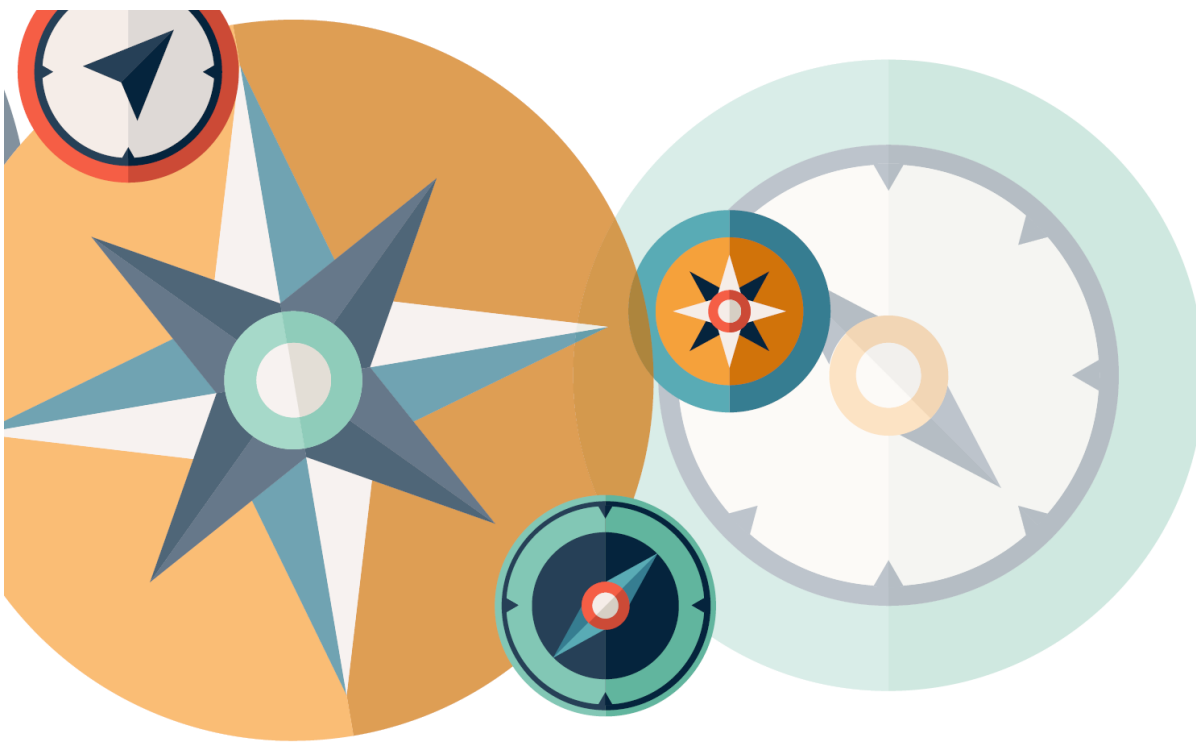


2026-2027

RECREATION STUDIES

Internship Manual



STUDENT NAME: _____



Table of Contents

INTRODUCTION.....	2
Recreation Studies Program.....	2
Purpose of Internship.....	2
Definition of Internship.....	2
GOALS, COMMITMENTS AND GRADING.....	3
General Goals of Internship:.....	3
INTERNSHIP DELIVERABLES.....	6
INTERNSHIP FOCUS AREAS.....	7
Introduction to Internship.....	7
Agency Orientation and Office Orientation.....	7
Human Resources Management.....	10
Program Services.....	12
Financial Management.....	14
Marketing and Public Relations.....	16
Volunteer Services.....	18
Sponsorships and Partnerships,.....	20
Community Development.....	21
Facility Management/Operations.....	22
Wrap-up.....	24
*Notes:.....	24
MODULES.....	25
Special Event (Mandatory Module).....	26
Program Development (Optional Module – Choice 1).....	27
Program Leadership (Optional Module – Choice 2).....	29
Preventative Maintenance (Optional Module – Choice 3).....	30
Examples of Major Student Projects for the Agency.....	31
APPENDICES.....	32
Midterm/Final Performance Reflection.....	32
Definition of Terms.....	35



INTRODUCTION

Recreation Studies Program

The Recreation Studies program consists of both the Recreation Leadership Diploma Program and the Bachelor of Recreation Management. Originally, the Recreation Leadership Diploma was founded in 1967, and since then many graduates have become employed in the recreation field, and related areas in business management, government administration, teaching and community development. Today, many of the graduates from the Diploma program continue their studies to complete the Bachelor of Recreation Management.

For further information on this program please consult the current Langara College calendar or visit the website for the Recreation Studies Department: www.langara.ca/recreation

Purpose of Internship

Employers and educators generally agree that theories, concepts and ideas are of most significance when they are applied in a work situation. This is especially important in a college career program where the principal aim is to assist students to develop applied technical proficiency.

There are two key dimensions to Internship:

1. the experience of recreation-related work (practice), and
2. focused reflection on the theory and practice of recreation

The overall purpose of the Internship is to allow the student to experience new recreation-related work situations and to process these situations in relation to course learning. Another important purpose of Internship is for the student to learn about a new recreation-related agency "from the inside out" - to help the student figure out how the processes and procedures either enhance or detract from the agency's overall mission, service commitments, etc.

Two of the major educational strengths of the Internship involve the student putting:

1. theory into practice, and
2. practice into theory

The four pillars upon which Internship is built are:

1. the student gathers relevant information about the agency (or perhaps several agencies)
2. the student experiences several aspects of the agency
3. the student relates her/his experience to previous course work, and
4. the student enhances the work of the agency in areas consistent with #1-#3 above (i.e. the student's tasks are relates to "education" as opposed to "free labour". **Thus, the contributions of agency personnel extend beyond mere supervision and are acknowledged as being essentially "educational" in nature.**

Definition of Internship

The Recreation Leadership Diploma Program defines Internship as follows:

Internship is an IN THE FIELD, 35-40 hour/week, supervised learning experience lasting for fourteen weeks. Student obligations and responsibilities are both practical (25 - 30 hours per week directly working on agency projects) and academic (5 - 10 hours per week working alongside their Agency Supervisor completing is focus areas, modules and reflections or the College based on agency operations). The student will be remunerated by the agency for out of pocket expenses incurred directly while doing work requested by the agency (i.e. mileage, special clothing, etc.). The nature of the services provided by certain agencies often requires flex time work schedules involving weekend and evening duty.

1. There are 5 seminar days scheduled during Internship – one (orientation) at the beginning of the term (Seminar 1), one near mid-term (Seminar 2), and three during the last week (Seminars 3, 4 and 5). For ease of explanation, the Luncheon will be labeled Seminar 5. **Attendance by students is mandatory for all Seminars.**



- a. Seminars 1, 2, 3 and 4 deal with program business and learning outcomes for the student. Seminar 5 is the Luncheon. **Attendance is mandatory.** Unless a medical note is provided, students who do not attend the seminars will not be able to achieve a grade of "S" for Internship.

GOALS, COMMITMENTS AND GRADING

General Goals of Internship:

1. Through the experience of Internship, the student will:

- a. Test their interest and aptitude for a career in the recreation field;
- b. Broaden present background experience and knowledge in the recreation field; in other words, participate in a NEW EXPERIENCE;
- c. Actively participate in a supervised learning experience within a recreation and leisure service agency, organization or related institution. The experience should include active participation in areas such as leadership, programming, finance, contracting, human resources, promotion, public relations, interagency cooperation, volunteer and/or staff supervision, and facility operations and management;
- d. Integrate and apply theory, knowledge and understanding from classroom courses and other life experiences to various work situations; Observe programs, services, and facility operations in action;
- e. Assess the individual and social purposes for which program services and facilities are designed and the impact they have upon individuals, groups and the community;
- f. Implement leadership, programming, administrative, and facility operation techniques and skills in various situations;
- g. Recognize strengths which may be developed and weaknesses which may be reduced through the internship experience;
- h. Complete the focus areas and modules outlined in the detail sheets of this manual;
- i. Prepare for employment or contracting in a professional role in the recreation field, and/or for further educational study.

