polish interviewing skills.

The Westminster Internship Program

Sponsoring an Internship

Faculty sponsors award credit for internships. Internships are only academically relevant if the internship experience is tied to an academic culture. Activities assigned by the faculty sponsor and the intern's interaction with the sponsor help the student to evaluate, review, articulate, and solidify the learning experience. The unique contributions of the faculty sponsor are the provision of academic content expertise and guidance in helping the intern to make a connection between practical experience and the theory behind the practice.

Compensation for Sponsoring an Internship

Due to additional time and effort of sponsoring internships, faculty are compensated at the rate of \$50 per credit hour of internship sponsored. The stipend is usually added to the pay period following the end of the semester.

The Decision to Sponsor

Students are required to obtain a faculty sponsor from the department under which the internship will fall. If a faculty member is not comfortable with the internship or the internship site or will not have the time necessary for sponsoring activities, s/he may refer the student to another faculty member. Faculty are requested to limit sponsorship **to three interns during each academic semester and five interns during the summer**. These recommended numbers will help ensure the quality and consistency of the internship program. If a faculty member is interested in sponsoring more than the recommended amount, s/he should speak with the Dean of Faculty.

The following is a list of minimum responsibilities as a faculty sponsor:

Contact with Student Prior to Internship

- Review learning goals developed by student and discuss assignments

Contact with Student during Internship

- Read and respond to e-mail or written journal entries (weekly)
- Discuss potential applied readings to internship experience (as appropriate)
- Discuss evaluations (student and site supervisor - mid-semester and final)
- Available to discuss experiences and any problems (as needed)

Contact with Internship Coordinator

- Telephone, email or direct contact as needed
- Approve online form in a timely manner
- Inform immediately when problems develop
- Inform of plans for site visit (include Internship Coordinator on visit when possible)

Westminster Internship Policies for Credit-bearing Internships

	ITS 399	ITS 409
Minimum Classification	Sophomore	Junior
GPA minimum	2.0	2.5
Faculty sponsor	1 through academic dept	2 through two academic depts
# credits	1-4 (So. 1 credit)	5-12
Learning goals	Yes	Yes

1. Internships coincide with the Fall and Spring semesters or summer break. They may be done on a part-time or full-time basis during any term.
2. A maximum of 12 total credit hours of internship can be applied towards graduation.
3. Internship credit cannot be used to fulfill any general education requirements.
4. International students must earn internship credit for any off-campus work or internship (in the U.S.), unless otherwise approved by Director of International Student Services & Internship Coordinator.
5. Credit is awarded on a CR/D/F basis. **Credit is awarded for the planned learning that occurs during the internship, NOT for the intern's performance at the internship site.** If the intern did not maintain regular communication with a faculty sponsor throughout the internship, it would otherwise be considered a non-credit internship.
6. The department that houses the faculty sponsor awards academic credit. Therefore, if the faculty sponsor is from the business department, the credit will be BUS 399. Exceptions to this must be approved, in writing, by the Chair of the department under which the internship will fall. Students should check with their advisor to find out how best to use internship credit.
7. **For ITS 409:** Students must receive approval from academic advisor, Internship Coordinator, and the Department Chairs in which the credit is being delivered.
8. Depending on the needs of the student, the ITS 409 credits may be earned in one academic department instead of two. This would have to be approved by the Department Chair.
9. **No retroactive internship credit will be awarded. The student MUST be in contact with a faculty sponsor throughout the internship.**

Administrative Procedure and Deadlines

Students must report their internship through Columns CareerLink. They can contact the Center for Career Development for information on how to complete this form. **Students are not officially registered for internship credit until their online form has been approved by all parties.** Due to financial aid requirements, all course registrations must be finalized by the college's last add/drop date. Since these financial aid requirements are not flexible, the internship deadlines cannot be flexible. **The**

faculty sponsor awards academic credit when the internship and all associated academic activities have been completed by the end of the term.

Intern Time Commitment

The chart below shows how much time an intern must spend at the internship site and on academics for each credit hour the intern hopes to receive.

