



RA 401

**RECREATION ADMINISTRATION DEGREE
INTERNSHIP MANUAL**

2012.06 Pechenik

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INTERNSHIP PHILOSOPHY

A recreation and leisure services educational program is judged by the level of performance its graduates are perceived to have attained. While thorough knowledge in a variety of areas is essential in the preparation of the competent entry-level leisure delivery professional in a public, private, or non-profit environment, it provides only the basis upon which the individual will function professionally. Application of the generic recreation education process can take place only in real life situations; therefore, it is essential that workplace training provides an opportunity to personalize acquired knowledge in a practical environment.

To facilitate this goal the University of Mississippi mandates a minimum 400-hour, 10 week internship experience as an integral part of the curriculum. Knowledge obtained in the classroom and extracurricular experiences will be utilized during the internship and the major purpose of the internship is to provide the student opportunities to apply and personalize this broad knowledge base. At the completion of the internship, the student should be able to perform the skills and have the knowledge to be a competent entry-level recreation professional.

The student, the participating agency and the University of Mississippi all benefit from this exercise. The practitioner-professional, the university faculty, and the student must all work together to achieve the optimal outcome for the student. The Park and Recreation Management faculty and recreational delivery professionals should have a vested interest in the recruitment and preparation of new and talented young people coming into the field.

This internship is an excellent opportunity for the academic community as well as field practitioners, thus assuring that talented people of the highest caliber are empowered with the skills necessary to serve the various leisure delivery service publics of a changing and dynamic society. This manual delineates the philosophy and objectives of the internship, the policies and procedures, forms, records and reports to be submitted by the student.

GOALS AND OBJECTIVES

The goals of the RECREATION ADMINISTRATION supervised internship are to:

1. Guide students to a supervised internship that provides leadership and on-the-job experiences in a recreation or leisure service agency, or other appropriate setting.
2. Acquaint students with the philosophy, purpose, and general program goals of the internship agency.
3. Become familiar with routine procedures of the agency setting.
4. Provide an opportunity to test classroom philosophy, theories, and concepts.
5. Provide opportunities for the intern to test his/her own competencies and skills.
6. Provide opportunities for the intern to evaluate him/herself in relation to his/her professional preparation, goals, and aspirations in the field of recreation.
7. Provide an opportunity for both the RECREATION ADMINISTRATION faculty supervisor and the agency supervisor to provide the student feedback on the student's skills and competencies.
8. Provide an opportunity for the student to set realistic goals for his/her professional development.
9. Prepare the student for entry into the leisure services profession.

To achieve these goals, the following objectives will be met:

1. After the initial orientation to the internship setting, the student will plan and implement one or more major programs to completion.
2. The student will demonstrate personal skills in recreational leadership and utilize appropriate techniques, procedures, and processes of evaluation for participants, programs, administration, and facilities.
3. The student will be able to verbalize the agency's philosophy and goals.
4. The student will evaluate his/her preparation, goals, and aspirations.
5. The student will verbalize the routine procedures required by the agency.

INTERNSHIP RESPONSIBILITIES

Before the internship begins, it is the responsibility of the student to:

1. Complete placement procedures before the end of the semester immediately preceding actual internship.

The internship may be taken any semester after the student's junior year, but if at all possible, it should be taken during the last semester, the summer preceding the last semester, or the semester post-curriculum requirement of the student's program.

2. Have an overall G.P.A. of 2.0, with a 2.5 G.P.A. in the professional core in RECREATION ADMINISTRATION.
3. Complete the following RA courses prior to the internship: RA 194, 200, 302, 391, 392, and 471.
4. File evidence of a current CPR and First Aid certification with their advisor. (Certification must be valid during the entire on-site internship experience.)
5. Ensure that the Signed Agreement Form for Internship Placement (RA-12) must be completed, verified and on file with the RECREATION ADMINISTRATION faculty supervisor to beginning the internship experience.
6. Complete the pre-internship competency examination.
7. Work with the faculty supervisor to create individual goals and objectives for his/her internship.
8. All students are required to submit a photo journal of their internship experiences (guidelines located in Blackboard Assignments).