2. The STUDENT'S commitments and responsibilities are:

- a. To devote 80% of their hours-of-work per week to practical agency work, and 20% of their hours-of-work per week for academic work. Hours-of-work per week are based on the agency's definition of full-time work.
- b. To meet professional standards of conduct, including respect for the confidentiality of data and individuals, and exhibit responsible behaviour regarding attendance and dress code.
- c. To participate in the internship as a learning experience, by asking questions, and fulfilling all designated duties and responsibilities as assigned by their agency supervisor.
- d. The student will meet with the Agency Supervisor at least one hour per week to discuss assignments, performance, and other related matters. In addition, the student will receive instructions from the Agency Supervisor on a daily basis either verbally or written along with an observation of the student's work.



- e. To submit all assignments through Pebblepad and contact their faculty supervisor if they have any concerns about the activities, learning experiences, or problems that arise.
- f. To be committed to the internship until the termination date unless it is mutually agreed that the internship is not fulfilling the agreement.
- g. The student will submit required assignments to the faculty supervisor through Pebblepad. The weekly reflection reports are for review by the Faculty Supervisor, and are not required to be submitted or shared with the Agency Supervisor. The Faculty Supervisor will also be arranging three meetings with the student and Agency Supervisor throughout the term. It will be up to the discretion of the agency and faculty supervisors if these meetings will take place in-person or virtually (the meetings will be approximately ½ - 1 hour long).
- h. The student will complete all of the internship deliverables.

3. The AGENCY'S commitments and responsibilities are:

- a. To provide the student a safe working environment.
- b. To review the Internship Manual, to raise questions in areas of concern and to offer suggestions.
- c. To interpret the internship to the agency staff and help the student gain acceptance as a member of the staff.
- d. To meet with the student weekly to discuss focus areas and modules and support the student in accessing the information they need to successfully complete the college requirements.
- e. To recognize that the student is in a learning role as well as a working role.
- f. At the mid-term of the internship the Agency Supervisor will prepare a written reflection of the student. The student will also do a written self-reflection and a mid-term reflection of the internship). They will meet for one half hour to discuss these reflections and then submit the completed signed reflection forms to the Faculty Supervisor.
- g. At the end of the internship the Agency Supervisor will prepare a written reflection of the student. The student will do a second written self-reflection and the Agency Supervisor and the student will meet for one hour to discuss this final reflection. The student will also complete a final reflection of the internship. This evaluation will also be discussed during the final reflection meeting, and then the student will submit the completed signed reflection forms to the Faculty Supervisor.
 - A) Note: The emphasis should differ at “mid-term” and “final” reflection meetings, with mid-term being a time to discuss strengths and weaknesses, review progress toward student goals and objectives, and identify areas for improvement or modification; final evaluations will focus on student competencies, personal development, and suggestions for future direction.



IMPORTANT DATES

The following is a 14-week outline, highlighting all the important dates for assignments, holidays, college-related seminars, etc. **Please share all of these dates at the start of your Internship with your Agency Supervisor.**

WEEK	COMMENCING:	"SUGGESTED" FOCUS AREA	IMPORTANT TO REMEMBER
1	January 4, 2027 (Monday)	<u>Introduction to Internship</u>	Seminar 1 (mandatory) Wed January 6th - 1030-1300 – <i>IN-PERSON</i>
2	January 11	<u>Introduction to Internship</u>	
3	January 18	<u>Human Resources Management</u>	
4	January 25	<u>Program Services</u>	
5	February 1	<u>Program Services</u>	Midterm Performance Reflection (Due Week 6)
6	February 8	<u>Financial Management</u>	Seminar 2 (mandatory) Tue February 9th - 0930-1200 – <i>online</i>
	February 15	Langara College Spring Break (including Family Day)	Students away from their internships Feb 15 – 19th
7	February 22	<u>Marketing and Public Relations</u>	
8	March 1	<u>Volunteer Services</u>	
9	March 8	<u>Sponsorship and Partnerships</u>	
10	March 15	<u>Community Development</u>	
11	March 22	<u>Facility Management/ Operations</u>	
12	March 29	<u>Wrap Up</u>	Final Performance Reflection (Due Week 13)
13	April 5	<u>Wrap Up</u>	
14	April 12	<u>Seminars</u>	Seminar 3 (mandatory) Tue April 13th - 0930-1200 – <i>online</i> Seminar 4 / Camp Day (mandatory) Thu April 15th - 0930-1400 – <i>IN-PERSON</i> Seminar 5 / B'reccie Ceremony (mandatory) Fri April 16th – TBD – <i>IN-PERSON</i>



INTERNSHIP DELIVERABLES

Student Name: _____

This is a checklist for the Faculty Supervisor and Student:

- ☐ Completed goals and objectives and all signed paperwork with Agency (completed in RECR 2388)
- ☐ Mid-Term Performance Reflection, written by student
- ☐ Mid-Term Performance Reflection, written by Agency Supervisor
- ☐ Seminar 2 – Student Presentation on their work at their agency or a student produced video
- ☐ Final Performance Reflection, written by student
- ☐ Final Performance Reflection, written by Agency Supervisor
- ☐ Seminar 3 – Student Presentation on their work at their agency or a student produced video
- ☐ ☐ ☐ Faculty Supervisor's meetings with the Agency and student

Focus Area signed Sheets and Reflection Reports

- ☐ ☐ Introduction – Agency Orientation
- ☐ ☐ Introduction – Office Administration
- ☐ ☐ Human Resources Management
- ☐ ☐ Program Services
- ☐ ☐ Financial Management
- ☐ ☐ Marketing and Public Relations
- ☐ ☐ Volunteer Services
- ☐ ☐ Sponsorships and Partnerships
- ☐ ☐ Community Development
- ☐ ☐ Facility Operations, and Occupational Safety
- ☐ ☐ Wrap-up

Module Signed Sheets and Module Reflections

- ☐ ☐ Module 1: Special Event

and 1 of the following modules:

- ☐ ☐ Module 2: Program Development
- ☐ ☐ Module 3: Program Leadership
- ☐ ☐ Module 4: Preventative Maintenance
- ☐ Recreation Studies Leadership Diploma Program Survey (Midterm), completed by student
- ☐ Recreation Studies Leadership Diploma Program Survey (Final), completed by student



INTERNSHIP FOCUS AREAS

Introduction to Internship

(TWO WEEKS)

Previous student placement experiences suggest that the structure and detail of the orientation program prepared by the agency is a key factor in maximizing the opportunity for student growth and development over the term.

Agency Orientation and Office Orientation

DESIRED LEARNING OUTCOMES

The student will be able to:

1. develop a rapport with the Faculty and Agency Supervisor, and enlist their help in the development of a clear plan for successful completion of internship
2. develop a 13-week schedule that outlines the completion of all projects, assignments, and modules by the end of internship
3. explain the organizational structure and systems of the agency
4. analyze and critique the standard orientation procedure for the agency
5. articulate the role and importance of effective and efficient office systems and procedures in producing high quality recreation experiences
6. explain the systems and procedures of the agency
7. use all systems and office procedures currently in place in a capable manner
8. analyse and critique the current office administration system

Assignments: In consultation with your Agency Supervisor, and the appropriate staff/personnel, complete the following:

Checklist:

- ☐ TOUR the facility. It is essential that you become fully aware of such factors as emergency alarms and equipment, storage of supplies and equipment related to agency programs, services and procedures. DISCUSS the facilities, programs, and services, including equipment, storage, and all emergency procedures.
- ☐ OBTAIN a copy of the written vision statement, mission statement, goals and objectives of the department, agency or organization if available and become familiar with their content and application/interpretation.
- ☐ OBTAIN a copy of the agency's overall organization chart including the current employees and their titles. If unavailable, draw your own. DISCUSS the organizational structure with your Agency Supervisor. INDICATE the formal, and informal networks which influence the behaviour of the agency. IDENTIFY the levels of authority.
- ☐ REVIEW the total operation in the department to better understand who is responsible for what. DISCUSS the department's relationship to the overall organization, where appropriate. DISCUSS the political and bureaucratic organization as it affects the delivery of recreation services in your agency. The knowledge and understanding of these relationship(s) will develop throughout the Internship Semester.
- ☐ DEVELOP and WRITE a 4-month timeline or calendar representing the 13-week Internship which includes and highlights your various responsibilities. Please include your Internship duties, focus areas, meetings, and



module requirements. SHOW the timeline or calendar to your Agency Supervisor and DISCUSS it with them. COMPLETE by week three of internship.

