

**UNIVERSITY OF ARKANSAS AT PINE BLUFF
COOPERATIVE INTERNSHIP PROGRAM
SYLLABUS - AQFI 2601, 2602, 2603
Summer 2008**

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COOPERATIVE EDUCATION / INTERNSHIP PURPOSE

UAPB Cooperative Education and Internships represent a learning strategy that integrates practical work experience with a directed, reflective, and academic component to help you develop personal, professional, and academic competencies. You will be using the workplace as a starting point for study; however, you will need to go beyond the common experiences of an employee. Study, reasoning, reflection, theoretical, and/or conceptual exploration supplement your work experience to help you develop new skills and knowledge.

A primary and fundamental objective of the Cooperative Education / Internship program is to introduce you to, and to help you develop, the competency of self-directed learning. This will likely be a very different learning experience than what you have encountered thus far in your educational career. At times, it may be very difficult, but in the end we believe it will be a rewarding and beneficial educational experience in preparing for your career. We are committed to helping and supporting you in this new learning endeavor. **With respect to the Aquaculture and Fisheries (AQFI) Internship courses, refer all correspondence, assignments, and supervisor evaluations to Dr. Mike Eggleton, AQFI Undergraduate Coordinator, who will serve as the instructor for these courses.**

COOPERATIVE EDUCATION / INTERNSHIP REQUIREMENTS & GRADING

Requirement/Activity	Percent
Learning Objectives	25%
Prescribed Assignments	50%
Work Performance/Employer Evaluations	25%
Total	<hr/> 100%

All assignments will be graded on format, spelling accuracy and grammar, and the other items mentioned in their respective descriptions later in the syllabus. They should have a cover page (not included in the page count) that contains a title, assignment number, and date. All assignments must be typed double-spaced using a word processor. All assignments must be completed in Microsoft Word format. Assignments can be submitted via regular mail, email (preferred), or fax. Upon receiving all emailed assignments, I will send you an affirmative to verify receipt. If you do not receive this message within 48 hours after submission, you need to send it again.

Assignments will drop one full letter grade (i.e., 10%) for each day they are late unless special arrangements have been made prior to the due date. I realize that some students may be traveling or working out of the office for extended periods this summer and may not always have access to a computer for completing assignments when needed. Nevertheless, students need to contact me beforehand to make these alternative arrangements for submitting assignments. DO NOT submit assignments late and assume I will understand. Students must call or email if there are any questions about assignments or to make alternative arrangements for submitting assignments. Furthermore, students are responsible for reminding supervisors to submit employee evaluations on time. DO NOT leave this task for me to complete – this is the student’s responsibility.

INTERNSHIP TIMELINE

Work experiences that begin by May 26 and end by August 15 will allow for 12 weeks of work. A minimum of 10 weeks of the experience (80%) must be completed in order to receive a passing grade. Students who leave an internship early before the experience is completed may not pass the course. All prescribed assignments are due promptly by the dates listed.

In the Department of Aquaculture and Fisheries, summer internships typically last the entire summer (or about 12-14 weeks). Yet, the six (6) internship credits you enroll for in AQFI 2601 (or AQFI 2602 or 2603) are only offered during UAPB’s Summer I term. When grades are due at the end of the Summer I term, a grade of ‘I’ is assigned (=incomplete) for the course. When all assignments are completed later in the summer, the “I” grade is changed to the letter grade you earned for the entire course. This is only an administrative matter and does not affect your status as a UAPB student, nor your eligibility for future scholarships or financial aid. The “I” is only a temporary grade provided you complete the internship and submit all assignments. This grade change is done approximately 2-3 weeks into fall term (around Labor Day). If the internship assignments are not completed, the “I” will become an “F” at the beginning of spring semester per UAPB policy.

DO NOT take these assignments lightly. It is summer and the internship experiences are certainly very different from a regular course taken during the school year. But this is a legitimate course worth six credits and will be graded as such. Assignments are due on the dates listed and must be completed as you would any assignment in any other class. Late assignments or sloppy, disorganized work will be penalized as in any other class. A 6-credit “A” might be great for your GPA, but a 6-credit “D” has a different effect.

