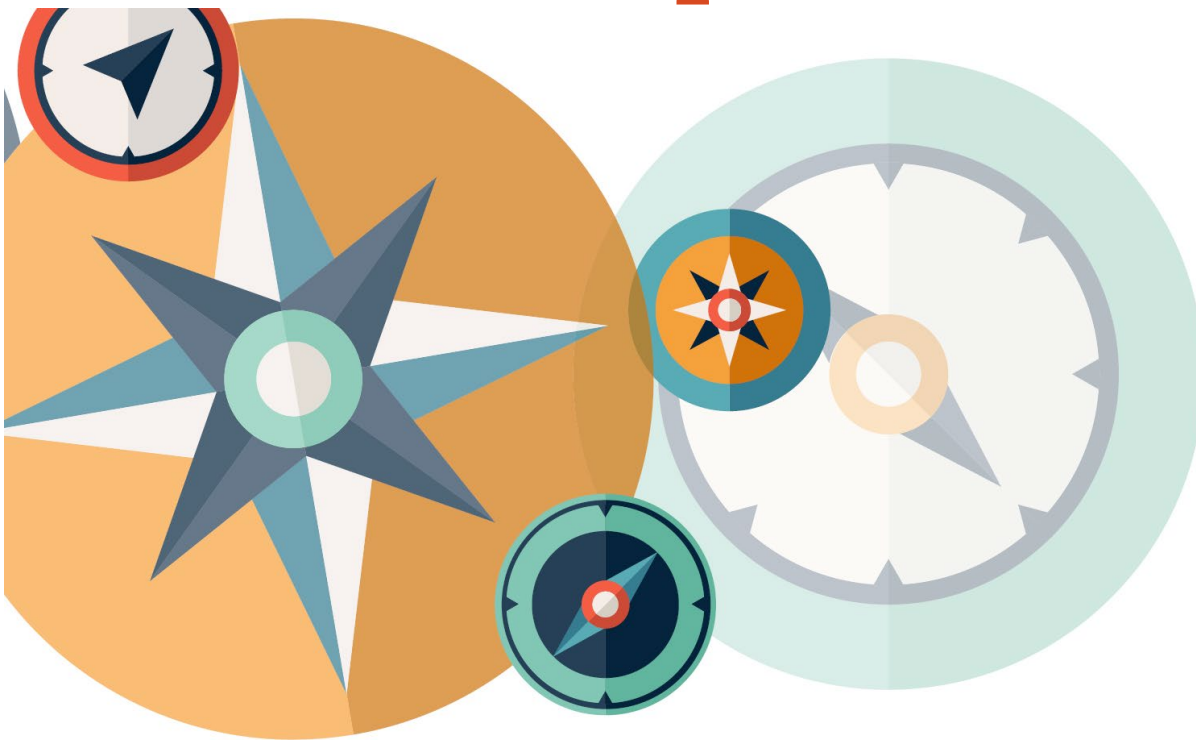


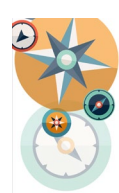
**RECREATION STUDIES**

# **Internship Manual**



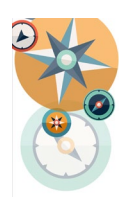
**STUDENT NAME:**

**1/4/2021**



## 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
Shared Commitments and Responsibilities.....	4
Evaluation and Grading .....	6
Internship Evaluation Process.....	7
Midterm/Final Evaluation Form .....	8
Mid-Term Student Evaluation of the Internship (Week 7).....	12
Final Student Evaluation of the Internship (Week 13).....	14
IMPORTANT DATES.....	18
INTERNSHIP DELIVERABLES.....	18
INTERNSHIP FOCUS AREAS.....	20
Introduction to Internship .....	20
Human Resources Management.....	23
Program Services.....	25
Financial Management.....	27
Marketing and Public Relations .....	29
Volunteer Services .....	30
Sponsorships and Partnerships, and Community Development.....	32
Facility Management/Operations.....	34
Wrap-up.....	36
MODULES.....	37
Special Event (Mandatory Module).....	38
Program Development (Optional Module – Choice 1).....	39
Program Leadership (Optional Module – Choice 2) .....	41
Preventative Maintenance (Optional Module – Choice 3).....	42
Examples of Major Student Projects for the Agency .....	43
APPENICES.....	44
Definition of Terms.....	44



## 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](http://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

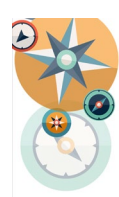
The four pillars upon which Internship is built are:

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 thirteen weeks. Student obligations and responsibilities are both practical (25 - 30 hours per week directly working for the agency) and academic (5 - 10 hours per week completing assignments for 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.



## GOALS, COMMITMENTS AND GRADING

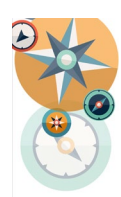
### **General Goals of Internship:**

#### **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;
- e. Observe programs, services, and facility operations in action;
- f. 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;
- g. Implement leadership, programming, administrative, and facility operation techniques and skills in various situations;
- h. Recognize strengths which may be developed and weaknesses which may be reduced through the internship experience;
- i. Complete the focus areas and modules outlined in the detail sheets of this manual;
- j. Prepare for employment or contracting in a professional role in the recreation field, or for further educational study.

#### **2. The Internship is important to the college because it:**

- a. Strengthens the educational process and expands the scope of the professional curriculum;
- b. Provides a laboratory for application of theoretical knowledge;
- c. Provides continuing opportunity for evaluation of the student's needs, abilities, and progress;
- d. Requires faculty contact with recreation personnel in agencies and organizations;
- e. Leads to continuing evaluation of the entire recreation curriculum as well as its internship;
- f. Increases the scope of College services to the community.



**3. The Internship is important to the agencies and organizations because it:**

- a. Represents the agencies' commitment to assisting in the educational preparation of future recreation professionals;
- b. Provides contact with educated personnel in the recreation field and associated areas;
- c. Relates agency service to current theory and practice;
- d. Stimulates agency personnel and strengthens inservice training programs;
- e. Temporarily enlarges the available staff, permitting strengthening of the program;
- f. Provides an opportunity to evaluate prospective candidates for future employment and/or contracting.