- ❑ COMPLETE any additional assignments related to the standard "orientation" procedure provided by the agency for new staff. Make sure you understand and can apply the standard procedures, i.e. dress code, keys, supplies, records, report forms, facility booking/rental, facility lock up, and emergency procedures.
- ❑ OBTAIN a copy of the Staff/Policy Manual and Emergency Procedures Manual. If not available, access them from another agency. REVIEW all "office procedures" relating to the delivery of agency services, such as:
 - Technical writing formats for letters, memos, etc.
 - correspondence procedures, mail handling and Email
 - office emergency situations, if previously omitted
 - telephone answering procedures and voicemail operation
 - program registration and fee collection (including memberships)
 - patron/member drop in enquiries
 - petty cash procedures
 - cashiering
 - Occupational Health and Safety
 - Bullying and harassment policy
 - Worker and Supervisor responsibilities
 - Violence in the workplace
 - operation and maintenance of available office equipment, which may include but not limited to:
 - Computer, telephone systems, photocopier, two way radios, cash register/p.o.s.
 - credit/debit card equipment
- ❑ EXPLORE and PRACTICE the administrative office procedures and systems that are essential to support the delivery of high quality recreation services including: telephone answering, dealing with membership, public drop ins, applications, registrations, customer service, cashiering, mail handling, filing, computer work. This assignment is COMPLETE when you are competent in using all required administrative office procedures and equipment and have completed a minimum of 8 hours of front-line office duties. The 8 hours need not be consecutive, and can occur in segments over a number of days.
- ❑ ESTABLISH an effective filing system that you use to collect appropriate resource material from your agency. The intent of this file is to provide you with a library of resources for the future, and a system to continue collecting relevant resources.
- ❑ OBTAIN copies of appropriate "forms" used in the above office procedures and place in your resource file. Collect a completed sample copy of three of the most often utilized or most important forms and DISCUSS the purpose, and importance, of each one with your Agency Supervisor.
- ❑ REVIEW a list of the computer software applications (e.g. Word, Excel, Active Net, ScheduleForce, Perfect Mind, etc.) and understand what each application is used for (i.e. rentals, accounting, registration, staff scheduling, etc.) INVESTIGATE who makes use of this software and DISCUSS how the operation has been affected in the last five years as a result (i.e. equipment costs, staff training, staff hiring, etc.)
- ❑ DISCUSS the use of the Internet by the agency (i.e. whether they have their own website, use for research, other social media channels, etc.) VISIT the agency's website, including the home page and links outlining the agency's services. OBTAIN a copy of the agency's internet, email, and other social media use policies.



REFLECT on your learning. ANSWER the following questions and submit to Pebblepad. Please include the question, followed by your answer in your document. WRITE a 600-1000 word report on the following:

1. Describe the strengths of the agency orientation process, including what you liked and what you learned that you did not know before this Focus Area. Do you feel you have a clear role established for your work during this internship? How do you feel after Week 2?
2. Provide constructive suggestions of ways you would improve the orientation process if you were in a position to influence change.
3. The importance of office administration policies and procedures to the organization.
4. Suggest 2 strengths of the current office administration system(s).
5. Suggest 2 recommendations on how the office administration system could improve to serve the organization and customer(s) better, and
6. Include anything else you found interesting or intriguing.

SUBMIT the text of your report in the designated text box under the appropriate Reflection Report tab on Pebblepad.



Human Resources Management

(1 WEEK)

DESIRED LEARNING OUTCOMES

The student will be able to:

1. explain how the agency's human resources are organized to produce services and products that bring value to the community
2. describe the screening, interviewing, hiring, orientation, training, development, formal and informal evaluation, and termination processes for staff
3. articulate the benefits (tangible and intangible), and liabilities, of being an employee in the agency (including organizational culture, employee relationships, union management relationships, recognition and rewards of working in the agency)
4. evaluate the effectiveness of the human resource systems that are in place in the agency

Assignments: In consultation with your Agency Supervisor, and the appropriate staff/personnel, complete the following:

Checklist:

- ☐ **REVIEW** how the agency's employees are strategically structured to best meet the service needs of its customers. Consider how staffing levels vary according to different operational hours, years, seasons, and school holiday periods. What service levels does the agency provide on statutory holidays? Do full-time employee schedules have any flexibility provisions to support attendance at meetings or events outside of the regular hours of work? What shifts do the supervisory staff work? **DISCUSS** the effectiveness of the agency staff scheduling with your Agency Supervisor.
- ☐ **REVIEW** the recruiting, screening, testing, interview, selection, and placement procedures used by the agency. **UNDERSTAND** the differences in the process for full time, temporary full time, part time, and auxiliary employees.
- ☐ **OBTAIN** and **REVIEW** an internal job posting and/or an external job advertisement that the agency has recently posted that you might be interested in as a potential employee. If possible, **OBTAIN** a job description and a copy of the interview questions for the position. **DISCUSS** the effectiveness of the posting/ad, job description and interview questions with your Agency Supervisor.
- ☐ **DISCUSS** with your Agency Supervisor whether or not there are job sharing opportunities at the agency. **REFLECT** on the benefits and/or problems that arise from these practices.
- ☐ **REVIEW** the nature and scope of training and professional development provided for current staff in the agency. Also **INCLUDE** in the discussion details on orientation, apprenticeships, in-services, conferences, and continuing education.
- ☐ **DISCUSS** with your Agency Supervisor the current agency culture for supporting employees, including techniques and procedures in supervising and/or coaching employees. **UNDERSTAND** the incentives (if any) that are used to maintain and/or improve staff morale and performance.
- ☐ **DISCUSS** and **UNDERSTAND** the discipline and dismissal policy in use for employees working at the agency. Are there differences in approaches dependent on whether the employees are permanent, part-time or auxiliary?



EXAMINE the staff evaluation process. OBTAIN the tools/instruments utilized by the agency to appraise personnel. IDENTIFY the evaluation form and procedure that will be used for your mid-term evaluation during Internship.

DISCUSS the characteristics that you would use to describe the professional ethics practiced by the personnel in the agency, i.e. do they have a code of conduct, and/or statement of ethical behaviour?

If the organization is a unionized workplace, OBTAIN a copy of the collective agreement(s) for staff working in the agency. MEET with your Agency Supervisor to discuss the document. Include in your discussion what is a collective agreement, what is its role at this agency, and how does it affect the overall operation? Consider grievance issues which might arise in interpreting the collective agreement(s). OBTAIN a list of the three clauses from the collective agreement that they use the most in their day to day work. If no collective agreement is available, DISCUSS the scope of the agency's employment conditions and benefits and how they relate to the B.C. Employment Standards Act with your Agency Supervisor.

OBTAIN and DISCUSS with your Agency Supervisor copies of policies relating to workplace human rights (i.e. harassment, attendance management, equal opportunity employment, diversity, violence in the workplace, etc.)