Due Dates:

Activity/Assignment:

JUNE 13*	Internship Learning Objectives and Supervisor Two-Week Evaluations due (*or 3 weeks after start date of the appointment)
JULY 3	Prescribed Assignment #1- Organizational Hierarchy
JULY 11	Supervisor Mid-Term Evaluations due
JULY 18	Prescribed Assignment #2 – Work Experience Tasks
AUGUST 8	Prescribed Assignment #3 – Executive Summary

AUGUST 22**	Prescribed Assignment #4 – Powerpoint presentation of Your Work Experience (**email if possible, but hard copy will suffice until your return to UAPB for fall term)
AUGUST 29	Supervisor Final Evaluations due
SEPT 2 – SEPT 9	Powerpoint presentations to be given as directed at UAPB
SEPTEMBER 1-5	Post-Summer Debriefing Seminar on Campus (time and location to be announced)
SEPTEMBER 10	Final course grades assigned

All assignments should be kept and submitted as a part of the student's portfolio during Senior Seminar class (AQFI 4201). The UAPB Assistant Director for Cooperative Education and Internships may also require one copy of all assignments once the student has returned to UAPB for fall term.

COOPERATIVE EDUCATION / INTERNSHIP SEMINARS

The Cooperative Education / Internship seminars are designed to bring you together with other interns to process and reflect upon what you will learn and experience at your work sites. Attendance and participation is mandatory in order to receive credit for the work experience. Dates and times of these seminars will be announced later.

LEARNING OBJECTIVES – due 6/13/2008

Introduction to Learning Objectives

Learning objectives are your strategic plan for what you intend to learn during the work experience. They form a written agreement negotiated between you and your work site supervisor, with input from the Assistant Director for Cooperative Education and Internships. A written plan helps you direct, manage, and reflect upon the learning process for your work experience. Each objective you formulate should have the following three components:

- A.) Learning Objective: *What it is that I want to learn?*
- B.) Activities/Resources: *How am I going to learn it?*
- C.) Evaluation/Verification: *How am I going to demonstrate what I learned?*

Guidelines for Writing Learning Objectives

Begin with a perspective that you are making a contract with yourself. You are identifying what knowledge, behavior, competencies, attitudes and values that YOU wish to develop. These learning objectives are YOUR plan (not your site supervisor's, nor the Assistant Director for Cooperative Education and Internships', nor your parent's) that outline how you will attempt to reach your goals and when you will know that you have reached them.

Work to identify learning objectives that are most relevant for you.

- ⊕ Reflect upon your prior educational and life experiences.
- ⊕ Consider your future aspirations. What will move you from where you are currently to where you desire to be?

Begin by brainstorming responses to the following general questions:

- ⊕ "What do I most want to explore, understand or learn during my work experience?"
- ⊕ "How would I like to change or be different by the end of my work experience?"
- ⊕ "What will make me more marketable to an employer or graduate school?"

Once you have developed a list of possible objectives, review the list, and prioritize them. Which ones are most important to you? Do the objectives support academic, professional, and personal concerns and development?

Refer to the list below to determine the *minimum number* of learning objectives required:

<u>Hours/Week</u>	<u>Credits</u>	<u>Minimum #Objectives</u>
20	6 Credits	3
40	12 Credits	6

You are now ready to prepare the first draft of your learning objectives. Follow the format specified on the "Sample Learning Objectives" pages below for your set of objectives.

Now, try to think of activities and resources that you will use to reach your objectives. What work activities and assignments will help you reach your objectives? What resources outside of the work site may help you reach your objectives? Consult with the Assistant Director for Cooperative Education and Internships, the course instructor, work site supervisor, co-workers, departmental faculty, peers, and the "Learning Objectives Tip Sheet" (see below) for ideas. Attempt to quantify where possible (e.g., read 2-3 journal articles, learn 25 new terms, learn three new lab techniques, etc.).

Also, try to indicate specific ways that you will demonstrate progress or accomplishment for each learning objective. What work projects might provide evidence? What other tangible items would verify your progress? How will you demonstrate that learning has occurred? How will someone outside of your major or profession understand your verifications? Again, you may wish to consult with others for advice and ideas.

Learning Objectives

Prepare a draft of your learning objectives (well before the due date) and consult with your work site supervisor. Elicit feedback on the feasibility of your objectives within your job's context. Revise the objectives as needed and submit a second draft to your supervisor for additional comments. After a final review with your supervisor, both of you are to sign and date the learning objectives (electronic signatures acceptable). Keep the original in your working portfolio and submit copies to the work site supervisor and the course instructor. Follow the sample format shown below.