# credits	Site hours	Academic hours	Total hours in term	“per week” average* (based on 15 weeks)
1	35	10	45	2h 20m on site + 40m on academics
2	70	20	90	4h 40m + 1h 40m
3	105	30	135	7 + 2
4	140	40	180	9h 20m + 2h 40m
5	175	50	225	11h 40m + 3h 20m
6	210	60	270	14 + 4
7	245	70	315	16h 20m + 4h 40m
8	280	80	360	18h 40m + 5h 20m
9	315	90	405	21 + 6
10	350	100	450	23h 20m + 6h 40m
11	385	110	495	25h 40m + 7h 20m
12	420	120	540	28 + 8

*This is an average—some weeks may be heavier than others

The following assignments are recommended at the discretion of the faculty sponsor and count toward the academic hours:

- Weekly or bi-weekly learning journals
- Meetings with faculty sponsor to discuss internship
- Applicable readings, videos
- Applicable events (on- or off-campus)
- Relevant research
- Portfolio to include the job description of the internship position, updated resume, learning goals, journal entries, evaluations, photos, “artifacts”—documents created during internship
- Presentation during Undergraduate Scholars Forum, Hancock Symposium; or on a smaller scale to faculty and other students within major
- Informational interviews with professional(s) in the field
- Resume review/update with WC Center for Career Development
- Mock interview with WC Center for Career Development
- Additional assignments at the discretion of the faculty sponsor

Student’s Cost

Tuition for internships is in accordance with the College’s schedule of semester or summer session fees. If a student’s class load exceeds 19 credits during the Fall or Spring semesters, the student must pay the current overload fee. Otherwise, internships are considered part of the semester’s tuition fee. **Summer internships carry tuition costs. Students should check with the Internship Coordinator for the current rate.**

Faculty Sponsor File

When an intern is registered for credit, the Faculty Sponsor will receive an e-mail from the Internship Coordinator with a summary of the student’s site and academic information as well as learning goals. At the middle and end of the internship, the site supervisor and intern complete evaluations of the intern's

performance. Copies of these evaluations are forwarded to the faculty sponsor to aid in the development and evaluation of the experience and the intern.

Learning Goals

When students complete the online internship form, they will be required to articulate what they want to learn from the experience. The faculty sponsor(s) and site supervisor should review this carefully when approving the online form. The faculty sponsor is encouraged to help the student develop goals that represent credit-worthy learning.

Goals usually fall into the following categories:

- **Knowledge development** - the individual can apply and test knowledge learned in the classroom to the workplace.
- **Career development** - the individual gains knowledge of the qualifications and duties of a position and can explore their interest in a field.
- **Skill development** - the individual gains an understanding of the skills and knowledge required for success in the workplace.
- **Personal development** - the individual gains decision making skills, critical thinking skills, increased confidence and self-esteem.

It is suggested that the Faculty Sponsor take an active role in helping the student to identify at least one principled goal for the internship. It may be helpful for the sponsor to identify a course with content relevant to the internship and then focus on identification of application of major concepts or theories from that course content to the internship experience. The purpose is to enable the student to see the relevance of their coursework in an actual work setting. By doing this, the student tests and reworks academic concepts in a way that may contribute to a much deeper understanding of those concepts.

Learning goals are a *plan* for learning but are *not set in stone*. It is expected that learning goals will be modified if the intern's goals change over the course of the internship or if unexpected opportunities arise. The intern, faculty sponsor, or site supervisor may initiate a review of the learning goals.

Development of the learning goals is one of the most important processes that the intern engages in during the experience. Everyone's approval of the online form ensures that all parties are in agreement regarding the purposes and activities of the internship.

Strategies:

For each goal, the student will identify at least one strategy for accomplishing that goal. A strategy is a statement of *how* the goal will be accomplished. Examples of some effective strategies are:

- Observing
- Asking questions
- Reading available/assigned materials
- Receiving formal training
- Performing tasks
- Practicing skills and getting feedback

Sexual Abuse and Harassment of Interns

Following is the statement regarding sexual abuse and harassment that is included in the Student Guide to Internships:

Sexual abuse and/or harassment can take many forms ranging from unwelcome sexual advances to other verbal or physical behavior. Such behavior can create a very uncomfortable (i.e., embarrassing, intimidating, hostile or offensive) work and learning environment. Please refer to the Westminster College Student Handbook, section 3.3.1.1, page 44, which is available on the College website.