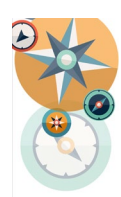
**Shared Commitments and Responsibilities**

1. The STUDENT'S commitments and responsibilities are:

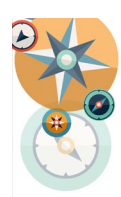
- a. **To start the internship on the first week of January and continue for the following 13 weeks.** As discussed in the section on definition of internship, the student will devote 25 - 30 hours a week to practical agency work and 5 - 10 hours per week for academic work (completion of assignments in this manual).
- b. To carry a positive image of the College into the community.
- c. To participate in the internship, fulfilling all designated duties and responsibilities as scheduled.
- d. To ask questions.
- e. To meet with the Agency Supervisor on a regular basis to discuss performance, assignments, policies and any problems that may arise.
- f. To submit all assignments through brightspace and contact the instructors if they have any concerns about the activities, learning experiences or problems that arise.
- g. To maintain a daily agenda planner, written or online, of activities, meetings and other pertinent information
- h. In case of illness or emergency preventing internship attendance, students should notify the Agency Supervisor and the Faculty Supervisor as soon as possible.
- i. To be committed to the internship until the termination date unless it is mutually agreed that the internship is not fulfilling the agreement.

2. The COLLEGE'S commitments and responsibilities are:

- a. To annually update and make available an Internship Manual.
- b. To assist the student in finding suitable placements during the semester preceding the internship:
  - i. To contact agencies to determine possible internship opportunities.
  - ii. To determine each student's interest areas and needs.
  - iii. To provide for the student a list of past participating agencies including contact persons, and telephone numbers.



- iv. To supervise arrangements for and give final approval of all student internships.
  - c. To ensure that the internship is a valuable learning experience:
    - i. To be knowledgeable of the internship placements and the Agency Supervisors.
    - ii. To meet and/or confer with all Agency Supervisors and students prior to the start of the internship in order to outline the College's expectations, including requirements, roles, assignments, and evaluation procedures.
    - iii. To supervise the work in the agency of the student in cooperation with the Agency Supervisor. This supervision will include up to three site visits during the term to meet up with the student and the Agency Supervisor to discuss the student's progress.
    - iv. To evaluate internship assignments and to discuss these assignments with the student on a regular basis.
    - v. To assign the final grade, either "s" for satisfactory or "u" for unsatisfactory.
  - d. To serve as a resource person for both the cooperating Agency Supervisor and student.
  - e. To exchange ideas and accept suggestions directed towards improvement of the internship.
  - f. To provide a contact telephone number and Email address for the convenience of the Agency Supervisors and students.
3. The AGENCY'S commitments and responsibilities are:
- a. To be responsible for all relationships between the college and the agency in regard to the internship. The first responsibility of the Agency Supervisor is to persons the agency serves. This means that the Agency Supervisor should not permit the student to function in any way that seriously impairs the quality of the agency's services. At the same time, the Agency Supervisor should allow the student reasonable freedom of operation in order that an adequate training program can be completed.
  - b. To review the Internship Manual, to raise questions in areas of concern and to offer suggestions.
  - c. To provide a profile of their agency for the students and Portfolio Instructor to review, which includes a statement of philosophy, goals and objectives of the agency, program brochures, and other pertinent information.
  - d. To meet with the student prior to, or at the start of the commencement of the internship (for 1/2 - 1 hour) to discuss roles, expectations, assignments, policies and procedures (i.e. emergencies, evaluation procedures and so forth). The Faculty Supervisor would be available by email or telephone during this process. They will also be making up to three site visits during the term to meet with the Agency Supervisor and the student (the meetings will be approximately ½ to 1 hour long).
  - e. To interpret the internship to the local recreation board (or controlling body of the agency), to the community and/or members where necessary, and to obtain the official agency approval for the student internship.
  - f. To interpret the internship to the agency staff and help the student gain acceptance as a member of the staff.
  - g. To define and discuss with the student their role and its relationship to the total community and/or membership.
  - h. To recognize that the student is in a learning role as well as a working role.
  - i. To be professional at all times



- j. To define the role of the student through:
  - i. Conferences with the student to determine as clearly as possible the program and schedule the student will pursue;
  - ii. Conferences (at least one hour per week) with the student to discuss assignments, problems that arise in the process of performing regular duties, techniques of leadership and methods of operation used by the student, and factors that will aid the student to better understand duties pertaining to operations as they exist in the agency;
  - iii. Informing the student of all regulations.
- k. To evaluate the performance of the student by:
  - i. scheduled conferences with the student at the beginning of the internship, and additional evaluation sessions with the student to evaluate their progress (one half hour at mid-term and one hour for the wrap-up week); other conferences may be scheduled as required
  - ii. two evaluation reports, one at midterm and one at the end of the internship, following the criteria outlined in the evaluation section of the Internship Manual .
- l. To put forth recommendations, where deemed necessary, in regard to the internship.
- m. To reimburse the student for expenses incurred in the performance of assigned duties, for example, mileage, special clothing, etc.

## Evaluation and Grading

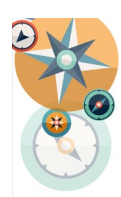
The Internship is graded on a "satisfactory" (s) / "unsatisfactory" (u) basis.

1. The student will submit required assignments to the faculty supervisor through Brightspace. 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 making up to three site visits during the term to meet with the Agency Supervisor and student (the meetings will be approximately ½ - 1 hour long).
2. 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.
3. At the mid-term of the internship the Agency Supervisor will prepare a written evaluation of the student. The student will also do a written "self-evaluation" and a mid-term evaluation of the internship). They will meet for one half hour to discuss these evaluations and then submit the completed signed evaluation forms to the Faculty Supervisor.
4. At the end of the internship the Faculty Supervisor and Agency Supervisor will prepare a written evaluation of the student. The student will do a second written "self-evaluation" and the Agency Supervisor and the student will meet for one hour to discuss this final evaluation. The student will also complete a final evaluation of the internship. This evaluation will also be discussed during the final evaluation meeting, and then the student will submit the completed signed evaluation forms to the Faculty Supervisor.

Note: The emphasis should differ at "mid-term" and "final" evaluation 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.

5. The student will complete all of the internship deliverables.
6. 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 are all full days, 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.