During the internship, it is the responsibility of the student to:

1. Satisfactorily complete and document a minimum of 400 working hours over a minimum of 10 weeks, which includes meetings, conferences, special assignments, and similar related duties.
2. Prepare and submit weekly logs (*form RA-13*) and monthly reports summarizing duties along with accumulated time forms which indicate appropriate work engaged in, meetings attended, workshops, and any other relevant learning experiences encountered. These reports should be mailed (or delivered) to your supervisor following a time schedule mutually agreed upon prior to the internship.
3. Provide own transportation.
4. Be punctual and appropriately dressed throughout the internship experience.

INTERNSHIP RESPONSIBILITIES (Cont.)

5. Be directly responsible to an agency supervisor for responsibilities and duties assigned.
6. Become familiar with the philosophy, policies, and procedures of the agency.
7. Confer with agency supervisor and faculty supervisor regarding any special problems that may arise.

It is the responsibility of the agency internship supervisor to:

1. Provide professional guidance and direction relevant to the function of the agency's recreation or leisure services program.
2. Assist the student in achieving stated goals and objective by meeting with the student at least weekly to discuss progress.
3. Consider the student a full-time member of the agency's staff.
4. Lead the student into assuming increasing responsibilities as a leader.
5. Provide the student with a written set of guidelines of expectations and duties during internship.
6. Conduct a mid-course formal evaluation (RA-14) and forward to the student's university advisor.
7. Cooperate with the RECREATION ADMINISTRATION Program faculty supervisor on all matters pertaining to the student's internship experience.
8. Assign only one supervisor who will preferably have only one intern for the semester. This does not eliminate the possibility of the intern being placed for short periods of time under the guidance of others for a special experience or orientation.
9. Provide an internship experience for a minimum of 400 hours over 10 weeks.
10. Conduct a final evaluation (RA-15) at the conclusion of the internship.

It is the responsibility of the faculty supervisor in RA 401 to:

1. Assist in the placement of the student where these identified goals and objectives may best be attained.
2. Approve the student's choice for an internship site.
3. Make contact about the agency's willingness to participate in an internship program.
4. Assist the student in identifying appropriate goals and measurable objectives prior to the internship.
5. Review the internship manual with the student.

INTERNSHIP RESPONSIBILITIES (Cont.)

6. Conduct an on-campus debriefing to review internship experience, evaluate attainment of objectives, and discuss the student's perceptions of the internship agency.
7. Stay in contact with the agency supervisor to monitor the student's progress.
8. When possible, visit the site to meet with the agency supervisor and student.
9. Collect and grade student's submitted work and final grade.

FINAL INTERNSHIP REPORT

At the end of the semester a comprehensive analysis of the internship experience will be submitted to report on the following guidelines. The reports will be submitted to your faculty internship supervisor no later than the **LAST DAY OF SCHEDULED CLASSES BEFORE FINALS WEEK** for the semester you are enrolled in the internship. This typed assignment must be completed in a scholarly format and submitted at the final on-campus debriefing session. During the internship all signed contracts, supervisor evaluations and final student evaluations will be placed in the faculty internship supervisor's file. These reports, the submitted final report and the on-site supervisor evaluations will be the basis for a final grade. A "Z" or pass/fail grade is given for the 9-12 semester hour internship.

1. Describe in one page (minimum) the recreation program experience from the first week until the official completion date.
2. List the goals which the program seeks through their policies and program leadership, facility(ies), and administration.
3. Describe the organization of the department. Supplement this description with an organizational chart. What networking exists in the community to further cooperation among various agencies interested in recreation? What part does the recreation leadership of this agency play in these cooperative efforts?
4. Describe the general socio-economic conditions, education level, leisure interests, and attitude toward recreation of the clientele.
5. Describe (in detail) certain situations in which specific principles of leadership were put into practice (by the intern or someone else). To what extent were these principles of leadership effective?
6. Provide at least two suggestions to improve the present program if it were possible? Submit a plan for the future betterment of this situation.
7. What efforts are made by the agency to evaluate its total recreation program?

