Introduction

Career Services greatly appreciates the time commitment and dedication of the BVU Internship Supervisors to the Graduate and Professional Studies internship program. The continued support and partnership with the Internship Supervisor in providing our students with high quality opportunities for experiential learning is critical to continued program success. This document serves as a guide to specifically address the Internship Supervisor’s role, which is central to an academically sound internship program. Please direct any questions related to internships that remain unaddressed in this document to: 712-749-2444 or CareerServices@bvu.edu

The Internship

The academic internship program is designed to act as a catalyst for increased integration between academia and practice, ultimately increasing our students’ professional preparedness. The internship experiences confirm career goals, build confidence, create professional networks and provide living classrooms that allow students to integrate theory into practice. Employers expect recent college graduates to have relevant professional experience upon entering the workforce through experiences such as internships.

Benefits of the Internship Experience

- Allows a students to ‘test-drive’ a career field
- Provides an opportunity to learn directly from experienced professionals
- Enhances and develops content-specific skills and knowledge
- Engages students in opportunities that integrate knowledge and experience
- Establishes and builds a professional network
- Develops and enhances professional skills and confidence
Basics for BVU Internship Supervisors

- **Plan early**: Encourage students to plan for internship opportunities as soon as possible, two terms prior to the internship experience is best. Planning early allows students and Internship Supervisors time to carefully assess goals and objectives, to research internship sites, as well as contacting, interviewing and applying for the internship. Early and thoughtful preparation is vital in developing a sound academic internship experience.

- **Review the Internship requirements**: The student must have a cumulative grade point average of 2.0 and be willing to commit to the internship experience with time, energy and enthusiasm.

- **Provide direction during the internship search**: The Internship Supervisor can serve as a resource for the student when locating and evaluating an internship opportunity. Encourage the student to think and plan for an internship that truly enhances academics and challenges the student to experience a new and exciting workplace. The Internship Supervisor can help review the internship description to ensure the experience has merit as a learning experience for the student.

- **Complete the paperwork**: Future interns are responsible for the four forms required for credit-based internships through BVU. All of the forms are to be found and completed on-line and printed for signatures. *Please do not fill in the forms by hand*. Located under Internship Forms: [http://www.bvu.edu/bv/career-services/internships/](http://www.bvu.edu/bv/career-services/internships/) or Campus Connect homepage, under ‘Internship Forms’:
  - Application for credit – (Signed by student and Internship Supervisor)
  - Agreement – (Signed by student, Internship Supervisor and Site Supervisor)
  - Employer evaluation – (Site supervisor completes)
  - Student evaluation – (Student completes)

- **Clarify assignment expectations**: Internships are graded as Pass/Fail. Each intern is required to complete the *minimum* of: 1) journal/blog 2) a reflective paper and 3) a presentation. Specifics of each assignment and additions to these assignments are up to each Internship Supervisor. Discuss your timeline and expectations early in the process.

- **Mentor and counsel**: Internship Supervisors enhance student learning by linking academic study to the specific workplace/career field. Help the intern integrate the internship into his or her total academic experience. Plan to keep in touch with your intern through conversations by phone, and email, and/or individual meetings. This communication gives interns the chance to process what they are learning and receive insight about their field of interest.

**The Process**

**Before the internship:**

- Communicate with interested students early, ideally two terms prior to the internship.
- Assist with identifying and clarifying student’s internship/career goals.
- Promote student research for prospective sites based on student goals.
- Aid the student in formulating four Learning Objectives for the internship *(Appendix A)*
- Create and provide students with your expectations for the internship assignments. *(Appendix B)*
• Encourage communication with Career Services or you for assistance in updating the resume, cover letter and interview prep.
• Require prospective interns to complete and sign the Application and Agreement Form, and submit the forms to the Registrar to register for internship credit.
• Communicate with the Site Supervisor, confirming the internship and providing contact information.
• Remind students of their professional presence during the internship regarding dress code, promptness, communications, work ethic and networking.

During the internship:

• Maintain contact with the student and the Site Supervisor during the course of the internship.
• Consider on-site visits, which allow the Internship Supervisors to ensure the internship is providing the foundation for a learning experience within a professional environment.
• Encourage the intern to maintain communication with you and the Site Supervisor.
• Review student blog/journal reflections during the internship to give direction and support.

After the internship:

• Encourage the student to send a ‘thank you’ to the Site Supervisor.
• Review student and Site Supervisor evaluations of the internship.
• Students are minimally required to submit a journal/blog, written paper and presentation upon completion of the internship, gather materials and evaluate. Additional assignments may be required in order to address unique skill set inherent in each field of study.
• Through a combination of completing the assignments and a discussion with you, the student will be able to fully reflect on his/her unique internship experience.

Resources

BVU’s Internship Coordinator:

• Meets, via email or by phone to discuss internship goals and ideas for finding and landing an internship.
• Offers guidance on how best to approach organizations to inquire about internship possibilities.
• Provides assistance with resume, cover letter writing as well as interview and application help.
• Has a resource of contacts for internship postings and possibilities.
• Welcomes Internship Supervisor requests for assistance for specific students or for group presentations.
Office of Career Services:

- Students are welcome and encouraged to communicate with Career Service professionals for online and print resources for career decision making and job searching, resume writing and interview skill development, graduate or professional school admission assistance.
- We are a resource for networking opportunities with successful alumni.