OBTAIN and DISCUSS with your Agency Supervisor copies of policies relating to Occupational Health and Safety and how the organization ensures a safe working physical and psychosocial working environment

REFLECT on your learning. ANSWER the following questions and submit to Pebblepad. Please include the question, followed by your answer in your document. WRITE a 600-1000 word report on the following:

1. Describe the effectiveness of the human resources systems in place at the agency.
2. Provide constructive suggestions of ways you would improve the systems if you were in a position to influence change.
3. After reviewing the systems at this agency, what attracts you as a potential employee?

SUBMIT the text of your report in the designated text box under the appropriate Reflection Report tab on Pebblepad.



Program Services

(2 WEEKS)

DESIRED LEARNING OUTCOMES

The student will be able to:

1. observe programs and the process of program planning at the agency and relate observations to specific aspects of the program planning cycle previously learned in theory
2. assess and analyse all influences on program planning and development at the agency
3. analyse and critique the process of program development and services at the agency, and the agency's ability to meet the needs of its constituents

Assignments: In consultation with your Agency Supervisor, and the appropriate staff/personnel, complete of the following:

Checklist:

- ☐ **REVIEW** the total "program offerings" of the agency on a seasonal and yearly basis. **OBTAIN** a list of the program opportunities available for each session. **DISCUSS** the program offerings with your Agency Supervisor, in terms of needs satisfied (assessment), seasonal variation, diversity, innovation, long range planning, pricing and costs.
- ☐ **DISCUSS** your thoughts with your agency supervisor regarding how effective the organization/agency is in the following areas:
 - program goals and objectives and their relationship to the stated vision/mission
 - needs assessments
 - quality of instruction
 - supervision standards, hiring standards
 - evaluation processes – how practices and performance are measured and managed
 - any other programming process
- ☐ **ATTEND** a planning meeting related to future sessional programming and services of the Agency (i.e., spring program, summer program, etc.). **DISCUSS** this planning process with your Agency Supervisor.
- ☐ **ATTEND** and **OBSERVE** three programs "in action" offered by your agency. If your agency does not offer direct programs, then you must **ATTEND** and **OBSERVE** three programs at another agency approved in advance by your Faculty Supervisor.
 - **DISCUSS** with your Agency Supervisor your thoughts regarding program quality and the service provided to the participants; leadership; planning, organization and resources required. **REPORT** on your observations of the reactions from participants in each program.
- ☐ **DISCUSS** with your Agency Supervisor the major demographic factors, such as ethnic, economic and cultural differences, in the community. **UNDERSTAND** the effect of these factors upon programming.
- ☐ **DISCUSS** with your Agency Supervisor how the agency accommodates and/or provides services/programs which support diversity, including disabilities, gender equity, sexual orientations, cultural differences, languages.



VISIT one other agency where another Program Intern is working and meet with them (for approximately 1-2 hours) and DISCUSS their program services. OBTAIN a list of their programs. TOUR the agency where feasible. It would be appropriate to schedule a meeting prior to arriving at the agency. Understand and COMPARE the similarities and differences in program services between your agency and the one which you visited.

INVESTIGATE whether the agency is using any new, innovative, and/or progressive methods to meet their program goals, meet the needs of their constituents, or attract new constituents. What unique services, schedules, and tools have they incorporated to help meet the needs of their customers? If the agency is not progressive, what are some other ideas you have heard of that you thought were new, creative, and helpful?

DISCUSS with your Agency Supervisor the relationship they have with the Society of Composers, Authors and Music Publishers of Canada (SOCAN), Re: SOUND, Audio Cine Films Inc. and Criterion Pictures re: performance licenses for music performed/played and videos/DVD's shown at the agency in their programs.

DISCUSS with your Agency Supervisor the nature of leagues, tournaments (if applicable) and special events at the facility. What are the mechanics of how they operate and what is their impact on regular facility operations and programming?

IDENTIFY and DISCUSS with your Agency Supervisor the negative and positive impacts of homelessness (if applicable) at your facility. Are there specific programs, policies, and procedures catered towards homeless people?

EXAMINE the impact of contracting out program services on the agency.

REFLECT on your learning. ANSWER the following questions and submit to Pebblepad. Please include the question, followed by your answer in your document. WRITE a 600-1000 word report on the following:

1. Describe a program planning process you observed or discussed thoroughly with your Agency Supervisor.
2. Include in the description how a program offering is decided upon, how the program objectives support the agency's mission statement, how the choice of instructor is determined and what type of evaluation is implemented and what are they measuring?
3. Compare what you learned about program planning theory in developing high quality recreational experiences to the observed process at your Agency and suggest two examples of what they could improve.

SUBMIT the text of your report in the designated text box under the appropriate Reflection Report tab on Pebblepad.



Financial Management

(1 WEEK)

DESIRED LEARNING OUTCOMES

The student will be able to:

1. demonstrate the ability to interpret and communicate useful information from financial reports on a program budget level, and optimally from a departmental or organizational level
2. explain the decision-making process in an organization in regards to establishing budgets, expenditures, pricing, and payroll
3. discuss and articulate standard procedures for financial safeguards in an organization

Assignments: In consultation with your Agency Supervisor, and the appropriate staff/personnel, complete the following:

Checklist:

CHOOSE a program activity with which you are familiar. It may be a regularly conducted one, a one event activity, or even a contrived program. Ideally, it would be one for which you have responsibilities in the agency. DRAFT a budget for that activity. INCLUDE the necessary revenue and expense items and SUBMIT it for discussion with your Agency Supervisor. EXPLAIN how it fits into, or is accounted for within the annual budget.

INVESTIGATE the annual budgeting process of the agency. UNDERSTAND the sequence of events, the people involved in the building of the yearly agency budget, and their responsibilities in and regarding the decisions made at the agency. UNDERSTAND how the agency's budget process relates to that of the overall organization.

OBTAIN a copy of the agency's (or department's) annual budget. If it is not available, OBTAIN an outline of the agency's revenues and expenses categories (for a specific facility operation or service area), and DISCUSS how, and why, these categories are used for budget control.

SELECT a program area, a branch, or a project, which utilizes monthly, quarterly or year-end financial reports, with budget compared to actual figures. UNDERSTAND:

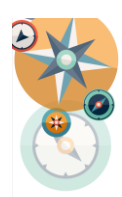
- the purpose of these statements
- for whom they are produced
- how they are reviewed or used
- the process in formulating and issuing such statements.

INVESTIGATE, and DEVELOP a list of steps/procedures your agency uses for handling, safely and efficiently:

- revenues such as fee income, membership fees, monies from fundraising and grants, donations and bequests and other incoming revenue
- bank deposits
- payroll

Be aware of which procedures are related to accounting and/or security considerations.

- ☐ REVIEW the liability insurance coverage in use at the agency. DISCUSS in general terms any recent insurance claims by the agency. Does the size of the deductible impact claims?



REVIEW the purchasing procedures for program and maintenance equipment, supplies and materials. Consider how sources/suppliers are chosen; tendering procedures and when they are required; use of purchase orders; method of payment (including purchasing charge cards, if applicable), how the purchasing department (if agency has the size for one) supports line staff.

DISCUSS, with your Agency Supervisor, the benefits and disadvantages re: equipment, facilities or property that are leased (instead of purchased outright) by the agency (i.e. photocopiers, mobile devices, computers, vehicles, buildings, etc.).

REFLECT on your learning. ANSWER the following questions and submit to Pebblepad. Please include the question, followed by your answer in your document. WRITE a 600-1000 word report on the following:

1. Your understanding of financial management in your agency.
2. Explain three areas in which your agency shows financial accountability to its stakeholders.
3. Give an overview of how the budget process works at your agency, including who is responsible for collecting and preparing budget information, what is the timeline for the annual budget preparation, review and sign off and who has the final authority to approve the completed budget.
4. Identify and explain three practices that you found interesting in the financial management of your agency.

SUBMIT the text of your report in the designated text box under the appropriate Reflection Report tab on Pebblepad.