(Continue to the next page)

FINAL INTERNSHIP REPORT (Cont.)

8. Address the following:
 - a. Indicate what you liked best and least.
 - b. How could this experience have been improved?
 - c. What specific changes would be made?
 - d. Was too much or too little responsibility allotted?
 - e. Was the work challenging?
 - f. Would you recommend this agency for future internships? Why or why not?

9. Complete a project which is mutually agreed upon by the intern and agency supervisor. Follow these guidelines (narrate this project) and provide:
 - a. A complete description of your project to include a title, description, purpose and goals.
 - b. A description of the activities/sessions which were completed through your project (if applicable).
 - c. A description of the population you served, as well as the numbers of people served.
 - d. A description of your marketing plan (public relations), as well as examples of the PR materials which were developed.
 - e. A budget analysis, cost/revenue of the project (as applicable).
 - f. A description of the staffing process with information regarding your role in the development and implementation of the project, as well as the roles of any other staff involved.
 - g. A description of how you evaluated your project with some analysis and results of the evaluative process. You may also include any comments from participants, other staff, or your supervisor.

ASSIGNMENT CHECKLIST

Internship students: Use this tool to keep your academic responsibilities organized. Your faculty supervisor will help you determine when the following documents are due. Record those dates here to keep track of your assignments.

CPR and First Aid certification on file
Internship Agreement (*RA-12*)
Midterm Evaluation (*RA-14*)
Final Evaluation (*RA-15*)
Final Internship Report
Post-Internship Student Evaluation (*RA-16*)

Monthly Report (#1)
Monthly Report (#2)
Monthly Report (#3)
Monthly Report (#4)

Information for the Agency (RA-11)

Dear Potential Internship Agency Supervisors:

Thank you for your interest in working with an Ole Miss RECREATION ADMINISTRATION student. The central purpose of the 400-hour, 10-week internship is to help the student make an effective transition from the classroom to practical setting and finally to the workforce. In the RECREATION ADMINISTRATION Program, we believe that the internship experience should only occur upon completion of the student's professional core courses when the student should be well prepared from coursework, the pre-internship experiences, and extracurricular continuing education opportunities.

The internship is not designed to merely give the student an opportunity to explore the recreation and leisure field; rather, it is an opportunity for the student to gain valuable experiences to assist their entry into the recreation and leisure profession. It is our desire to have internship agencies cooperate with the University of Mississippi internship supervisors in the selection of students for an internship and the supervision of the intern throughout the internship experience.

We encourage you to place students in positions comparable to full-time entry-level positions after their initial orientation to your agency. We recognize the problem of assigning students to major program responsibilities where failure may affect agency status, but when students have completed most of their studies and are serious and mature they can, and will, be effective under competent supervision. However, we fully understand that you have the right and responsibility to relieve them of their responsibilities if their performance is of inferior quality at any time.

The RECREATION ADMINISTRATION faculty cannot emphasize strongly enough that the internship experience should be rich, varied, and meaningful in terms of challenging the leadership capacities of the student. These experiences should be characterized by:

1. Breadth – A thorough orientation to the total agency program.
2. Depth – An assignment of responsibility for a program segment of which the student can pursue to completion.

It is understood that the agency is expected to assume full responsibility for supervision of the intern. The RECREATION ADMINISTRATION Program faculty and the agency will agree upon an on-site supervisor prior to the placement of the student. The supervisor is asked to hold regular conferences with the student for guidance purposes and provide an evaluation of his/her work at both midterm and at the close of the internship period. THIS EVALUATION ASSISTS

THE UNIVERSITY FACULTY IN ASSIGNING A PASS/FAIL GRADE.

The RECREATION ADMINISTRATION Program faculty will be responsible for a minimum of one on-site visit (unless location/distance dictate otherwise) during the course of the internship. The supervisor should feel free to communicate with the internship's faculty advisor at any time.