Helpful Websites:

- All required forms can be found and filled out (not handwritten) online at: http://www.bvu.edu/bv/career-services/internships/
- Internships from any state in the US as well as internships posted from BVU can be found on College Central Network: http://www.collegecentral.com/bvu/
- Other sites that can be helpful include WorkInSports, Internships.com, InternJobs.com
- Resume and cover letter online workshops can be found at: www.bvu.edu/career.

Alumni:

- Our BVU alumni are a valuable resource in our efforts to develop quality internship opportunities.
- Faculty, the Alumni Office and Career Services work hand-in-hand to connect current students with our outstanding BVU Alums.
Learning Objectives for Internships

Learning objectives provide the foundation and framework for learning during an internship experience; objectives are to be listed on the Application for Credit form. The learning objectives developed should answer the question, “What will I be able to do as a result of this internship experience?”

Questions to Ask
Read and answer the following questions to help formulate basic learning objectives for the upcoming internship.

• Apply Classroom Theory
What have I learned in the classroom, which relates to the world of work? How are the concepts I have read about in textbooks applied in practice? What theories, ideas, or concepts might be applied in my career area?

• Skill Development
What new skills will I learn or hope to learn during the internship? Some skills you may have the chance to develop include: operating office or computer equipment; handling a variety of situations simultaneously; organizing or analyzing data, records, or budgets; or improving research, teamwork, writing, and speaking abilities. Assignments and work environment will determine the types of skills developed.

• Personal Development
How will I benefit personally from the internship experience? During your internship, make a special effort to observe the personal style of supervisors and colleagues. Be able to identify clear examples of leadership styles that either promote good working relationships or hinder a productive work environment. Note how to deal with pressure, tension, and praise in work relationships. It is important to understand how to communicate knowledge to strangers, supervisors, and peers. Be aware of when to speak and when to listen. Try to understand the employer’s organizational chart (formal or informal). What is a typical career path? What sort of education and experience is normally required in each line of work? What can you learning about laws, taxes, and fringe benefits that are important to employees in this field? What grievances are there? What are the personal satisfactions and rewards? Try to obtain knowledge of job opportunities available in this field. Become familiar with occupational literature and professional organizations.

Use Action Verbs
Learning objectives illustrate how you will DO something. Action verbs help develop strong, clear objectives.

• Be Specific
Learning objectives should be specific to provide understanding of the your needs and direction. Concrete objectives will increase the likelihood that the internship will be a successful. Review the examples below to distinguish the differences between vague and specific learning objectives. Work to avoid vague language as you create your learning objectives for your upcoming internship.

• Share
Once the internship learning objectives have been created list them on the Application for Credit form to submit to the Registrar’s Office.

Communicate these objectives with your site supervisor who can help you find ways to accomplish your objectives during the course of the internship.
<table>
<thead>
<tr>
<th>AVOID these vague learning objectives:</th>
<th>ACHIEVE specific learning objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to learn all about working in a senator’s office.</td>
<td>I will learn the methods involved in researching legislation for committee assignments.</td>
</tr>
<tr>
<td></td>
<td>I want to develop the communication skills needed to respond to constituents’ letters.</td>
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<tr>
<td></td>
<td>I will analyze political theories used in campaign planning.</td>
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<tr>
<td>I will learn about Human Resources Management.</td>
<td>I will study wage and hour laws.</td>
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<td></td>
<td>I will learn to develop appropriate test items for employment tests.</td>
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<td></td>
<td>I hope to receive an overall perspective on insurance and benefits provided by employees.</td>
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<tr>
<td>This internship will give me experience in the accounting.</td>
<td>I plan to study the methods of cost accounting used by this firm.</td>
</tr>
<tr>
<td></td>
<td>I will learn to apply the principles of accounting to tax preparation.</td>
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<tr>
<td></td>
<td>I want to determine if working for an accounting firm is an appropriate career goal for me.</td>
</tr>
<tr>
<td>I am very interested in counseling troubled teenagers.</td>
<td>I will learn to administer and interpret personality inventories.</td>
</tr>
<tr>
<td></td>
<td>I hope to develop my potential as a facilitator in group counseling.</td>
</tr>
<tr>
<td></td>
<td>I plan to research teenage alcoholism and identify at least five factors that contribute to the problem.</td>
</tr>
</tbody>
</table>
Sample Assignments

Requirements for Internship credit: Journal/blog Reflective paper Power point presentation

Sample Journal guidelines:

All interns are required to keep a journal of activities for their internship. The purpose of the journal is to help you connect the internship experience with the knowledge and skills learned in the classroom. Your journal should not be just a listing of hours worked and duties performed. You should use the journal as a reflection tool. You should write down your thoughts and feelings as well as any interesting personal observations or insights that you make.