## **Internship Evaluation Process**

Two formal evaluations will be held during the Internship term – one at Mid-Term (approximately weeks 6-7), and one at the end of Internship – Term end (week 13).

### **Agency Supervisor**

The Agency Supervisor of each student is requested to prepare written evaluations to be used as a basis for discussion at the Mid-Term and Term end meetings. Agency Supervisors are requested to use the written evaluation form used at the Agency. If the Agency does not have a written evaluation form, please use the sample provided on the following pages.

On a weekly basis the Agency Supervisor is responsible for supervising the completion of the focus areas and modules. These sheets must be initialed in the appropriate places by each Agency Supervisor and forwarded to the Faculty Supervisor by each student as each focus area and module is completed.

### **Student**

Each student is also requested to prepare written self-evaluations for these two meetings. Students should use the same form that the Agency Supervisor is using. If the Agency does not have a written evaluation form, please use the sample provided on the following pages.

In addition, students are also required to complete the MID-TERM STUDENT EVALUATION OF THE INTERNSHIP, AND FINAL STUDENT EVALUATION OF THE INTERNSHIP .

In total, students are required to complete two evaluations at Mid-term, and two evaluations at Term end. Once reviewed with their Agency Supervisor, students are required to upload all signed copies of these documents into Brightspace.

At Seminars 2 and 3 each student will make a 5 minute verbal or video presentation that includes at least 5 photos to their Faculty Supervisor and other members of their cohort, reviewing their progress to date in their various Internship experiences and some of their latest learning opportunities.

### **Faculty Supervisor**

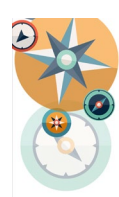
The Faculty Supervisor will prepare a brief written evaluation of the student at the end of the term.

The Faculty Supervisor will be making up to three site visits during the term to meet with the Agency Supervisor and student (the meetings will be approximately ½ - 1 hour long).

The Faculty Supervisor will be responsible for reviewing the focus area and module reflection reports that each student must write and upload into Brightspace by the required due dates.

The Faculty Supervisor will be responsible for reviewing the 5 minute student verbal presentations or optional videos or presentations during Seminars 2 and 3.





## Midterm/Final Evaluation Form

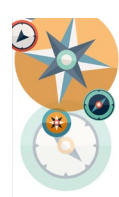
\*This form is to be completed by the student and agency supervisor and reviewed together during their evaluation.

\*If the agency has a preferred Evaluation Form, student and supervisor can opt to use the agency's form.

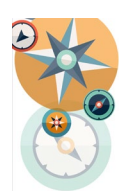
<b>Evaluation Type (select only one)</b>	<input type="checkbox"/> Mid-Term	<input type="checkbox"/> Final
<b>Student's Name:</b>		
<b>Supervisor's Name:</b>		

<input type="checkbox"/> Student Self Evaluation	<input type="checkbox"/> Agency Supervisor's Evaluation of Student
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<b>1</b>	<b>Relationships:</b>
a	With staff
b	With patrons/members
c	With the general public
<b>2</b>	<b>Competencies:</b>
a	Knowledge of recreation and use of resources
b	Learning ability – new techniques, duties, procedures
c	Organizational ability, including work quality and work quantity
d	Leadership/instructional ability

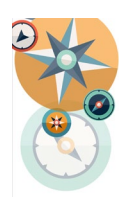


e	Interpretation/judgment
f	Setting and achieving goals/objectives
3	<b>Applied Skills:</b>
a	Verbal communication skills
b	Written communication skills
c	Team/meeting skills, committee work
d	Activity skills
4	<b>Personal Development:</b>
a	Attendance – dependability, punctuality
b	Work attitude



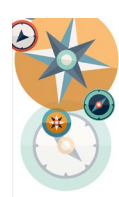
c	Ability to work independently, self-reliance
d	Initiative
e	Curiosity beyond that required
f	Knowledge of own abilities, adaptability
g	Appearance, poise, tact
h	Safety – safe work practices

5	<b>Summary:</b>
a	Progress made during internship
b	Strengths



c	Areas needing improvement
d	Potential for the recreation field

<b>Signature of evaluator:</b>	
<b>Date:</b>	

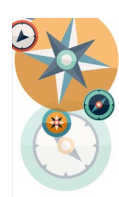


## **Mid-Term Student Evaluation of the Internship (Week 7)**

**DIRECTIONS:** The following questions are to be answered in a typed report form by each Internship student for their agency. Comments should be objective and supported by feasible recommendations. Prepare three copies; one for the agency, one for the College, and one for yourself.

**DUE DATE:** Week 8

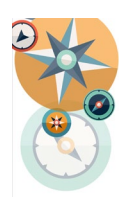
Questions:	
1.	Is your Internship meeting the objectives that you outlined at the beginning of the semester? How? To what extent?
a.	Did you, at any time, revise your objectives? When? Why?
b.	Are you garnering skills, knowledge and networks for your future career/business?
2.	Are your personal values still aligning with your internship values? Have your values changed?
a.	Are there any conflicting values you are experiencing with your agency? If so what are they?
3.	Summarize the significant learning experiences which are a meaningful to your Internship.



4.	Is your <u>Faculty Supervisor</u> (from Langara College) available and able to provide guidance when needed? Comments. Recommendations.
5.	Is the supervision and leadership from your <u>Agency Supervisor</u> meeting your needs? Is your supervisor available when needed, sensitive to your needs, and able to provide useful information? Explain and state examples. Recommendations.
6.	Comment on your relationship with other agency staff and program participants.
7.	What are your major contributions to the agency?

8.	In what areas could your Internship experience be improved? How? Consider the agency's job description, duties and responsibilities, supervision and so forth.
9.	Can you comment on how you are balancing personal and professional life? Do you have a plan for stress management?

<b>Signature of Student:</b>	
<b>Date:</b>	



## Final Student Evaluation of the Internship (Week 13)

**DIRECTIONS:** The following questions are to be answered in a typed report form by each Internship student for their agency. Comments should be objective and supported by feasible recommendations. Prepare three copies; one for the agency, one for the College, and one for yourself.