Sexual abuse and/or harassment of any form should definitely not be tolerated. Often, miscommunication and misunderstanding can be resolved if identified and addressed early. If early intervention is unsuccessful, further steps will be taken. If an intern feels that they are being sexually harassed during the internship experience, the student should contact the internship coordinator for assistance.

As the faculty sponsor, you may be the first point of contact for a student who is uncomfortable at his/her internship site. If you suspect that the student is experiencing sexual abuse or harassment you are encouraged to consult the Internship Coordinator immediately so that a coordinated strategy can be developed for addressing the problem.

Below are suggested techniques for guiding learning journals

Critical Incident Journal Technique

Reflection and Conceptualization: The Critical Incident Technique

A field journal is a collection of notes on your observations, reflective thoughts, questions and feelings about your off-campus learning experience. If you keep a journal, like an anthropologist in the field, you may choose to take notes on the activities around you, the people you work with, and the general atmosphere surrounding your work. You would probably describe events as they occur, with no predetermined emphasis, usually in ordinary time sequence. You would sort out items to record from the myriad of events in your day, consciously, or more probably unconsciously according to your own values, interests or even whims. And, in spite of the value of such a recording and thinking process, essential elements of your field experience, because they did not happen to interest you that day or because they just did not seem important to you at the time, would often get lost or ignored.

What follows is a much more structured but, we believe, more useful journal-keeping technique which helps you monitor and evaluate your internship experience in relation to the specific learning goals you set for your experience.

The Critical Incident Journal Technique

The "critical incident" journal technique differs in many ways from the more informal journal writing described above.

First, the writer uses preset goals as criteria for determining what incidents from his/her field experience to select for recording and analysis. These goals will be individually conceived and determined by the writer based on his or her personal goals for undertaking an internship. Look to your learning contract for your goals.

Second, in a "critical incident" journal the writer chooses incidents from his or her field experience according to the change they produce in him or her. Rather than a record of daily life in the field, a "critical incident" journal should include detailed accounts of only those incidents which change you or your perspective in terms of your learning goals, your assumed role as an intern or the general impact they have on you as a person. At the end of each week look over the learning goals that you identified on your learning contract. In terms of those goals, how are you different at the end of the week than you were at the beginning of the week? Do you do, feel, think or see things differently? Think over the events of the week. Which of those events represent a turning point for you? Those events that served to produce change are the "critical incidents".

Third, "critical incident" journals contain reflection on incidents that are not necessarily treated in normal time sequence. Chronological time is not an important criterion for deciding what incidents to include in a journal and how to include them. Their impact on you, even if you do not become aware of that impact until you experience several other incidents, is far more important.

The **fourth**, and perhaps most important element in "critical incident" journal keeping is that the writer uses the recording and analysis of selected incidents to measure his/her individual progress toward reaching his/her identified learning goals and progress as an intern. Rather than simply describing and interpreting an incident and the people involved, this reflection and conceptualization technique enables the writer to use the incident and its impact as a means for self-monitoring and personal exploration.

Obviously, in keeping this sort of a record, no two people will consider the same two incidents as critical. For example, an intern working in a youth agency may alter his/her perception of himself or herself, of human development, or of his/her field placement as a result of an altercation with a particular youth and thus wish to explore this incident in his/her journal. Yet, to another intern, the same confrontation could be a minor incident having little personal or educational impact and, therefore, not merit inclusion.

Whether to include an incident or not depends on how it relates to why you have chosen to be an intern and what you are trying to get out of the experience. Consider yourself a pool ball in progress across the table. In a "critical incident" journal, you will want to record and explore the points of impact with other balls which cause you to change your direction. You will want to describe and explore in writing both the incident of impact and how it affected your progress as an intern. At first, it will be difficult to determine which incidents comprise these "points of impact." However, as time goes on you will become increasingly adept at recognizing a pattern in the kind of incidents that have a powerful effect on you. This understanding of your own patterns, alone, should prove extremely useful to you in making key decisions later on.