The internship agency is responsible for the training and/or facilitating and assisting in providing exposure of the intern of the following areas:

- A. Orientation to the Internship Experience
The intern should be briefed on assignments, scheduled hours, rules, and regulations. In addition, the history, mission, goals, and review of personnel policies should be explained to the intern.
- B. Learning Experience
Students, during their internship, should study and observe in action the policies and practices of the agency. This would include the study of budgeting and record keeping procedures, approval of clearance forms for activities, personnel and supervisory practices, attendance of meetings of the administrative body of the agency, general staff relations, and information related to purchase and maintenance of equipment and supplies.
- C. Program
The intern should be required to conduct at least one **special project** during the internship. In conjunction with the agency supervisor, the student should research, plan, organize, coordinate, conduct, and evaluate a project for the agency. The student should be allowed to assist in putting into action individual, or small group, as well as large group activities and services in congruence with the nature of the agency.
- D. Administration
The student should gain exposure to, and/or participate in, in-service training, department, staff, or unit meetings, and researching special needs of the agency.

Thank you very much for your time and dedication to the future park and recreation professionals in our program. If you have any additional questions or concerns, please feel free to contact me. I look forward to a successful semester for your agency!

Sincerely,

Dr. Kim Beason, RA Coordinator

RA Internship Experience Supervisor
hpbeason@olemiss.edu
(662) 915-5555

RA INTERNSHIP AGREEMENT

Dates of internship: *Start:*_____ *Conclusion:*_____

The RECREATION ADMINISTRATION Degree Program of the University of Mississippi agrees to fulfill its responsibilities as described in the Internship Manual.

_____ Date: _____

Academic Advisor

Weekly Experience Log Form (RA-13) Submitted online through Blackboard Dropbox

WEEKLY INTERNSHIP LOG FOR:

Student Name: _____

Agency Location: _____

Week Beginning Date: _____

DATE	HOURS	SUPERVISOR	DESCRIPTION OF DUTIES

Dates absent from internship experience this week: _____

Reason: _____

SUPERVISOR EVALUATION KEY

Respect for other staff/workers

Did the student show consideration toward all staff

Did the student show empathy and respect for other staff's needs

Understanding of the Central Purposes of the Agency

Can the student reasonable describe your agencies' goals and objectives

Does the student adhere to the philosophical foundations of your mission

Level of Leadership

Initiative-	Self-starter, leader, innovator, problem solver
Judgment-	Imitative; accurate assessments, evaluation and poise
Adaptability-	Does student react to the unexpected? Can the student creatively innovate when needed? Can the student perform multi-dimensional tasks? Can the student function within various leadership, programming, and administrative roles
Appearance-	Was student dressed and groomed appropriately for the tasks assigned
Cooperation-	Did student follow the chain-of-command? Was the student receptive to change? Could the student work well with others?
Dependability-	Was the student on time? Did the student complete tasks assigned? Could student be assigned tasks and accomplish tasks with minimal supervision?
Ability to communicate-	Did the student participate in discussions? Could the student effectively communicate their views on the profession? Did the student understand professional jargon?
Ability to care for equipment and facility	Was the student responsible with equipment and facilities entrusted to them? Did student demonstrate a working knowledge of facility and equipment maintenance and care?
Ability to provide for safety of participants?	Was the student a good risk manager? Did they vigilantly care for their participants?
Ability to evaluate work	Could the student effectively evaluate their work? Were they capable of articulating their strengths and weaknesses?