**DUE DATE:** Week 13

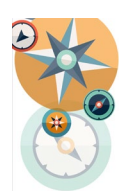
### QUESTIONS:

1.	GENERAL INFORMATION:	
a.	Name of Internship Student:	
b.	Agency:	
c.	Agency Supervisor:	
d.	Outline of General Duties and Responsibilities:	

2.	INTERVIEW:
During your interview in the fall semester, did the agency representative explain the possible opportunities available for an internship student? Was this picture consistent to what you did during your internship? How could the agency and future students be better prepared for the interview experience? Consider the information that the agency supplied to you. What information could have been added to better prepare you for internship?	

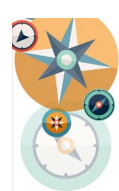
3.	ORIENTATION:	
a.	Was the orientation procedure adequate?	
	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b.	Was the history and development of the agency outlined? Was the agency's philosophy and statement of purpose indicated? Were written objectives evident? Was the organizational structure explained? Were you given access to an operations manual? Were the office procedures indicated?	





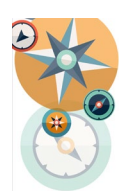
4.	AGENCY KNOWLEDGE OF INTERNSHIP:
a.	<p>Did the Agency Supervisor have a knowledge and understanding of the internship and its objectives before the student arrived?</p>     
b.	<p>Was the Agency Supervisor aware of their commitments to the student and also the student's commitments to the agency?</p>     
c.	<p>Did other staff in the agency have a knowledge and understanding of the student internship in the agency and the student's commitments and duties?</p>     
d.	<p>What involvement did you have with other departments and community agencies? Outline your involvement with each. Were these other departments and community agencies aware that you were an internship student? Did they have prior knowledge and understanding of your purpose? Were they receptive to you as a student and willing to accommodate your needs?</p>     

5.	RESPONSIBILITIES AND DUTIES:
a.	<p>Were the responsibilities and objectives outlined in the student mission statements, goals and objectives form consistent to what you did during the semester in the agency? What, if any changes occurred? When? Why? Was the agreed upon student job description followed? What, if any changes occurred? When? Why?</p>     
b.	<p>Were a variety of experiences available? Indicate the three most beneficial experiences. Indicate the three least beneficial experiences, if present.</p>     



c.	Were opportunities available for you to assume independence and utilize your own self-initiative? Give examples.
d.	Was your work schedule and load balanced? Were both you and the agency flexible in regards to your time and workload? Recommendations for adjustment.
e.	Did any agency staff take advantage of your presence? For what purposes? How did you handle these situations?
f.	Were you included as a member of the staff in the everyday operation of the agency? Why or why not?

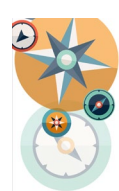
6.	COMMUNICATION:
a.	Were you notified of events (workshops, seminars, etc.), services (word processing, printing, etc.), and resource persons available to enable you to perform your duties? List appropriate examples.
7.	INFORMATION:
a.	Was the necessary weekly focus area information available at your agency? If not, why?
8.	SUPERVISION:
a.	Was your Agency Supervisor available on a regular basis? Did you as an internship student arrange the weekly meetings? Were these meeting times kept? If not, why? Were the meetings adequate in terms of length of time, meeting location, and information received? If not, why?



b.	Were other agency staff cooperative and available to the internship student?
c.	Did your Agency Supervisor observe you on a regular, on-going basis?
d.	Did they discuss their observations with you periodically?

9.	WORK SPACE:
a.	Was adequate work space provided for the internship student? Recommendations.
10.	EXPECTATIONS:
a.	Was your internship what you expected? How did it differ?
11.	RECOMMENDATIONS:
a.	In terms of the agency, what changes would you recommend for next year?
b.	Could you see yourself working for your organization for the next few years?
c.	What would make your experience better as an employee versus an internship student?

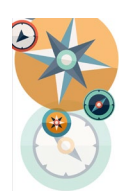
Signature of Student:	
Date:	



## IMPORTANT DATES

The following is a 13-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	Introduction to Internship	<ul style="list-style-type: none"> <li><b>Seminar 1</b>, January 6 12:30 pm – 3:30 pm (<b>mandatory</b>)</li> </ul>
2 January 11	<u>Human Resources Management*</u>	
3 January 18	<u>Program Services*</u>	
4 January 25	<u>Program Services*</u>	<ul style="list-style-type: none"> <li>February 1<sup>st</sup> – last day to apply for diplomas for graduation in June</li> </ul>
5 February 1	<u>Financial Management*</u>	
6 February 8	<u>Financial Management*</u>	<ul style="list-style-type: none"> <li>Mid-term evaluation</li> </ul>
<b>February 15-19</b>	<b>Langara College Spring Break (including Family Day)</b>	<ul style="list-style-type: none"> <li><b>Students away from their Internships</b></li> </ul>
7 February 22	<u>Marketing and Public Relations*</u>	<ul style="list-style-type: none"> <li><b>Seminar 2</b>, February 26<sup>th</sup> 9:30 am – 12:30 pm (<b>mandatory</b>)</li> </ul>
8 March 1	<u>Volunteer Services*</u>	
9 March 8	<u>Sponsorship and Partnerships and Community Development*</u>	
10 March 15	<u>Facility Management/Operations*</u>	
11 March 22	<u>Facility Management/Operations*</u>	
12 March 29	Wrap up week	
13 April 5	Wrap up week (cont.)	<ul style="list-style-type: none"> <li>Week of Final Evaluation</li> </ul>
		<ul style="list-style-type: none"> <li><b>Seminar 3</b>, April 14 9:30 am – 12:30 pm (<b>mandatory</b>)</li> <li><b>Seminar 4</b>, April 15 9:30 am – 3:00 pm (<b>mandatory</b>)</li> <li><b>Seminar 5</b>, April 16 INTERNSHIP LUNCHEON; 12:00 – 2:30 pm (<b>mandatory</b>)</li> </ul>



## INTERNSHIP DELIVERABLES

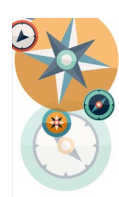
Student Name: \_\_\_\_\_

This is a checklist for the Faculty Supervisor and Student:

- ☐ Completed goals and objectives sheet (started in RECR 2388) – start of Internship
- ☐ Mid-Term Evaluation, written by student
- ☐ Mid-Term Evaluation, written by Agency Supervisor
- ☐ Mid-term Student Evaluation of the Internship
- ☐ Seminar 2 – Student 5 minute Verbal Presentation on their work at their agency (including showing a minimum of 6 different s) or a 5 minute student produced video or presentation
- ☐ Final Evaluation, written by student
- ☐ Final Evaluation, written by Agency Supervisor
- ☐ Final Student Evaluation of the Internship
- ☐ Final Evaluation, written by Faculty Supervisor
- ☐ Seminar 3 – Student 5 minute Verbal Presentation on their work at their agency (including showing a minimum of 6 different s) or a 5 minute student produced video or presentation
- ☐☐☐ Faculty Supervisor's onsite visits to the Agency
- ☐ Focus Area signed Sheets and Reflection Reports including 2 different photos
  - ☐ 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 Management/Operations
  - ☐ Wrap-up
- ☐ Module Signed Sheets and Reflection Reports including 2 different photos
  - ☐ 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 on Brightspace, written by student

Faculty Supervisor's Signature: \_\_\_\_\_  
(When all items listed on this page are completed by the student)

**Note: students are required to upload all evaluations, focus area reflection report, module reflection report, and all signed sheets into Brightspace – as applicable to their Faculty Supervisor each week by the specified deadline. Attached to this Brightspace file must be their respective weekly focus area reflection report. These Brightspace files will also be used by the Faculty to get updates from each student on their Internship progress.**



## 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.

#### A. Agency Orientation

##### DESIRED LEARNING OUTCOMES

Student Name: \_\_\_\_\_

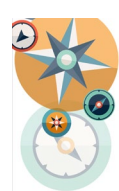
The student will be able to:

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 structure and systems of the agency
4. analyse and critique the standard orientation procedure for the agency

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

##### Checklist:

- ☐ 1. 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.
- ☐ 2. 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.
- ☐ 3. OBTAIN for your file 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.
- ☐ 4. 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.
- ☐ 5. DEVELOP and WRITE a 4-month time line 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.



- ☐ 6. **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.
- ☐ 7. **REFLECT** on your learning. **ANSWER** the following questions and submit to Brightspace. Please include the question, followed by the answer in your document. **WRITE** a 1.5 spaced double-spaced, 2 - 4 page report on:
  - a. Your reflections of the strengths of the agency orientation process, as well as
  - b. Specific actions for improving it.
  - c. What did you learn?
  - d. What did you like about the orientation?
  - e. What things would you do differently?
  - f. Do you feel you have a clear role established for your work during this internship?
  - g. How do you feel after Week 2?

Please also include two photos (which you may then choose to use during your midterm and final presentation) **UPLOAD** the report/photos/captions into the appropriate Drop Box under the Assessment Tab in Brightspace by the specified deadline at the end of the second week of this focus area.

## B. Office Administration

### DESIRED LEARNING OUTCOMES

Student Name: \_\_\_\_\_

The student will be able to:

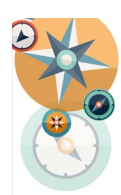
1. articulate the role, and importance of effective and efficient office systems and procedures in producing high quality recreation experiences
2. explain the systems and procedures of the agency
3. use all systems and office procedures currently in place in a capable manner
4. analyse and critique the current office administration system

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

### Checklist:

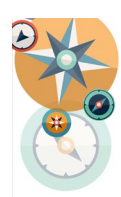
- ☐ 1. **OBTAIN** a copy of the Table of Contents of the Staff/Policy Manual and Emergency Procedures Manual. If not available, access them from another agency. **REVIEW** all "office procedures" relating to the delivery of agency services, such as:
  - a. Technical writing formats for letters, memos, etc.
  - b. correspondence procedures, mail handling and Email
  - c. office emergency situations, if previously omitted
  - d. telephone answering procedures and voicemail operation
  - e. program registration and fee collection (including memberships)
  - f. patron/member drop in enquiries
  - g. petty cash procedures
  - h. cashiering
  - i. 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





- ☐ 2. 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.
- ☐ 3. 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.
- ☐ 4. 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.
- ☐ 5. 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.)
- ☐ 6. 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.
- ☐ 7. REFLECT on your learning. ANSWER the following questions and submit to Brightspace. Please include the question, followed by the answer in your document. WRITE a 1.5 spaced double-spaced, 2 - 4 page report on:
  - h. The importance of office administration policies and procedures to the organization,
  - i. Suggest 2 strengths of the current system(s)
  - j. Suggest 2 recommendations on how the system could improve to serve the organization and customer(s) better and
  - k. Include anything else you found interesting or intriguing.

Please also include two photos (which you may then choose to use during your midterm and final presentation) UPLOAD the report/photos/captions into the appropriate Drop Box under the Assessment Tab in Brightspace by the specified deadline at the end of the second week of this focus area.



## Human Resources Management

(1 WEEK)

### DESIRED LEARNING OUTCOMES

Student Name: \_\_\_\_\_

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:

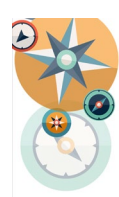
### Checklist:

- ☐ 1. 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.
- ☐ 2. 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.
- ☐ 3. 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.
- ☐ 4. 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.
5. 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.
- ☐ 6. 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.
- ☐ 7. 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?



- ☐ 8. 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.
- ☐ 9. 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?
- ☐ 10. 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, i.e. you are not working in a union environment, 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.
- ☐ 11. 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.)
- ☐ 12. REFLECT on your learning. ANSWER the following questions and submit to Brightspace. Please include the question, followed by the answer in your document. WRITE a 1.5 spaced double-spaced, 2 - 4 page report on:
  - a. What are your opinions and perspectives of the effectiveness of the human resources systems in place at the agency?
  - b. How would you improve the systems if you were in a position to influence change?
  - c. Is this an agency you would consider working for?
  - d. List the reasons why or why not?

Please also include two photos (which you may then choose to use during your midterm and final presentation) **UPLOAD** the report/photos/captions into the appropriate Drop Box under the Assessment Tab in Brightspace by the specified deadline at the end of the second week of this focus area.