Review your learning objectives throughout the work experience. As a matter of practice, pace your progress towards each objective. If questions arise, consult with the supervisor or instructor as needed. Your progress and achievement will be both monitored and evaluated through the work experience, site visitation (where feasible), employer evaluations, and portfolio presentation. Your learning objectives are dynamic, not static. If you realize one of your objectives needs to be modified, or changed completely, it is possible. Talk with your supervisor and/or course instructor first.

SAMPLE LEARNING OBJECTIVES

Objective 1:

To learn the stages involved in publishing a magazine – from development of a theme to final production and distribution

Activities/Resources:

1. Interview the publisher and managing editor
2. Read back issues of the magazines
3. Perform research for, and participate in, brainstorming sessions
4. Attend staff editorial meetings

Evaluation/Verification:

1. Include a narrative in my portfolio explaining key concepts I have learned
2. Include work samples (edited copy, story ideas, and/or articles) that demonstrate that I understand how the magazine is developed and that I can effectively contribute

Objective 2:

To observe and better understand schizophrenia and the clinical treatment for this mental illness

Activities/Resources:

1. Observe & interview staff and doctors who are part of a schizophrenic patient's care team
2. Observe, firsthand and through charts, patients diagnosed with schizophrenic tendencies
3. Find/read three current articles on schizophrenia in academic journals

Evaluation/Verification:

1. Include a case study of a client in my portfolio
2. Summary of research, with annotated bibliography of resources
3. Reflective commentary on how my understanding has increased/changed

Objective 3:

To develop skill in the administration, scoring, and interpretation of neuropsychological tests

Activities/Resources:

1. Read manuals of test given to patients
2. Observe the administration of tests in neurology rehabilitation
3. Administer neuropsychological tests under supervision and, ultimately, on my own
4. Score and interpret tests

Evaluation/Verification:

1. Include citations of manuals read
2. Include samples of tests, and scores given and collected
3. Include a reflective commentary on the impact of these data on the client's life

Objective 4:

To learn how to inventory an archaeological collection

Resources/Activities:

1. Learn to identify artifact types of the 18th and 19th centuries
2. Study collections already completed
3. Read three or four published references on artifact types
4. Inventory a catalog unit

Evaluation/Verification:

1. Letter of attestation from my supervisor verifying my ability to inventory
2. Photos of the inventory process with accompanying explanations

Objective 5:

To understand some of the major ethical issues/dilemmas confronting my profession

Resources/Activities:

1. Ask co-workers about the most common ethical dilemmas they face or have witnessed
2. Read the code of ethics for my profession
3. Read four articles on ethical dilemmas that pertain to my profession

Evaluation/Verification:

1. Case study/critical incident of ethical dilemma I faced at my internship
2. Review of articles read

3. Reflective commentary on what I have learned and will most likely confront in my career

Objective 6:

To understand the role of exercise specialists within corporate and community wellness settings

Resources/Activities:

1. Conduct an interview with the corporate wellness coordinator
2. Participate in health fairs
3. Participate in hospital and community wellness programs
4. Write an article for a hospital newsletter
5. Create a flier for a wellness program

Evaluation/Verification:

1. Summary / reflective commentary on interview and experiences
2. Samples of articles written and fliers created

LEARNING OBJECTIVES TIP SHEET

Resources/Activities Options & Ideas:

What on-the-job training, experiences, projects and/or activities will directly support your learning objective(s)?

- ✦ Orientation
- ✦ Training sessions (internal and external)
- ✦ Work projects and activities
- ✦ Experiences in other departments within the organization
- ✦ Attend meetings within the organization (staff, team, department, board)
- ✦ Site visits to other organizations
- ✦ Attendance at meetings, conferences, professional organizations
- ✦ Shadow or observe other professionals

What kinds of reading can college faculty, the Assistant Director for Cooperative Education and Internships, work site supervisor, course instructor, and/or colleagues recommend to you?