Midterm Evaluation (RA-14)

University of Mississippi
RECREATION ADMINISTRATION Program
Internship

(Circle) Fall Spring Summer Year: _____

STUDENT NAME: _____

AGENCY SUPERVISOR:

Legend: 5 - Outstanding 2 - Below Average
 4 - Excellent 1 - Poor
 3 - Average N/A - Not Applicable or did not observe

On a scale of 5 (high) to 1 (low) evaluate the student intern on each of the following

* Please refer to the Evaluation Key:

1. Respect for other staff/workers	5 4 3 2 1 N/A	8. Cooperation	5 4 3 2 1 N/A
2. Understanding of the Central Purposes of Agency	5 4 3 2 1 N/A	9. Dependability	5 4 3 2 1 N/A
3. Level of Leadership	5 4 3 2 1 N/A	10. Ability to Communicate	5 4 3 2 1 N/A
4. Initiative	5 4 3 2 1 N/A	11. Ability to Care for Equipment and Facilities	5 4 3 2 1 N/A
5. Judgment	5 4 3 2 1 N/A	12. Ability to Provide for the Safety of Participants	5 4 3 2 1 N/A
6. Adaptability	5 4 3 2 1 N/A	13. Ability to Evaluate Work	5 4 3 2 1 N/A
7. Appearance	5 4 3 2 1 N/A	14. Other(s)	5 4 3 2 1 N/A

Please give your assessment of this student's ability to assume and successfully fill an entry level recreation position.

Final Evaluation (RA-15)

University of Mississippi
RECREATION ADMINISTRATION Program
Internship

(Circle) Fall Spring Summer Year: _____

STUDENT NAME: _____

AGENCY SUPERVISOR:

Legend: 5 - Outstanding 2 - Below Average
 4 - Excellent 1 - Poor
 3 - Average N/A - Not Applicable or did not observe

On a scale of 5 (high) to 1 (low) evaluate the student intern on each of the following

* Please refer to the Evaluation Key:

1. Respect for other staff/workers	5 4 3 2 1 N/A	8. Cooperation	5 4 3 2 1 N/A
2. Understanding of the Central Purposes of Agency	5 4 3 2 1 N/A	9. Dependability	5 4 3 2 1 N/A
3. Level of Leadership	5 4 3 2 1 N/A	10. Ability to Communicate	5 4 3 2 1 N/A
4. Initiative	5 4 3 2 1 N/A	11. Ability to Care for Equipment and Facilities	5 4 3 2 1 N/A
5. Judgment	5 4 3 2 1 N/A	12. Ability to Provide for the Safety of Participants	5 4 3 2 1 N/A
6. Adaptability	5 4 3 2 1 N/A	13. Ability to Evaluate Work	5 4 3 2 1 N/A
7. Appearance	5 4 3 2 1 N/A	14. Other(s)	5 4 3 2 1 N/A

Please give your assessment of this student's ability to assume and successfully fill an entry level recreation position.

Post- Internship Student Evaluation (RA-16) (Completed online during exit survey)

Please evaluate, on a scale of 1 to 5 (1 = strongly disagree and 5 = strongly agree), that

- I. The pre-internship examination accurately measured my understanding of the content of the RECREATION ADMINISTRATION course work.
1 2 3 4 5
- II. The RECREATION ADMINISTRATION course work adequately prepared me for the duties expected and required during the internship.
1 2 3 4 5
- III. The Continuing Education Unit (CEU) component offered each semester in the leisure management degree program assisted in my professional preparation for the internship.
1 2 3 4 5
- IV. The process and responsibility of searching, interviewing, evaluating and gaining approval for the internship was a valuable experience.
1 2 3 4 5
- V. The 2.5 GPA requirement in the RECREATION ADMINISTRATION professional core is a reasonable and important academic requirement prior to an internship.
1 2 3 4 5
- VI. My RA faculty advisor....
- A. Displayed interest and gave good advice prior to the internship experience.
1 2 3 4 5
- B. Assisted the student in identifying appropriate internship location.
1 2 3 4 5
- C. Reviewed with the student the Student Internship and Agency Internship manuals.
1 2 3 4 5
- D. Visited the student at least one time (if applicable) during the internship.
1 2 3 4 5
- E. Conducted an on-campus debriefing to review the internship experience.
1 2 3 4 5

VII. The required comprehensive analysis of the internship adequately represented a true picture of the experiences gained during the 400 hours over 10 weeks.

1 2 3 4 5

VIII. The on-site supervisor of the internship insured a variety of leisure service experiences relative to the goals of the agency.

1 2 3 4 5