## Program Services

(2 WEEKS)

### DESIRED LEARNING OUTCOMES

Student Name: \_\_\_\_\_

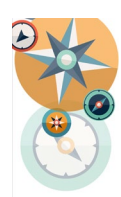
The student will be able to:

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:

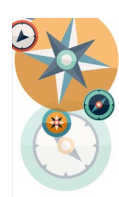
- ☐ 1. REVIEW the total "program offerings" of the agency on a seasonal and yearly basis. OBTAIN a list of the program opportunities available for each session. DISCUSS the program offerings with your Agency Supervisor, in terms of needs satisfied (assessment), seasonal variation, diversity, innovation, long range planning, pricing and costs.
- ☐ 2. DISCUSS your thoughts regarding how effective the organization/agency is in the following areas:
  - a. program goals and objectives and their relationship to the stated vision/mission
  - b. needs assessments
  - c. quality of instruction
  - d. supervision standards, hiring standards
  - e. evaluation processes – how practices and performance are measured and managed
  - f. any other programming process
- ☐ 3. 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.
- ☐ 4. 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.
  - a. DISCUSS with your Agency Supervisor your thoughts regarding program quality and the service provided to the constituents; leadership; planning, organization and resources required. REPORT on your observations of the reactions from participants in each program.
- ☐ 5. 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.
- ☐ 6. 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.
- ☐ 7. 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.

- ☐ 8. 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, 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?
- ☐ 9. 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.
- ☐ 10. 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?
- ☐ 11. 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?
- ☐ 12. EXAMINE the impact of contracting out program services on the agency.
- ☐ 13. REFLECT on your learning. ANSWER the following questions and submit to Brightspace. Please include the question, followed by the answer in your document. WRITE a 1.5 spaced double-spaced, 2 - 4 page report on:
  - a. Describe a program planning process you observed or discussed thoroughly with your Agency Supervisor.
  - b. 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?
  - c. Reflect upon the observed process to what you learned in program planning theory in developing high quality recreational experiences and d. Suggests 2 examples of what they could improve.

Please also include two photos (which you may then choose to use during your midterm and final presentation) UPLOAD the report/photos/captions into the appropriate Drop Box under the Assessment Tab in Brightspace by the specified deadline at the end of the second week of this focus area.



## Financial Management

(2 WEEKS)

### DESIRED LEARNING OUTCOMES

Student Name: \_\_\_\_\_

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

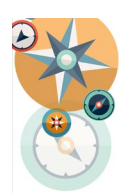
**Assignments:** In consultation with your Agency Supervisor, and the appropriate staff/personnel, complete the following:

### Checklist:

- ☐ 1. 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.
- ☐ 2. 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.
- ☐ 3. OBTAIN a copy of the agency'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.
- ☐ 4. SELECT a program area, a branch, a project, or a department, which utilizes monthly, quarterly or yearend financial reports, with budget compared to actual figures. UNDERSTAND:
  - b. the purpose of these statements
  - c. for whom they are produced
  - d. how they are reviewed or used
  - e. the process in formulating and issuing such statements.
- ☐ 5. INVESTIGATE, and DEVELOP a list of steps/procedures your agency uses for handling, safely and efficiently:
  - a. revenues such as fee income, membership fees, monies from fundraising and grants, donations and bequests and other incoming revenue
  - b. bank deposits
  - c. payroll

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

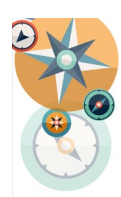
- ☐ 6. REVIEW the liability insurance coverage in use at the agency. DISCUSS in general terms any recent insurance claims by the agency. Does the size of the deductible impact claims?



- ☐ 7. 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.
- ☐ 8. 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.).
- ☐ 9. REFLECT on your learning. ANSWER the following questions and submit to Brightspace. Please include the question, followed by the answer in your document. WRITE a 1.5 spaced double-spaced, 2 - 4 page report on:
  - a. Your understanding of financial management in your agency.
  - b. Explain three areas in which your agency shows financial accountability to its stakeholders.
  - c. 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.
  - d. Identify and explain three practices that you found interesting in the financial management of your agency.

Please also include two photos (which you may then choose to use during your midterm and final presentation) **UPLOAD** the report/photos/captions into the appropriate Drop Box under the Assessment Tab in Brightspace by the specified deadline at the end of the second week of this focus area.





## Marketing and Public Relations

(1 WEEK)

### DESIRED LEARNING OUTCOMES

Student Name: \_\_\_\_\_

The student will be able to:

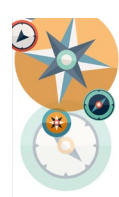
1. articulate the agency's marketing strategies, including advertising, promotions, customer service, social media marketing plan and public relations strategies
2. describe the agency's target market(s)
3. analyse and critique how effectively the marketing is designed
4. evaluate and articulate the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

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

### Checklist:

- ☐ 1. INVESTIGATE the agency's target market(s). Which market segment accounts for the greatest percentage of revenue generation?
- ☐ 2. 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.
- ☐ 3. 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.
- ☐ 4. 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?
- ☐ 5. INVESTIGATE the social media platform 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?
- ☐ 6. REFLECT on your learning. ANSWER the following questions and submit to Brightspace. Please include the question, followed by the answer in your document. WRITE a 1.5 spaced double-spaced, 2 - 4 page report on:
  - a. Your opinions and perspectives about the quality and effectiveness of the marketing, customer service and public relations and social media strategies at your agency.
  - b. Include 2 recommendations you would make to improve the agency's services in these areas.

Please also include two photos (which you may then choose to use during your midterm and final presentation) UPLOAD the report/photos/captions into the appropriate Drop Box under the Assessment Tab in Brightspace by the specified deadline at the end of the second week of this focus area.



## Volunteer Services

(1 WEEK)

### DESIRED LEARNING OUTCOMES

Student Name: \_\_\_\_\_

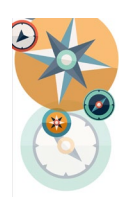
The student will be able to:

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:

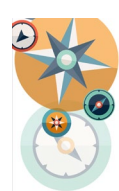
### Checklist:

- ☐ 1. 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.
- ☐ 2. 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.
- ☐ 3. OBTAIN a copy of the agency's (or another agency's) volunteer manual. REVIEW and DISCUSS its content with your Agency Supervisor.
- ☐ 4. 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.
- ☐ 5. UNDERSTAND the communication methods utilized between agency personnel and volunteers. How effective are these methods?
- ☐ 6. 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.
- ☐ 7. 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.
- ☐ 8. REFLECT on your learning. ANSWER the following questions and submit to Brightspace. Please include the question, followed by the answer in your document. WRITE a 1.5 spaced double-spaced, 2 - 4 page report on:



- a. Your opinions and perspectives about the quality and effectiveness of the marketing, customer service and public relations and social media strategies at your agency.
- b. Include 2 recommendations you would make to improve the agency's services in these areas.