- ✦ Professional journals, literature, articles
- ✦ Discipline-related literature (textbooks, periodicals, articles, etc.)
- ✦ Career-development resources (library, software info)
- ✦ View of work (current and future trends)
- ✦ Ethical, legal, and moral perspectives on work and/or profession

Other "activities and resources" ideas could include:

- ✦ Internet resources, literature searches, information
- ✦ Research
- ✦ Information interviews w/professionals and/or co-workers
- ✦ Career development inventories (personality, interests, values, etc.)
- ✦ Career development workshops (resume, interviewing, job-hunting)
- ✦ View CDs, DVDs, streaming video or videotapes
- ✦ Listen to audio instructional programs
- ✦ Journaling/reflective writing - react in writing to experiences and activities
- ✦ Critical incident analysis
- ✦ Contact professional associations
- ✦ Seek professional mentor, develop relationship
- ✦ Compare class concepts with workplace experiences
- ✦ Discussions with peers
- ✦ Discussions with faculty advisor

- ✦ Regular meetings with worksite supervisor
- ✦ Case study
- ✦ Biographies/autobiography
- ✦ Comparative studies
- ✦ Look for model or otherwise excellent work samples
- ✦ Maintain working portfolio
- ✦ Attend lectures and presentations

Documentation/Verification

Artifacts or Work Samples:

Agendas	Legislation
Audiotapes	Manuals (you have created)
Brochures	Newsletters
Budgets	Newspaper Clippings
Case Notes	Photographs
CDs / DVDs	Posters
Contracts	Press Release
Cost analyses	Correspondence
Print-outs	Databases
Program Outlines	Demonstrations
Proposals	Designs/Artwork
Software Presentations	Displays & Exhibits
Spreadsheets	Documentation
Survey Reports	Financial Reports
Videotapes	Flyers
Webpage Designs	Lab Reports

Attestations:

Articles (about you)	Evaluations
Certificates	Pictures (of You)
Citations & Awards	References
Commendations	Thank You Notes (sent to you)

Academic and misc. samples/Items

Annotated bibliography
 Career inventories
 Case study
 Journaling (*summary* of sections – beginning, mid-point and end of experience)
 Idea file or listing
 Information interview
 Notes (*summary* of them)
 Presentation notes
 Reading reviews / Reactions
 Reflective commentary/essay
 Research paper
 Resume

LEARNING OBJECTIVES WORKSHEET

Objective:
To learn

Resources/Activities:

- 1.
- 2.
- 3.

Evaluation/Verification:

- 1.
- 2.

Objective:
To learn

Resources/Activities:

- 1.
- 2.
- 3.

Evaluation/Verification:

- 1.
 - 2.
-

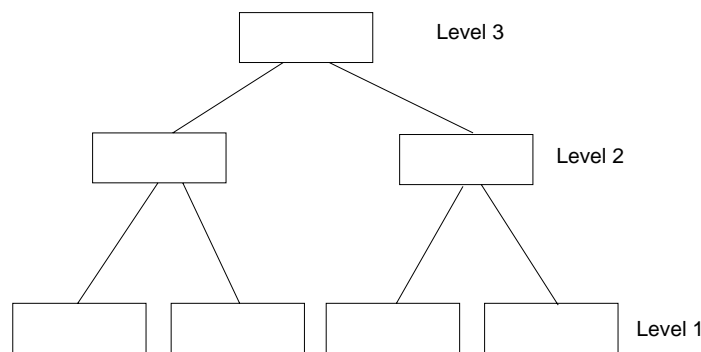
PRESCRIBED ASSIGNMENT #1 – due 7/3/2008
Organizational Hierarchy

It is essential for a person new to an organization to become familiar with his/her company's organizational structure as soon as possible. This assignment will assist you in better understanding the organizational structure of the organization you work for (whether a federal agency, a state agency, or a university) and their mission or role in the overall scheme of things.

Throughout the first few weeks of your internship, you will need to talk to your supervisor, read the organization's employee handbook, research their website, and probably conduct some other internet searches on your own. In the end, prepare two hierarchical summaries in the form of flow charts as specified below.

Chain of command hierarchy (#1): On the first chart, you will be at the bottom of the flow chart, and in successive steps up the flow chart, list your supervisor (with title), their supervisor (with title), their supervisor's supervisor (with title), and so forth (all with job titles). If you work for a state agency, the chart will begin at the bottom with you and end at the top with the governor. If you work for a state university, the chart will also begin with you and end with the governor. If you work for a federal agency, your chart will begin with you and end with the president of the United States. Alternatively, you may do this in tabular format but it needs to be clear who is who – don't just submit a long list of names and titles for me to sort out – this approach will receive a poor grade for this assignment. All charts or tables must be done on a computer, whether in a word processor, spreadsheet, or graphics software.