Marketing and Public Relations

(1 WEEK)

DESIRED LEARNING OUTCOMES

The student will be able to:

1. articulate the agency's marketing strategies, including advertising, promotions, customer service, social media marketing plan and public relations strategies
2. describe the agency's target market(s)
3. analyse and critique how effectively the marketing is designed
4. evaluate and articulate the effectiveness of all marketing done by the agency

Assignments: In consultation with your Agency Supervisor, and the appropriate staff/ personnel, complete the following:

Checklist:

INVESTIGATE the agency's target market(s). Which market segment accounts for the greatest percentage of revenue generation?

PRODUCE samples of marketing, including websites, media releases, brochures, flyers, etc. used by the agency to market its services. DISCUSS the quality of the materials, how the agency uses logos, colour, fonts, pictures, images and branding to market their message. SHARE your opinion, or the opinion of others, regarding the effectiveness of the materials.

INVESTIGATE the system or processes the agency has in place to provide customer service for its clients. INVESTIGATE how effective or excellent the customer service is at the agency. EVALUATE its effectiveness. REPORT on how customer compliments and complaints are handled and how employees are trained in customer service.

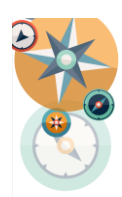
INVESTIGATE who communicates to the media on behalf of the agency. Is this a shared responsibility, or is there a designated employee who looks after the public relations role?

CREATE a social media post in collaboration with your agency supervisor to promote your agency and the work you have accomplished so far. CONSIDER how this post can strengthen organizational relationships between Langara College and your internship agency through cross-promotion. SEND this drafted post to recreation@langara.ca with a list of the handles and hashtags to include.

INVESTIGATE the social media platform(s) the agency has in place and investigate how effective are their platforms? Are they reaching their target market? What would you recommend to improve their social media strategy?

REFLECT on your learning. ANSWER the following questions and submit to Pebblepad. Please include the question, followed by your answer in your document. WRITE a 600-1000 word report on the following:

1. Provide your opinions and perspectives about the quality and effectiveness of the marketing, customer service and public relations and social media strategies at your agency.
2. Provide two constructive suggestions of ways you would improve the agency's services in these areas.



SUBMIT the text of your report in the designated text box under the appropriate Reflection Report tab on Pebblepad.



Volunteer Services

(1 WEEK)

DESIRED LEARNING OUTCOMES

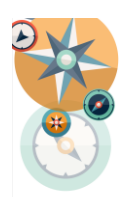
The student will be able to:

1. articulate the benefits of having volunteers in an organization/agency, and the roles they fulfil
2. design a volunteer management system including recruitment, screening, hiring, training, evaluation, and recognition of volunteers
3. evaluate the effectiveness of the agency's current volunteer management system
4. discuss current trends in volunteerism

Assignments: In consultation with your Agency Supervisor, and the appropriate staff/ personnel, complete the following:

Checklist:

- ☐ **REVIEW** the functions of volunteers within the agency. (If your organization or agency does not use volunteers, **INVESTIGATE** one that does, and answer the remaining questions). **DISCUSS** the duties and responsibilities of volunteers in the Agency with your Agency Supervisor. Estimate the dollar value of the volunteers to the agency, on a yearly basis.
- ☐ **INVESTIGATE** the Volunteer Management Policy and Organizational System present within the agency. **DISCUSS** with your Agency Supervisor the plan for recruitment, screening, placement, training, supervision, evaluation and recognition of volunteers.
- ☐ **OBTAIN** a copy of the agency's (or another agency's) volunteer manual. **REVIEW** and **DISCUSS** its content with your Agency Supervisor.
- ☐ Are there written job descriptions for each volunteer position? If possible, **OBTAIN** for your records, and **REVIEW** job descriptions for up to **three** different volunteer positions. Or, identify how you will use volunteers in your special event module.
- ☐ **UNDERSTAND** the communication methods utilized between agency personnel and volunteers. How effective are these methods?
- ☐ **DISCUSS** with your Agency Supervisor the trends they have seen in volunteerism, and volunteer management over the last 10-15 years. **DISCUSS** with your Agency Supervisor how volunteer experiences have changed. Reflect on how your agency provides inclusive opportunities for diverse communities
- ☐ **ATTEND** one meeting where the participants are primarily volunteers (paid support staff may also be present). Examples may include Board of Directors' meeting for a Recreation Committee, Association or Society. **UNDERSTAND** its effect upon the provision of recreation services. Consider the Board's composition, roles and interaction patterns. **OBTAIN** a written agenda for this meeting, and **ATTACH** a set of minutes from this meeting to the agenda. **DISCUSS** your observations with your Agency Supervisor.
- ☐ **REFLECT** on your learning. **WRITE** a 500-1000 word report that describes:
 1. The opportunities for volunteers at this agency.



2. Include the title of the volunteer positions (i.e. board member) and describe the recruitment process for each of these positions.
3. Reflect upon the importance of volunteerism from both the agency's and the volunteer's perspective. In other words, what value does the agency receive and what is the value a volunteer gains?
4. Reflect upon and highlight how well this agency supports volunteerism including: recruitment, recognition, volunteer manual and training.
5. Provide constructive suggestions of ways you would improve Volunteer Services for this agency if you were in a position to influence change.

SUBMIT the text of your report in the designated text box under the appropriate Reflection Report tab on Pebblepad.



Sponsorships and Partnerships.

(1 WEEK)

DESIRED LEARNING OUTCOMES

The student will be able to:

1. define the concepts of partnership and sponsorship; provide examples of partnerships and sponsorships at the agency, and in recreation, that fit this definition
2. identify and describe practices that facilitate the development, maintenance, and ending of partnerships and sponsorships
3. define the concept of community development and identify practices that fit this definition
4. identify a set of values and protocols that facilitate successful community development

Assignments: In consultation with your Agency Supervisor, and the appropriate staff/personnel, complete the following:

Checklist:

In discussion with your Agency Supervisor, IDENTIFY and obtain or make a LIST of the key community groups, agencies, non-profit sports, arts and social organizations, as well as business organizations with which your agency networks on a regular and ongoing basis. *(Note: the relationship may range from a partnership agreement to a working relationship).*

DISCUSS the differences between and provide examples for:

- a partnership between your agency/organization and another agency/organization
- a sponsorship between your agency/organization and another agency/organization
- a contract between your agency/organization and another agency/organization

DESCRIBE the methods your agency, and Agency Supervisor, utilize to initiate partnerships. What practices can your Agency Supervisor identify to ensure a successful partnership or sponsorship? How is the agreement documented? When, and how, is a partnership or sponsorship terminated?

REFLECT on your learning. ANSWER the following questions and submit to Pebblepad. Please include the question, followed by your answer in your document. WRITE a 600-1000 word report on the following:

1. What is the difference between sponsorships and partnerships?
2. What is the relationship your agency has with partners and sponsors?
3. Reflect on how they use partners and sponsors to increase the value of their programs.
4. How does the agency benefit from partnerships and sponsors?
5. Are there any other organizations within the community that would be good partners or sponsors that are not currently working with them?
6. What are some challenges that your agency experiences in its partnerships and sponsorships?

SUBMIT the text of your report in the designated text box under the appropriate Reflection Report tab on Pebblepad.



Community Development

(1 WEEK)

DESIRED LEARNING OUTCOMES

The student will be able to:

1. define the concept of community development and identify practices that fit this definition
2. identify a set of values and protocols that facilitate successful community development

Assignments: In consultation with your Agency Supervisor, and the appropriate staff/personnel, complete the following:

Note: Some private and not-for-profit organizations do not have a mission or purpose that incorporates community development. In such cases, the student should explore the questions from the perspective of how the agency develops and grows its membership/stakeholder base.

Checklist:

DISCUSS the concept of Community Development with your Agency Supervisor. DEFINE the term Community Development and describe your understanding of community development within the context of the area of your internship.