Please also include two photos (which you may then choose to use during your midterm and final presentation) UPLOAD the report/photos/captions into the appropriate Drop Box under the Assessment Tab in Brightspace by the specified deadline at the end of the second week of this focus area.



## Sponsorships and Partnerships, and Community Development

(1 WEEK)

### A. Sponsorships and Partnerships

#### DESIRED LEARNING OUTCOMES

Student Name: \_\_\_\_\_

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:

- ☐ 1. 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).*
- ☐ 2. **DISCUSS** the differences between and provide examples for:
  - a. a partnership between your agency/organization and another agency/organization
  - b. a sponsorship between your agency/organization and another agency/organization
  - c. a contract between your agency/organization and another agency/organization
- ☐ 3. **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?
- ☐ 4. **REFLECT** on your learning. **ANSWER** the following questions and submit to Brightspace. Please include the question, followed by the answer in your document. **WRITE** a 1.5 spaced double-spaced, 2 - 4 page report on:
  - a. The relationship your agency has with partners and sponsors.
  - b. Reflect on how they use partners and sponsors to increase the value of their programs.
  - c. How does the agency benefit from partnerships and sponsors?
  - d. Are there any other organizations within the community that would be good partners or sponsors that are not currently working with them?
  - e. What are some challenges that your agency experiences in its partnerships and sponsorships?

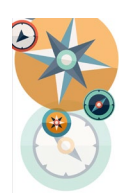
Please also include two photos (which you may then choose to use during your midterm and final presentation) **UPLOAD** the report/photos/captions into the appropriate Drop Box under the Assessment Tab in Brightspace by the specified deadline at the end of the second week of this focus area.

### B. Community Development

#### DESIRED LEARNING OUTCOMES

Student Name: \_\_\_\_\_

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

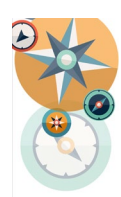
**Assignments:** In consultation with your Agency Supervisor, and the appropriate staff/personnel, complete the following:

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:

- ☐ 1. DISCUSS, compare, and differentiate with your Agency Supervisor's concept of community development, community building, and community cultural development.
- ☐ 2. 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.
- ☐ 3. UNDERSTAND the methods that your agency utilizes to initiate and maintain community development or community cultural development relationships and initiatives in your community.
- ☐ 4. 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.
- ☐ 5. 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.
- ☐ 6. REFLECT on your learning. ANSWER the following questions and submit to Brightspace. Please include the question, followed by the answer in your document. WRITE a 1.5 spaced double-spaced, 2 - 4 page report on:
  - a. The efforts of your agency in community development.
  - b. Outline your understanding of community development within the context of the area of your internship.
  - c. Do you feel that your agency works within a community development model?
  - d. Why/why not?
  - e. What are some challenges that your agency faces in working within community development?
  - f. What are the benefits of community development focused programming at your agency?

Please also include two photos (which you may then choose to use during your midterm and final presentation) UPLOAD the report/photos/captions into the appropriate Drop Box under the Assessment Tab in Brightspace by the specified deadline at the end of the second week of this focus area.



## **Facility Management/Operations**

(2 WEEKS)

### **DESIRED LEARNING OUTCOMES**

Student Name: \_\_\_\_\_

The student will be able to:

1. explain the basic principles and practices of the management and operation of 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 the delivery of programs and services through recreation facilities

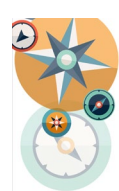
**PLEASE NOTE:** If the agency setting is administrative in nature and does not include a typical recreation facility within the organization, then the student must complete the assignment questions at another agency that does have a recreation facility where activities, programs, and/or rentals are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

### **Checklist:**

- ☐ 1. **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.
- ☐ 2. **DISCUSS** with your Agency Supervisor the maintenance, operations, scheduling, duties, staff qualifications/certifications and checks for quality control.
- ☐ 3. **COMPLETE** three shifts where the primary duties involve facility maintenance and/or cleaning (one of each: day shift, afternoon shift, graveyard shift) working alongside the facility maintenance and/or cleaning staff in all areas of the facility. 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 each shift by working 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. If you are unable to arrange a true graveyard shift (e.g. midnight – 8 am), an acceptable alternative shift or acceptable shift segments must either end no earlier than 2 am, or start no later than 4 am.

**\*Prior to completing each 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.**

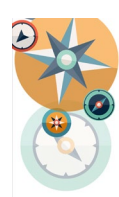
- ☐ 4. **DISCUSS** with your Agency Supervisor the similarities and differences that occur between shifts. What were your general observations? What surprised you? What did you learn from this experience that you previously did not know?



- ☐ 5. 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)
- ☐ 6. 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,, 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?
- ☐ 7. 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?
- ☐ 8. 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.
- ☐ 9. OBTAIN and DISCUSS employee safety policies which are in place at the agency (i.e. lock out, first aid requirements, protective clothing, WHMIS, evacuation of the facility, etc.)
- ☐ 10. 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?
- ☐ 11. DISCUSS with your Agency Supervisor the facility design features which facilitate participation by persons with disabilities, and those which limit inclusion.
- ☐ 12. 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.
- ☐ 13. REFLECT on your learning. ANSWER the following questions and submit to Brightspace. Please include the question, followed by the answer in your document. WRITE a 1.5 spaced double-spaced, 2 - 4 page report on:
  - a. eight to ten (please number each of your items in your report) 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.

Please also include two photos (which you may then choose to use during your midterm and final presentation) UPLOAD the report/photos/captions into the appropriate Drop Box under the Assessment Tab in Brightspace by the specified deadline at the end of the second week of this focus area.





## Wrap-up

(2 WEEKS)

Student Name: \_\_\_\_\_

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

### Checklist:

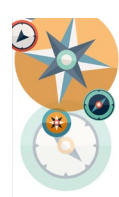
- ☐ 1. ARRANGE AND CONFIRM a final "evaluation discussion" date and time where the student and Agency Supervisor will meet together during week 13.
- ☐ 2. PREPARE and distribute such material as may be required for the above evaluation discussion. Please refer to the evaluation and grading section. (The student must complete their self-evaluation, as well as the final student evaluation of the internship please see page 12 of this manual.)
- ☐ 3. ATTEND the final evaluation discussion with your Agency Supervisor.
- ☐ 4. COMPLETE all internship assignments, and agency duties.