Organizational hierarchy (#2): On the second chart (see schematic below), construct a hierarchical chart showing your agency and their mission, and all other equivalent agencies in the bottom level with the administrative department or agency over them. Within the federal government for example, the U.S. Forest Service is not the only agency within the U.S. Department of Agriculture – who are the others and briefly describe their missions. That would be the bottom level of your hierarchical chart (level 1). On the second level, list all federal agencies or departments equivalent to the U.S. Department of Agriculture. An example would be the Department of Defense (you needn't list all of their sub-agencies though). These agencies or departments would comprise level 2, and so forth and so on up the hierarchical structure. In addition, list the individual who heads each agency or department, with their title, which might be director, chief, or secretary. Again, you might also do this in tabular format, but it needs to be absolutely clear as to what's what and who's who. Don't just submit a long list for me to figure out – this won't cut it!



Article for Prescribed Assignment #1 – Organization Hierarchy
(adapted from *The Experienced Hand* by Timothy Stanton and Kamil Ali;
National Society for Experiential Education, 1994.)

Students learn so well how to assimilate knowledge from classroom lectures, books and libraries. However, they become stupefied when confronted with the need to assume the role of investigative reporter in an agency in order to find out how it operates, or when they take on the role of participant-

observer in trying to sort out fact from fancy in a particular and complicated experience on the job. Having to search out information to solve a problem, or interview co-workers in order to get an answer, is a new and sometimes anxiety-ridden experience for many students. Although there is no simple formula for learning in this way, we offer the following tips:

- ✦ Without a set curriculum and an instructor to rely on, you will have to activate yourself in deciding what it is you wish to learn and the best means for learning it. If you have a tendency to sit back and follow other people, particularly in new situations, this aspect of internship learning may be a challenge for you and you may need to push yourself.
- ✦ Remember that people love to talk, particularly about themselves, their work, their families, etc. When you are curious about someone or something, don't be afraid to ask. Most people will appreciate and value your interest. They also know you are an intern and, thus, that you are there to learn. Many people - many more than you expect - love to teach.
- ✦ As often as we stress objectives and sticking to them, we also have to caution you not to focus on them to such an extent that you become too closed or rigid in relation to your total experience. Be open to the fact that you may wish to add new objectives or change old ones as you go along. Watch out for serendipitous events or experiences which don't seem to fit anywhere in your scheme of things but impact on you or open your eyes in some new way.

Learn from Your Internship Organization

The people, events and issues running rampant in your internship organization often comprise an unlimited curriculum in social science, organizational development, politics and the humanities. Here are some aspects relevant to most organizations, including the one you are working in which may attract your interest and some techniques for sorting it all out.

First Impressions

When you first arrive at your internship, write down and catalog your first impressions of the place and the people. While the setting is still new and strange, you will be able to see your surroundings with a certain freshness that will disappear as you settle into the work routine and become less of an outsider. Questions and hunches which you develop early in your internship (e.g., "I wonder why there are so many meetings?") are the ones that really help make sense of the organization later on. Here are some questions to help you organize your impressions.

The Organizational Setting - physical appearance, structure, personnel, clients, and customers:

- ✦ What does your organization look like? Your office? Where is it located?
- ✦ How do you feel when you are there?
- ✦ In general, what does your organization and your section of it do?
- ✦ How does your section of the organization fit into the total organization?
- ✦ How long has your organization and your section been in existence?
- ✦ How large is your organization and your section of it?
- ✦ What kind of financial resources does your section of the organization have?
- ✦ What are the backgrounds (e.g., race, sex, education) and job responsibilities of the people whom you will be working with?
- ✦ What do these people do? How do they dress? Act? Talk?
- ✦ Are there any recent changes that your organization and section are responding to (e.g., new leadership, loss of income)?
- ✦ Who are the clients/customers of your organization?
- ✦ Are they visible? What do they look like? What do they act like?

Your Job:

- ✦ What are your job responsibilities?
- ✦ How do the responsibilities fit into the activities of your section?
- ✦ How do the job responsibilities fit/match your own personal objectives?
- ✦ How are you feeling about it?

Your Organization's Goals

Some organizations have clear, specific goals and objectives for their work and others do not. Usually there are several reasons for both situations. Goals can serve as useful mottos to justify the organization's existence to the outside world. They also can serve to obfuscate the real intentions of those that manage or work in an organization.