UNDERSTAND the areas of the agency. ie. Mission/Mandate, strategic planning, and your Agency Supervisor's job description and duties, which are "community development" oriented. UNDERSTAND how community relationships further the mission/mandate of your Agency.

UNDERSTAND the methods that your agency utilizes to initiate and maintain community development or community cultural development relationships and initiatives in your community.

One aspect of community development is facilitating community access to facilities. DISCUSS with your Agency Supervisor how the agency encourages the use of their facilities for diverse groups and a variety of events. Does the agency restrict the use of their facilities for any groups or types of events? (If yes, provide examples). OBTAIN any policies relating to this issue.

What role does the community, or its representatives, have in decision-making in your agency? How does this process occur? DISCUSS with your Agency Supervisor the role of staff at the agency in facilitating community input.

REFLECT on your learning. ANSWER the following questions and submit to Pebblepad. Please include the question, followed by your answer in your document. WRITE a 600-1000 word report on the following:

1. The efforts of your agency in community development.
2. Define the term Community Development and describe your understanding of community development within the context of the area of your internship.
3. Do you feel that your agency works within a community development model? Why/why not?
4. What are some challenges that your agency faces in working within community development?
5. What are the benefits of community development focused programming at your agency?

SUBMIT the text of your report in the designated text box under the appropriate Reflection Report tab on Pebblepad.



Facility Operations, and Occupational Safety

(1 WEEKS)

DESIRED LEARNING OUTCOMES

The student will be able to:

1. explain the legal responsibilities (due diligence, hazard identification and risk assessments, incident investigations, and inspections) of supervising and operating their agency's facility
2. discuss recreation facility management and operations using current and appropriate terminology and vocabulary
3. articulate new trends and innovative practices in recreation facility management and operations
4. understand and discuss the relationship between recreation facilities maintenance and the delivery of recreation services
5. understand and refer to standards, legislation and regulations that impact recreation facilities

PLEASE NOTE: If the agency setting is administrative in nature and does not include a typical recreation facility within the organization, then the student must complete the assignment questions at another agency that does have a recreation facility where activities, programs, and/or rentals are available for customers. The Faculty Supervisor must approve the suitability of an alternative agency in advance.

Checklist:

REVIEW the maintenance, repair and replacement procedures and "schedules" relating to the physical plant (both indoor and outdoor). Also INCLUDE in your discussion any "special" maintenance projects the agency has planned for this year. LIST and DISCUSS the procedures followed for maintenance indicating the duties and responsibilities for each maintenance worker. RETAIN copies of all relevant forms used in the above and, where possible, ASSIST in their completion and checking.

DISCUSS with your Agency Supervisor the maintenance, operations, scheduling, duties, staff qualifications/certifications and checks for quality control.

COMPLETE one shift where the primary duties involve facility maintenance and/or cleaning working alongside the facility maintenance and/or cleaning staff in all areas of the facility. As much as possible, this shift should be scheduled during non-business hours (ie. after the facility has closed for the evening) to allow the student to experience facility maintenance and/or cleaning that happens 'after hours'. The objective is for the student to participate in a wide variety of duties as opposed to repeating one or two duties (ie. taking inventory; event set up or take down) for the entire shift. Whenever possible, students should complete their shift by working seven to eight consecutive hours. Where this is not possible or practical, the student may complete the shift by working two or more shift segments which, when combined total at least eight hours of work.

- ***Prior to completing their maintenance shift, students must NOTIFY their Faculty Supervisor with the shift details including the facility location, day and time you are scheduled to work, maintenance/cleaning duties to be performed, and which facility employee(s) and their respective job title(s) you will be working alongside.**

DISCUSS with your Agency Supervisor the similarities and differences that occur between different custodial shifts (morning, evening/overnight). What were your general observations? What surprised you? What did you learn from this experience that you previously did not know?



DISCUSS with your Agency Supervisor the impact that their operations may have on the environment. (i.e. air quality, water quality, garbage, recycling, etc.) What regulatory agencies (i.e. Technical Safety BC, WorkSafe BC, Health Authority, etc.) must they deal with in their day to day operation? What changes have they had to make in the last five years due to increased concern and awareness about the environmental impact of recreation facilities?

DISCUSS the extent to which vandalism affects the facility. VIEW actual portions of the facility which have been vandalized and DISCUSS with the staff how they have tried to combat this problem. (if applicable)

DISCUSS with your Agency Supervisor the use of energy conservation techniques at the facility. What techniques are presently in use? For ones that you have read/heard about, which ones would you recommend be put into action at the facility?

DISCUSS with your Agency Supervisor the nature of their annual maintenance shutdown (if applicable). When does it take place? How does the schedule change during the shutdown, how it affects the general operation of the facility, materials used? Is there involvement of contracted services? etc.

OBTAIN and DISCUSS employee safety policies which are in place at the agency (i.e. lock out, first aid requirements, protective clothing, WHMIS, , etc.)

DISCUSS with your Agency Supervisor the three most efficient and the three most inefficient design features at a facility run by the agency. What is the impact of these features on the overall facility operation?

DISCUSS with your Agency Supervisor the facility design features, which facilitate participation by persons with disabilities, and those that limit inclusion.

INVESTIGATE how many parking stalls (regular and those designated for persons with disabilities) the agency has. Are there any designated stalls for agency staff, officials, etc., and are there any overall time limits or parking fees? In addition, are there any special drop off/parking areas for school or team buses? DISCUSS with your Agency Supervisor whether the available parking is adequate for normal daily operations and review any parking problems, which may be associated with special events.

COMPLETE a risk assessment of a work area, and DISCUSS the controls that are in place to maintain a safe working environment. DISCUSS with your Agency Supervisor the incident investigation process that occurs if/when a worker is injured at work. OBTAIN the forms that used by the organization when an worker is injured. DISCUSS their Return to Work process/procedures. DISCUSS the worksite safety inspections that occur at the agency. Identify the people responsible for inspections and OBTAIN the documentation/forms used for worksite safety inspections.

REFLECT on your learning. ANSWER the following questions and submit to Pebblepad. Please include the question, followed by your answer in your document. WRITE a 600-1000 word report on the following:

1. List eight to ten (please number each of your items) key insights regarding facility management and operations that you learned, or which confirmed important information you already knew, as a result of completing the assignments in this focus area.

SUBMIT the text of your report in the designated text box under the appropriate Reflection Report tab on Pebblepad.



Wrap-up

(2 WEEKS)

Outstanding Requirements:

Checklist:

Ensure that all of your **focus areas** and **modules** are completed and checked by your faculty advisor. Ensure that your **Final Performance Reflection** has been completed by you and your faculty supervisor.

***Notes:**

A reminder that there are 3 seminar days scheduled at the end of Internship (Seminars 3, 4 and 5). **Attendance at all 3 seminar days are mandatory.** Unless a medical note is provided, students who do not attend all the seminar days will not be able to achieve a grade of "S" for Internship.

- Seminar 3 – Final Presentations
- Seminar 4 – Camp Day
- Seminar 5 – B'reccie Ceremony - This final celebration is organized by the students (with assistance from the college) and will take place at the end of the Internship. Invited guests will include all Agency Supervisors, Langara Faculty, Administrators and staff, students and representatives of groups associated with the Recreation Studies Program.

The details for this ceremony will be confirmed early in the Internship term.



MODULES

Modules are major reports to be completed during the internship term. They are designed to incorporate both written and practical components which require more time than those identified under the "weekly focus area" topics. Each module is outlined on the following pages. The student is responsible for completing the first module, and then one of the remaining three modules (either Module 2, 3 or 4).