### **\*Notes:**

A reminder that there are 3 seminar days scheduled during week 13 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 is a full day, with program business and learning outcomes for the student.
- Seminar 4 is Camp Day
- Seminar 5 – Luncheon is a wrap-up luncheon at the College organized by the students 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 luncheon 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).

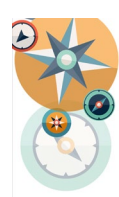
1. Special Event Module

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**

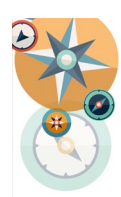
The purpose of this module is to help students gain experience in coordinating, organizing and planning special events.

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.
  3. Undertake a *Reflection-in-action* Journal during the entire process.
  4. Write a double-spaced 2 – 4 page report of “**lessons learned**” outlining eight to UPLOAD the report/photos/captions into the appropriate Drop Box under the Assessment Tab in Brightspace by the specified deadline at the end of Week 13 or earlier if possible.
  5. Approval by Agency Supervisor for special event by Week 3.
  6. Special Events must be presented prior to Week 13 (as early as possible after week 3 of the term is advised).
  7. After the special event module has been successfully completed by the student, it must be signed off by the Agency Supervisor and student. UPLOAD the signed form into the appropriate Drop Box under the Assessment Tab in Brightspace by the specified deadline at the end of Week 13 or earlier if possible.

Agency Supervisor’s Signature: \_\_\_\_\_

Student’s Signature: \_\_\_\_\_



## **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.

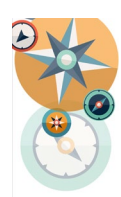
Internship is about growth and experience. Langara College asks the agency to facilitate the student to lead a program development cycle as independently as possible using agency practices, and with Agency Supervisor monitoring for quality and proper protocols. However, the agency has no requirement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

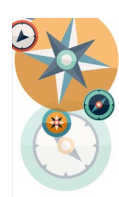
If the agency already has a program proposal format in place, the student may use it instead.

(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 double-spaced 2 – 4 page report of “**lessons learned**” outlining eight to ten (please number each of your items in your report) key insights for your Faculty Supervisor. UPLOAD the report/photos/captions into the appropriate Drop Box under the Assessment Tab in Brightspace by the specified deadline at the end of Week 13 or earlier if possible.
8. After this program development module has been successfully completed by the student, it must be signed off by the Agency Supervisor and the student. UPLOAD the signed form into the appropriate Drop Box under the Assessment Tab in Brightspace by the specified deadline at the end of Week 13 or earlier if possible.

Agency Supervisor’s Signature: \_\_\_\_\_

Student’s Signature: \_\_\_\_\_



## Program Leadership (Optional Module – Choice 2)

### Purpose

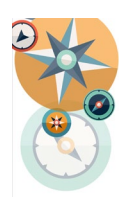
The purpose of this module is for students to organize and implement an instructional program for patrons at the student's Internship agency.

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 double-spaced 2 – 4 page report of “**lessons learned**” outlining eight to ten (please number each of your items in your report) key insights for your Faculty Supervisor. UPLOAD the report/photos/captions into the appropriate Drop Box under the Assessment Tab in Brightspace by the specified deadline at the end of Week 13 or earlier if possible.
6. After this Program Leadership Module has been successfully completed by the student, it must be signed off by the Agency Supervisor and the student. UPLOAD the signed form into the appropriate Drop Box under the Assessment Tab in Brightspace by the specified deadline at the end of Week 13 or earlier if possible.

Agency Supervisor's Signature: \_\_\_\_\_

Student's Signature: \_\_\_\_\_



## Preventative Maintenance (Optional Module – Choice 3)

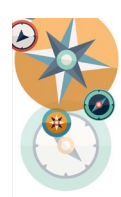
### Purpose

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 page)
  - 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 double-spaced 2 – 4 page report of “**lessons learned**” outlining eight to ten (please number each of your items in your report) key insights for your Faculty Supervisor. UPLOAD the report/photos/captions into the appropriate Drop Box under the Assessment Tab in Brightspace by the specified deadline at the end of Week 13 or earlier if possible.
5. After this Preventative Maintenance Module has been successfully completed by the student, it must be signed off by the Agency Supervisor and the student. UPLOAD the signed form into the appropriate Drop Box under the Assessment Tab in Brightspace by the specified deadline at the end of Week 13 or earlier if possible.

Agency Supervisor’s Signature: \_\_\_\_\_

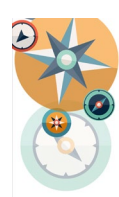
Student’s Signature: \_\_\_\_\_



## **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.





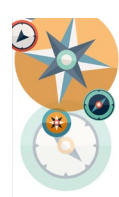
## APPENICES

### 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.

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



<b>Meet:</b>	A physical face to face meeting
<b>Observe:</b>	Watch carefully
<b>Obtain:</b>	Do the research necessary to physically collect or e-copy the needed documents
<b>Outline:</b>	Describe the important parts
<b>Practice:</b>	Repeated exercise to improve one's skill
<b>Prepare:</b>	To make or get ready
<b>Produce:</b>	Show, write, display or create
<b>Reflect:</b>	Take time to review your class lessons, work experience to build a sound foundation for discussion and writing, or presentation
<b>Report:</b>	Formally, professionally, verbally or in written form present
<b>Research:</b>	Careful study and investigation
<b>Retain:</b>	To keep in one's possession or use
<b>Review:</b>	Take the appropriate time to go over the appropriate material. Report results.
<b>Select:</b>	Make a choice
<b>Share:</b>	To give something
<b>Show:</b>	Offer, exhibit or produce something
<b>Submit:</b>	Deliver to intended recipient, hard copy or e-copy, depending on predetermined form
<b>Tour:</b>	Physically exploring the area
<b>Understand:</b>	To perceive the meaning or importance or nature of something
<b>View:</b>	Physically tour and see the area
<b>Visit:</b>	physically tour
<b>Write:</b>	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.