We recommend that you sit down at least once a week and choose one or two critical (to you) incidents that have taken place during the week and explore them in detail in your journal. Remember, "critical" means having strong impact on you. Here are some steps for organizing your reflecting and writing:

- a) **Identify** the event or occurrence with as much specificity as possible, the problem to be solved, issues involved, etc.
- b) **Describe** the relevant details and circumstances surrounding the event so that you and any possible readers will understand what happened. What? When? How? Why? Where?
- c) **List** the People involved, describe them and their relationship to you and to each other. (Who?) Describe your role in the situation - what you did, how you acted.
- d) **Analyze** the incident. How well or badly did you understand the situation? How did you handle it? What would you do differently the next time? Why?
- e) **Analyze this incident in terms of its impact on you** and explain why you view it as "critical." How does it relate to your particular learning goal(s)? What have you learned from the experience? How has your perspective on yourself been changed and/or reinforced? Where do you go from here?

In spite of the complexity of this sort of writing, your journal entries need not be long or arduous. The importance of this exercise is learning to sift through your experience for what is important in terms of specific goals you have for yourself. You must edit your writing accordingly.

One final word: Critical incident journal keeping, like any sort of writing, can be useless, a piece of junk, and an unpleasant chore to produce; or it can be an exciting record of your work and a dynamic and useful exploration of yourself. The difference has a lot to do with your attitude toward writing it and the

commitment you make to share yourself and your thoughts and feelings about your experience. Only in this way will it become a useful tool for reflection and conceptualization. If you find this writing becoming burdensome or overly difficult and you feel like you are approaching it energetically, ask for help from another intern or your faculty sponsor. After a couple of weeks' practice, this kind of writing should come easily to you and it will form an excellent documentation of your progress during your internship.

(Adapted from Stanton, Timothy, The Experienced Hand: A student manual for making the most of an internship. New York, NY: Sulzberger & Graham Publishing, 1994)

Possible Structured Journal Topics

Academic assignments to enhance meaningful connection between academic concepts and application of those concepts.

- a) Locate **articles from the literature in your discipline** that reflect the area in which you are working (for example, business communication or conservation legislation) and write a one-page statement on how the information contained within the article relates to your assigned tasks on your internship.
- b) How do the **knowledge and skills you developed in your academic training** fit in with those of agency/company representatives?
- c) What are the **job performance expectations** at your internship? How do they compare with the academic expectations you have experienced as a student?
- d) In what ways has knowledge of **principles in your academic field** helped you to accomplish the tasks associated with your internship duties?
- e) What have you learned through the internship about the **relationship between academic theories and practical experience**? In what ways do they interrelate and in what ways do they fail to do so?
- f) Select one **class from your discipline** and apply concepts to your internship experience.
- g) What **particular course** in your discipline has been most useful to you this week?
- h) Do you see **principles and concepts that you learned in your coursework** being applied to your internship site? If so, how? If not, why not?
- i) What **skills** are you learning at your internship? How can they be used in pursuing your academic goals? Your career goals?
- j) **Interview someone** at your internship site about the relationship between their academic training and the work that they do. Questions might include:
 - Of the classes that you took in college, which ones taught you the ideas/principles that you find most useful in this job?
 - How do those courses help you to be effective in your job?
 - Have you seen changes in the field since you were in school? What are those changes? How do those changes affect the way you perform your job and your role in the field?
 - Are there classes that you wish you had taken in college to help you to prepare for your work in this field? If so, what are they and how do you think they might have enhanced your effectiveness?

Suggested Psychology Journal Topics

Contributed by Bob Hansen, Ph.D.
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Topics during Orientation Phase

- ▶ Mission & Goals of Organization and the Organizational Structure of Site (reporting channels, functional areas, etc.)
- ▶ History and Future Direction of Organization (chronological; key dates/people/events)
- ▶ Clientele/Consumers of Organization's Services (demographics, access to services, costs, influence of managed care, etc.)
- ▶ Public/Community Image of Organization

Topics during Middle Phase

- ▶ Use of Technology by Organization (administrative, clinical, consumers)
- ▶ Staff Use of Professional Materials (journals, references, texts, videos, etc.)
- ▶ Leadership Styles of Organization's Leaders
- ▶ Special "Language" Used Within Organization
- ▶ Reward/Incentive System of Organization (salary structure, benefits, perks, etc)

Topics for Final Phase

- ▶ Assessment of Stressors within Organization (environment, social, financial level coping mechanisms, etc.)
- ▶ Gender Roles in Organization
- ▶ Recruitment, Training, Supervision and Evaluation of Staff (policies, procedures, etc.)
- ▶ Influence of Internship Experience on Educational & Career Plans