1. Special Event Module

and one of the following:

2. Program Development Module
3. Program Leadership Module
4. Preventative Maintenance Module

NOTES:

- **FEEL FREE TO CONSULT YOUR FACULTY OR AGENCY SUPERVISOR FOR SUGGESTIONS REGARDING ANY OF THE MODULE PROJECTS.**
- **THE MODULE PROJECTS SHOULD BE IDENTIFIED BY THE END OF THE THIRD WEEK IN JANUARY.**
- **ALL MODULE PROJECTS MUST BE COMPLETED BY WEEK 13 OF THE INTERNSHIP TERM.**



Special Event (Mandatory Module)

Purpose

The purpose of this module is to help students gain experience in coordinating, organizing and planning special events.

Students are responsible for arranging a “special event” for participants at the internship agency. Such events are useful for highlighting, culminating or adding impetus to recreational programs. The variety of special events is endless and limited only by the imagination of the recreationist in charge. Some common types of special events are:

- a. Parties or Celebrations
 - b. Competitions
 - c. Exhibitions and Demonstrations
 - d. Trips and Outings
1. Research the major types of special events programmed by your agency during the last year, and indicate their value in enriching the total recreational program. Refer to former agency special event reports and use them as a guideline.
 2. With the approval of your Agency Supervisor, plan, organize, and evaluate a “special event” appropriate to your agency placement and its identified needs. Considerable flexibility will be allowed in this project, however, the following are minimum requirements:
 - a. a minimum of 2 hours in length
 - b. a minimum of 20 people
 - c. a budget of over \$100
 - d. detailed evaluation after the event as per the agency’s standard evaluation procedures for special events.
- e. Undertake a *Reflection-in-action* Journal during the entire process.
 - f. Write a 600-1000 word report of “**lessons learned**” outlining eight lessons learned in our overall experience organizing and planning your event. Number each of your listed points. SUBMIT the text of your report, along with any additional images or content, in the designated text box under the appropriate Module tab on Pebblepad by the specified deadline at the end of Week 13, or earlier if possible.
 - g. Approval by Agency Supervisor for special event
 - h. Special Events must be presented prior to Week 13 (as early as possible after week 3 of the term is advised).



Program Development (Optional Module – Choice 1)

Purpose

For the purposes of this module, a program is defined as an activity in a multi-week format of recreation service delivery. As a recreation programmer, you will often be assigned the responsibility of developing a program through the entire program development cycle - from response to an initial need, through implementation to evaluation. This module requires that the student develops a program through a complete program cycle.

Consideration

Every agency has different policies and capacity for program development. In most cases, the majority of this module can take place during internship – i.e., the program is developed, implemented, and evaluated before the end of Internship. HOWEVER, in some agencies, the program may not be implemented until after internship; or, after agency review, the program may not be approved for implementation.

The experience of developing a program and handing it off to another staff person to implement is common in recreation practice, and is valuable. As well, a program may not be approved even after the preparation stages are taken. Preparing a program, and documenting all the steps and procedures associated with, even if it not approved, is another valuable recreation programmer experience.

Internship is about growth and experience. Langara College asks the agency to facilitate the student to lead a program development cycle as independently as possible using agency practices, and with Agency Supervisor monitoring for quality and proper protocols. However, the agency has no requirement to mount the program being developed.

Method

1. With your Agency Supervisor, review the purpose of the module and obtain an agreement that they will mentor you through this program development process. *(in November, while arranging internship placement).*
2. With your Agency Supervisor, analyze how you will integrate the requirements of the module to the agency's methods, current programming and budget demands. *(by end of week 2, ongoing review)*
3. Review the list of possible steps in program development identified below with your Agency Supervisor. Identify which are feasible for your agency. Develop action steps for those steps *(by end of week 2).*

POSSIBLE STEPS FOR PROGRAM DEVELOPMENT:

- needs assessment
 - target market identification
 - Writing a program proposal
 - Budgeting the program
 - Promotion plan for the program
 - Ensuring lesson plan developed
 - Implementation planning and logistics
 - Other steps unique to your agency
4. A written Program Proposal must be completed and submitted to the Agency Supervisor that includes components of a classic Program Proposal.



Components of a Program Proposal:

Introduction.

- Introduces the program, its background and why it should be considered by the agency.

Executive Summary.

- Summary of highlights, benefits and agency process.

Detailed Program Plans.

- Elements including design goals and objectives, modules, budgets, schedules, benefits, leadership, resources/environments required, market/needs analysis, promotion planning.

If the agency already has a program proposal format in place, the student may use it instead.

(By week 5)

5. Whether implemented or not, craft an evaluation process and tool(s) as part of the Program Proposal; use the process of triangulation to consider multiple sources for feedback.
6. Undertake a *Reflection-in-action* Journal during the entire process.
7. Write a 600-1000 word report of “**lessons learned**” outlining eight to ten (please number each of your items in your report) key insights for your Faculty Supervisor. SUBMIT the text of your report, along with any additional images or content, in the designated text box under the appropriate Module tab on Pebblepad by the specified deadline at the end of Week 13, or earlier if possible.



Program Leadership (Optional Module – Choice 2)

Purpose

The purpose of this module is for students to organize and implement an instructional program for patrons at the student's Internship agency.

Students are required to complete the following:

1. Upon consultation with your Agency Supervisor, select a program that you would like to lead, and are qualified to lead. This program must fall within the guidelines of the vision, mission, and goals of the agency, and be a demonstrated need.
2. Plan, organize, lead, and evaluate a program appropriate to your agency and its identified needs. Considerable flexibility will be allowed in this project, however, the following are minimum requirements:
 - a. A minimum of 45 minutes in length, per session
 - b. A minimum of 5 sessions
 - c. A minimum of 8 participants
 - d. A written outline of the purpose of the program, and desired outcomes (goals and objectives), estimated budget, planning timeline.
 - e. Detailed lesson plans for each session, including learning objectives and outcomes, equipment, set up requirements, session outline and instructor schedule
 - f. Evidence of a formative evaluation, including client responses, written evaluation forms, and an explanation of any changes made to the program as a result of the evaluations received
 - g. Summative evaluation, including recommendations for future programs of a similar nature
3. Approval by Agency Supervisors by *Week 3*.
4. Undertake a *Reflection-in-action* Journal during the entire process.
5. Write a 600-1000 word report of “**lessons learned**” outlining eight to ten (please number each of your items in your report) key insights for your Faculty Supervisor. **SUBMIT** the text of your report, along with any additional images or content, in the designated text box under the appropriate Module tab on Pebblepad by the specified deadline at the end of Week 13, or earlier if possible.



Preventative Maintenance (Optional Module – Choice 3)

Purpose

The purpose of this module is to allow students to develop a Preventative Maintenance Program for a recreation facility operated by your internship agency.

1. Students are required to submit a preventative maintenance program package to their Agency Supervisor that includes:
 - a. An introduction to the facility (describe its features, etc.) (1 double spaced page)
 - b. Job descriptions for all maintenance staff
 - c. Sample shift schedules (daily, weekly, monthly, yearly, etc.)
 - d. Daily/weekly shift routines (jobs) for staff
 - e. Forms used to “log” staff work activities
 - f. A facility floor plan (reduce to 8½” x 11” and include a typed legend)
 - g. The Maintenance/Custodial/Staffing budgets
 - h. Facility safety procedures
 - i. In your own words, discuss how you would use the eight step procedure to set up a PM program for the facility. Include in your description a list of items that would require maintenance at the facility and the frequency. (4 - 5 double spaced pages)
 - j. A summary of the overall facility PM at the end (1 double spaced paged)
 - k. Other information that you feel would apply (i.e. applicable provincial government legislation, equipment manuals, facility photos, emergency phone lists, lists of suppliers, etc.)
2. The preventative maintenance program report is due Week 13 and is to be submitted to the Agency Supervisor.
3. Undertake a *Reflection-in-action* Journal during the entire process.
4. Write a 600-1000 word report of “**lessons learned**” outlining eight to ten (please number each of your items in your report) key insights for your Faculty Supervisor. SUBMIT the text of your report, along with any additional images or content, in the designated text box under the appropriate Module tab on Pebblepad by the specified deadline at the end of Week 13, or earlier if possible.