If you are having trouble with the journal, some of the following questions may help:

- Do your internship responsibilities relate to anything you have been reading or hearing in your classes?
- What theories or skills from your classes are you using in your internship assignments?
- Are their differences between what you observed in the field and what you learned in class? What could account for those differences?

If you are still having trouble, the following sample topics/ideas may help:

- What have you noticed about inter-office politics? How did you try to understand and learn the relationships that have an impact on the success or effectiveness of your site? How will this help you when you start your career after college?
- Discuss what you have discovered about your company’s organizational culture. How did you come to understand it? How could you describe your organization’s culture? How does this impact the success or effectiveness of your organization?

Internship students could also

- Write a list of significant events, successes, or accomplishments
- Discuss their disappointments, fears, apprehensions, or challenges; or
- Describe an incident that caused them to question their previously held assumptions

The most important part of the journal is to have fun. It is for your benefit and will enhance your internship experience.
The 3-to-5-page, double-spaced final paper is not to be a repetition of your journal. It should be a reflection of how the overall experience will help shape your career choices.

The major objective to be achieved by the paper is to have you think critically about your experience. You may ask yourself this question, “What did I get out of this experience, from a career standpoint?” A good paper would include:

- A section relating the internship experience to your career objectives:
  - Did the experience strengthen or weaken your commitment to pursue a particular career?
  - What insights to the career were provided?
  - Did the experience contribute to successful entry into this career? Why or why not?

- A section on how successfully you achieved the internship goals
  - To put classroom learning into practice
  - To gain professional skills
  - To explore and/or clarify career options
  - To experience a professional work environment
  - To have a meaningful learning experience

- A section relating the internship experience to your education
  - How have the courses at BVU prepared or not prepared you for the internship experience?
  - What will you pursue in what remains of your education to better prepare you for this career or a different one?

Here are a few paper guidelines. Do not “multiply words.” Make it as tight and concise as possible. On the other hand, don’t be afraid of going into some detail in critical areas. Rather than simply reporting that something happened, trace its significance and its consequences. These details are what separate a first-rate from a mediocre paper. Use this requirement as an opportunity to sharpen your writing skills. Also, proofread the paper until you are certain all errors have been eliminated. Use the spell checker, have a friend proof read it, or even better, read the report aloud.

Sample Paper guidelines, Version #2:

This paper is not meant to be a repetition of your journal. It should be a reflection of how your overall experience will help shape your career choices. The major objective is for you to think critically about the experience.

**PAGE 1**—evaluate how the internship related to course work taken prior to your experience. Did internship experiences confirm or contradict information obtained through course work? Did your course work aid you in having a successful experience? How?

**PAGE 2**—assess how your responsibilities during the internship assisted the organization and how it tied in with the principle functions of the organization.

**PAGE 3**—relate how the internship ties in with your career objectives. Did the experience strengthen or weaken your commitment to pursue a particular career? What insights to the career were provided? Did the experience give you what you were hoping it would? Why or why not?

**PAGE 4**—evaluate the organization, which you were involved with. Were there ant successful or ineffective business practices? If so, give examples. Were there any ethical issues, which you were aware of? Explain if necessary. What was the work environment like? Was time management an issue—good or bad?

**PAGE 5**—In conclusion, rate the level of your experience. What could have been done improve your internship experience?
Sample Power Point guidelines:

During the internship you should work to record and document your experiences visually so you can write and create an entertaining and informative PowerPoint presentation. Your goal is to produce a visually and vocally interesting 5 to 8 minute presentation. Your slides should include many visuals and limited text; remember YOU are the focus of the presentation, not the words on the slides!

**Introduction:**
Please open your presentation in a way that will attract and maintain audience attention, something more than your name, or hello. Consider describing a typical day in the work place, or your first impression of your boss, or why you decided on this location for an internship. Be creative and inspiring from the beginning! Then take time to preview your points then transition smoothly to the body of your speech.

Choose 3 or 4 points to make within your presentation, which you will highlight with your Power Point slides.

**Body:**
- Consider discussing your road to this internship
  - How did you find out about this opportunity?
  - What did you have to do to secure the internship?
  - Were there challenges to overcome along the way? Money, housing, transportation?
- Perhaps a section that discusses the details of the internship experience
  - What did you do every day?
  - Were you asked to take on a specific project or reach certain goals during your experience?
  - How were the people you worked with, what did you learn about the workplace
  - What did you learn about yourself during the internship?
  - Take away, what information or experiences have influenced future decisions?
- Outstanding feats, sites, experiences, projects, people…
  - How did you build your network? What is next for you?
  - Did you sightsee? Tour? Attend conferences? Meet someone amazing/famous? Work on an amazing project?

**Conclusion:**
Please end your presentation with a brief restatement of your points, and a strong final statement, perhaps a call to action? Consider how you will support your final thoughts with a strong ending visual slide. Do not end with ‘I am done’ or ‘Thank you’ work to end your presentation confidently with a strong closing statement and slide.

When you complete and perform your Power Point Presentation, be sure your presentation begins with a title page with your name, internship site, site location, and internship term. Turn this in with your final paper. Students with quality presentations may be asked to give the presentation at a majors meeting or other public opportunity.