Sometimes workers don't even know what their organization's goals are. To complicate matters further, some argue that, while the stated goals of welfare programs, for example, are to place an income floor under poor people, the real intent (or at least function) of welfare is to control the amount of unskilled labor that enters the work force while simultaneously keeping a lid on the discontent of the poor.

What are the goals of your organization? Is there consensus or disagreement on them? How were they arrived at? Do they reflect actual practice?

To find out answers to these questions, not only will you have to talk to people in the organization, you may also have to read public relations material, enabling legislation, stockholders' pamphlets, etc. In short, although most organizations are entirely open about their objectives and are willing and eager to discuss them, you may have to investigate further by talking with your supervisor and co-workers. If you sense this sort of conversation would be difficult in your office, take your supervisor to lunch!

The Organizational Environment – Internal

Here are some other organizational aspects that may interest you and help you sort out what is going on around you:

People

- ✦ Who works in your placement organization?
- ✦ What are their backgrounds, education, or other qualifications for the job?
- ✦ What are the salaries?
- ✦ Are people content or not? Why?

Structure

- ✦ How is your placement organized? Who has the influence over whom? Why? How?

Decision making

- ✦ What are the major decision-making structure and bodies in your placement organization?
- ✦ How autocratic or democratic is it?
- ✦ How well does it function?

Leadership

- ✦ Who are the leaders in your organization? Who makes things happen?
- ✦ Are these people also the bosses? Or, is there a particular secretary or clerk who seems awfully powerful to you? Why? How is he/she influential?

Processing of Information

- ✦ How is information processed in your organization?
- ✦ How do people find out what they need to know in order to make decisions?

Funding/Budget

- ✦ Where does the money come from to operate your organization?
- ✦ Look at some operating budgets for your unit or for the organization as a whole. Do you understand them? If not, get someone to help you.
- ✦ What are the financial needs of your setting? The outlook?

Your Supervisor

- ✦ What motivates him/her? What is he/she aiming for?
- ✦ What sort of supervisory style does he/she use with you? Other workers?

PRESCRIBED ASSIGNMENT #2 – due 7/18/2008
Work Experience Tasks

During the course of your work experience, you will likely perform many tasks that appear to be routine within the context of your job. But why are you doing them and what purpose do they serve? For example, if you are conducting fish surveys in a large river using hoop nets, why in this particular instance are you using hoop nets as opposed to some other sampling gear? Is this gear more suitable for the particular habitats in the river? Or, is it because of the fish species you're after? Is this survey for a particular research study or a part of an ongoing long-term monitoring program? Another example might be working at a fish hatchery. You routinely measure dissolve oxygen levels, but why exactly do you do that? What oxygen levels do fishes require? What factors might cause oxygen to increase or decrease in a hatchery? What measures could you take to remedy problems? What kind of a feeding schedule are the fishes on and why is that being done? What is the end-point expectation of the feeding regimen used? These are all relevant questions related to your work experience. Researching and answering these questions in detail will help you better understand the overall importance of your job, and assist you (the student) in developing what are termed self-directed learning skills. Furthermore, understanding your day to day tasks at a higher level will give you a better perspective on your work experience, making you better understand the distinction between a "job" and a "career".

For this assignment, take five (5) tasks from your job and elaborate on each as I've described above. Type one full page double-spaced on each task (i.e., 5 pages total) and give sufficient detail for each. You must convince me that you understand what you're doing and why you're doing it. DO NOT be overly brief (i.e., one page of text means one page), and DO NOT give justifications such as "My supervisor told me to do it" or "I was required to do it" or "It was required by regulations". These are not justifications given by someone who is pursuing a career – this is someone who is just earning a wage.

PRESCRIBED ASSIGNMENT #3 – due 8/8/2008
Executive Summary

An executive summary is a concise report of a project, a book, an article, an event, etc. In this case, it will be a report on your summer work experience. By the due date listed, you should have completed much of the experience and be able to summarize the whole experience in detail. Prepare a typed three-page double-spaced report that summarizes your summer work experience (keeping in mind the instructions from above).

In the Executive Summary, you should address each Learning Objective established earlier separately – did you accomplish them or not? Explain in sufficient detail. The summary should also include information about the organization you worked for, the responsibilities and expectations you had when you first began the work experience, work or projects you accomplished while employed, new skills or understandings you acquired from the experience, future career plans and how they have been influenced by the work experience, and what recommendations, if any, you would make to your academic department in order to better prepare future students for a work experience like yours. Follow the sample on the next page and use the organizational style suggested. This assignment also will serve as the Executive Summary component for the portfolio.