Examples of Major Student Projects for the Agency

1. Update or development of the Agency Staff Orientation Manual and/or other "Operations" manuals.
2. Research and the development of an energy conservation program.
3. Research and the development of a risk management program.
4. Research and the development of a preventative maintenance program.
5. Explore the possibilities of commercial/corporate sponsorships for use in the agency.
6. Set-up and running of tournaments and/or special events.
7. Evaluation of overall facility operations (i.e. "silent shopper" for outside and inside facility, programs, maintenance, events, volunteers, fees and charges, personnel, food services, pro shop operation, etc.).
8. Research of other similar agencies' programming/services and development of a business/ marketing/promotion plan for your agency.
9. Aid in completing the annual equipment inventory or other inventories in place at the agency.
10. Fees and charges survey of comparable facilities/agencies.
11. Review of facility blue prints for updating or confirmation of "as built" status.
12. Assist with the planning/supervision of capital projects.
13. Inventory of art in public places project with appropriate background information.
14. Inventory of out trips with the ability to accommodate people with disabilities (i.e. day camps, after school care programs, etc.)
15. Prepare a training manual for junior summer leaders and then provide a series of training workshops for them.
16. Research current funding sources including foundation and various levels of government for specific agency projects/services (i.e. after school care, youth lounge, etc.)
17. Creation of a computer database of agency volunteers and their preferred area of interest and a record of volunteer experience.
18. History of the community/organization or a specific component of it.
19. Research and the development of a "social media" plan for use by the agency.
20. Creation and uploading of appropriate YouTube videos for the agency.



APPENDICES

Midterm/Final Performance Reflection

This form is to be completed by the student and agency supervisor and reviewed together during their reflection meeting. If the agency has a preferred alternative to the Performance Reflection Form, student and supervisor can opt to use the agency's form.

Reflection Type (select only one): ☐ Mid-Term ☐ Final

Evaluator (select): ☐ Student Self-Reflection ☐ Agency Supervisor's Reflection of Student

Student's Name: _____

Supervisor's Name: _____

Evaluation Instructions

Please rate the student on each item below. Consider the student's overall performance and consistency in each area. Use your best judgment to assign and circle a score (1-5) that best reflects their development and abilities during the evaluation period.

Rating Scale: 1 = Improvement Needed, 2 = Developing, 3 = Satisfactory, 4 = Good, 5 = Excellent

1 Section 1 - Relationships

a) With staff	1	2	3	4	5	N/A
b) With patrons/members	1	2	3	4	5	N/A
c) With the general public	1	2	3	4	5	N/A

Comments/notes:

2 Section 2 - Competencies

a) Knowledge of recreation and use of resources	1	2	3	4	5	N/A
b) Learning ability – new techniques, duties, procedures	1	2	3	4	5	N/A
c) Organizational ability, including work quality & work quantity	1	2	3	4	5	N/A
d) Leadership/instructional ability	1	2	3	4	5	N/A



e) Interpretation/judgment	1	2	3	4	5	N/A
f) Setting and achieving goals/objectives	1	2	3	4	5	N/A

Comments/notes:

3 Section 3 - Applied Skills

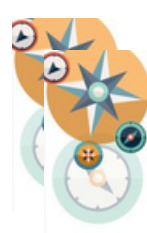
a) Verbal communication skills	1	2	3	4	5	N/A
b) Written communication skills	1	2	3	4	5	N/A
c) Team/meeting skills, committee work	1	2	3	4	5	N/A
d) Activity skills	1	2	3	4	5	N/A

Comments/notes:

4 Section 4 - Personal Development and Professionalism

a) Attendance - dependability, punctuality	1	2	3	4	5	N/A
b) Work attitude	1	2	3	4	5	N/A
c) Ability to work independently, self-reliance	1	2	3	4	5	N/A
d) Initiative	1	2	3	4	5	N/A
e) Curiosity beyond that required	1	2	3	4	5	N/A
f) Knowledge of own's abilities, adaptability	1	2	3	4	5	N/A
g) Appearance, poise, tact	1	2	3	4	5	N/A
h) Ethical conduct	1	2	3	4	5	N/A
i) Safety - safe work practices	1	2	3	4	5	N/A





Comments/notes:

5 Written Summary

a) Discuss your/the student's strengths and the overall progress that you feel you/the student has made throughout internship to date. (for the Final Performance Reflection, focus more specifically on the progress made since the Midterm Reflection).

b) What are some of the areas that you feel you/the student should be focusing on in order to continue to build on your/their skills (or gain new skills) to improve your/their performance at internship and/or to increase your/their potential for success in the recreation field?

c) Additional/Final comments and reflections:



Definition of Terms

Definition of terms that are found in the focus areas:

In the focus areas the following terms are used to describe the action that is required for the focus areas to be completed.

Arrange:	Organize, make it happen professionally
Assess:	Evaluate
Assist:	Provide clearly, identified supporting role
Attach:	Physically or electronically include required documents
Attend:	Physically be there, observe for an appropriate amount of time and be prepared to report or present
Calculate:	Do the math and report the figures
Choose:	Review options and make a choice
Compare:	Complete a formal comparison and report your findings
Complete:	Finish in a professional manner. Here the work produced is judged to be able to be presented and accepted by other professionals
Confer:	To hold a meeting or discussion
Confirm:	Make appropriate arrangements, contacts and report results where appropriate
Describe:	Review your presentation and verbally present details on the matter. Present in a professional manner
Detail:	To give particulars of, to describe fully
Develop:	Physically prepare and verbally present
Discuss:	A conversation that happens face to face. Ensure you have the research completed, so you can fully participate in the discussion
Display:	To show
Draft:	Write, physically prepare
Establish:	Take steps to initiate or make something happen in a professional manner
Evaluate:	Complete a process which goes beyond first person evaluation (intuitive model/observation model) into triangulation, several sources of information, multiple evaluation models/tools
Examine:	Look at, research
Explain:	In detail provide reasons or rationale
Explore:	Formally look at the area. Present results where appropriate
Identify:	Physically or discuss to show the supervisor learning that has occurred
Illustrate:	To make clear or explain by example
Include:	Add to your presentation
Indicate:	Verbally or in written form, show
Interview:	Formally meet in a professional manner with a person. Prepare formally for the meeting
Investigate:	Do the appropriate research and be able to accurately describe the results
Learn:	To gain knowledge of or skill in subject area
List:	Verbally, in a linear manner, describe
Meet:	A physical face to face meeting
Observe:	Watch carefully



Obtain:	Do the research necessary to physically collect or e-copy the needed documents
Outline:	Describe the important parts
Practice:	Repeated exercise to improve one's skill
Prepare:	To make or get ready
Produce:	Show, write, display or create
Reflect:	Take time to review your class lessons, work experience to build a sound foundation for discussion and writing, or presentation
Report:	Formally, professionally, verbally or in written form present
Research:	Careful study and investigation
Retain:	To keep in one's possession or use
Review:	Take the appropriate time to go over the appropriate material. Report results.
Select:	Make a choice
Share:	To give something
Show:	Offer, exhibit or produce something
Submit:	Deliver to intended recipient, hard copy or e-copy, depending on predetermined form
Tour:	Physically exploring the area
Understand:	To perceive the meaning or importance or nature of something
View:	Physically tour and see the area
Visit:	physically tour
Write:	Provide your supervisors with a professional, written presentation that demonstrates your knowledge in the various focus areas. The depth of insight and thoughtfulness you put into the presentation will cement your understanding and ability to actualize the respective focus area in your future work.

Written work is required as part of the internship experience to stimulate and develop critical thinking skills and concept exploration that goes beyond normal discussion and dialogue. Written work is considered a high-level exercise with the potential of significant benefit to the student.

Written work reflects on the readiness of the student to present themselves as professionals and their work should be able to be presented to the organization or college as a sample of the student's professional skill set.