*** E * X * A * M * P * L * E ***
EXECUTIVE SUMMARY
SPRING INTERNSHIP – KIM BARRY
FAMILY STUDIES

Introduction

During the Summer of 2003 I interned at Pinnacle Health Systems as a Child Life Assistant. Pinnacle Health employs over 1,000 employees in four locations within the greater Harrisburg area. My supervisor was Ms. Lisa Taylor.

Learning Objectives

I developed four learning objectives, along with appropriate resources for accomplishing them and several means to verify my completion of them. The objectives were to learn how children deal with the stress of pre and post-surgery, to research ...

Work/Projects

Most of the work I completed revolved around three major projects – development of an interactive stress-reduction program for children awaiting surgery, a class for parents...

Learning

I began this internship with more than a little trepidation, but as I approach the end of my twelve weeks, my self-confidence has grown tremendously. Several new skills and abilities have been acquired over this time. Not only did I learn how to develop effective programs, but I also learned that children...

Future Plans

As a result of this internship, I have decided to attend graduate school for a Master's degree, so that I may eventually enter the Child Life field. To better my chances of being accepted into graduate school, I'm planning on working this next year with a hospital or other related agency...

Preparation/Recommendations

My studies have proven to be very useful to me. I got to see and better understand a number of things talked about in classes. Of particular use were portions of Dynamics of Family Interaction, especially the module on... If I could make a recommendation to the department, it would be...

PRESCRIBED ASSIGNMENT #4 – due 8/22/2008
Powerpoint Presentation of Your Work Experience

Throughout your work experience, you need to compile a photographic record of what you accomplished. Digital cameras are recommended and available at most work locations. Prepare a minimum 20-frame Powerpoint presentation that details your work experience. You must list your learning objectives and address each one separately, showing photographic evidence (when possible) of them being accomplished. You also must acknowledge the agency or organization that provided your work experience. Much of the information needed should be in your Executive Summary assignment.

Presentations must be professional and consistent in all aspects of format. For example, you need to use the same text style and color scheme throughout. Animation schemes are optional. Feel free to try and incorporate some other media (e.g., video) into the presentation if you desire. Presentations must be at least 15 minutes in length, so develop your presentations accordingly. Because everyone speaks and presents differently, you will need to rehearse several times in order to meet time constraints. Hard copies of the presentations (i.e., printed out on paper in black and white, six frames per page) are due by the date listed. The computerized file of the presentation will be submitted via diskette or CD when you return to UAPB for fall term. You will be asked to present these to the AQFI department, Career Services, and/or at some other university venue at a future date, so be prepared.

DIRECT SUPERVISOR EVALUATIONS
-- due 6/13/2008, 7/11/2008, and 8/29/2008

Job Description/Work Assignments

It is extremely important that you clearly understand what your sponsoring organization and supervisor expect from you. What responsibilities and duties will you have? What are you expected to accomplish by the end of the work experience? How will your work performance be evaluated?

Meet with your site supervisor and clarify your job description in writing. In many cases, the sponsoring organization may already have a written job description to review with you. If not, take the initiative to put into writing what you understand your supervisor desires, and ask your supervisor to review and approve it. Submit a copy of your job description to the Assistant Director for Cooperative Education and Internships and include a copy in your portfolio.

Employer Evaluations

The Office of Career Services will send evaluation forms to your work site supervisor at the 2- or 3-week point, mid-point, and at the end of your work experience as described below. These evaluations will be completed by your direct supervisor and largely based on your overall performance at the work location.

Two- or Three-Week Evaluation

After your supervisor completes the form, you and they should meet and discuss the evaluation. Copies should be sent to the course instructor by the due date, with copies forwarded on to the Assistant Director for Cooperative Education and Internships.

Mid-Term Evaluation

After your supervisor completes the form, you and they should meet and discuss the evaluation. Copies should be sent to the course instructor by the due date, with copies forwarded on to the Assistant Director for Cooperative Education and Internships.

Final Evaluation

The final evaluation is more comprehensive than the previous two and will be completed only by the work site supervisor. We ask your supervisor to use the final evaluation as a basis for offering feedback to you. Essential aspects of your work performance that can affect your grade include meeting the time commitments of the work experience (duration, punctuality, dependability, and work attendance) and your work attitude.