

Instructional Psychology, Training and Technology BSEd Program

Internship Guidelines

Introduction

The internship is part of the Instructional Psychology, Training and Technology BSEd program at the University of Georgia at Gwinnett. The purposes of the internship are to provide the student with career experience in an organizational setting, allow the development of skills appropriate to working independently, and to provide new learning opportunities for the student to move from theory to practice. Students planning their internship should have completed, at a minimum, 30 hours of major coursework, maintained at least a 2.75 GPA, and have had a conference with the faculty advisor to determine their readiness for the internship. The program requirements are flexible and can be negotiated between the student and the faculty advisor.

Students are usually responsible for developing their own internships under the guidance of their faculty advisor and site supervisor. Students may complete their internships in various organizations such as business and industry, voluntary organizations, community development organizations, government agencies, or health care institutions.

Because so many of our students are employed full time, a student may choose between two types of internships. The student's faculty advisor will oversee either type of internship. The first type is when the student actually works a set number of hours in the organization under the direction of the site supervisor and has day-to-day responsibilities within the organization. The second type of internship is project centered and, if necessary, can be conducted at the student's location of full time employment. Here the student identifies a need and designs and implements a solution that will contribute to the improvement of the organization and allow the student to learn from the experience. The project centered internship might involve developing and delivering training programs, conducting needs assessments, performing evaluations, establishing multicultural diversity programs, enhancing career development initiatives for employees, or creating an entirely different program for the organization.

Internship Requirements

Each internship must meet certain criteria to be approved by the IPTT advisory board:

1. The internship must demonstrate that the student is engaged in new learning and not repeating prior knowledge or activities.
2. Each student will prepare an individualized learning plan that includes specific learning objectives, activities and resources, schedule of completion, and criteria for accomplishing the stated objectives.

3. Each student must register for EOCS 5450 before beginning the internship. The three credit hour internship equates to 135 clock hours per semester. EOCS 5450 is repeatable up to six semester hours.

Sometimes even the best-planned internships are altered because of changes in the organization, the site supervisor changes, or the student may encounter difficulties. In this case, the student should contact the internship faculty advisor and arrange to alter the internship plan.

Internship Process

Each internship is a unique opportunity for students to plan, develop, and implement their own program of study. Although each internship experience is different there are certain steps that should be followed in order to receive credit for the program of study. **Students should begin this process the semester before they register for the internship. Register in the semester you think you will complete the internship.**

1. **Meet with the faculty advisor** to discuss possible ideas for an internship.
2. **Research potential internship sites** and learn as much as possible about the organization before contacting the site supervisor.
3. **Contact the site supervisor** and explain your internship objectives. Provide the site supervisor with materials that explain the internship program and the responsibilities of each person involved (Appendix A).
4. Early in the process, **meet with the faculty advisor** and outline the plan for your internship program. Develop the learning objectives and activities to be achieved during the internship (Appendix B).
5. **Prepare an internship agreement** listing the name of the organization, the site supervisor(s), learning objectives, and potential outcomes. The student, the faculty advisor, and the site supervisor should meet to sign this form (Appendix B).
6. **A scheduled meeting** between the faculty advisor and site supervisor should occur at some time during or at completion of the internship. Additional contact may be made in person or by phone.
7. At the completion of the internship, provide the site supervisor with an **evaluation form** to complete and return to the faculty advisor (Appendix C).
8. At the conclusion of the internship, the student should provide the faculty advisor with a **final report** that includes items negotiated between the student and the faculty advisor. These should include the internship proposal, the log, the learning objectives achieved and not achieved, any learning objectives achieved that were not part of the original plan, a reflective journal, any products or materials produced during the internship, and an evaluation of the quality of the supervision. The intern should also complete an **evaluation form** at the conclusion of the internship (Appendix C).

Internship Proposal

The internship proposal is the beginning of the process and is critical because it outlines the plan of what will be done. Discuss your ideas with the faculty and other students as a way to clarify your plans. The final written proposal allows the faculty advisor the opportunity to review and approve the internship plan.

The internship proposal should include the name, address, phone number, and name of the potential site supervisor. The estimated time span of the internship should also be included. Finally, the proposal should include a brief description of the activities and products that will result from the internship.

Internship Learning Agreement

The learning agreement describes as specifically as possible exactly what will be done during the internship, what learning should take place, and how it will be demonstrated that the learning has taken place (Appendix B). The learning agreement should include the following:

- Dates of the internship
- Description of the activity: describe the proposed project activities and products that will result from the internship.
- Identify the goals and objectives of the internship. The goal is a general statement about the general area of activity. The objectives are specific steps used to achieve each goal. Each goal may have several objectives.
- Describe the activity which is designed to meet each objective.
- Describe how it will be demonstrated that each objective has been achieved. (For example, products such as curriculum development, handbooks, letters, log, or evaluations.)
- Describe any new learning that is expected during the internship.
- Provide space for the signatures and dates for the intern, faculty advisor, and site supervisor.

Final Report

The final report generated from the internship might include but is not limited to the following items:

- Internship Proposal
- Agreement for Internship Study
- Internship Learning Agreement

- Internship Log (Appendix D. Sample).
 - Products and material from the internship
 - Evaluation of the Intern by the Site Supervisor
 - Evaluation of the Internship by the Intern
 - Evaluation of the supervision by the intern
 - Reflective paper (this gives the student the opportunity to express what happened, what was most successful, what if anything should have been done differently)
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Appendix A:

-Information for Site Supervisors

Appendix B:

-Internship Agreement Form Cover Sheet
-Sample Internship Learning Agreement

Appendix C:

-Evaluation of the Intern by Site Supervisor
-Evaluation of the Internship by Intern

Appendix D:

-Sample Intern Log

Appendix A

Information for Site Supervisors

The purpose of the internship program is to provide the student with professional field experience that relates to the academic preparation provided by the Instructional Psychology, Training and Technology BSEd program. It is recommended that the intern be allowed to participate in activities related to your organization and assume specific responsibilities or projects that will benefit both the student and your organization.

Internship Agreement: After discussions with you and the faculty advisor, the intern will prepare a list of agreed upon learning goals and objectives identifying what the intern will do, strategies as to how the intern will complete each goal and objective, and provide documentation that demonstrates the attainment of each goal and objective. This documentation will serve as the learning contract between all parties involved. If the contract must be changed at any time during the internship, all parties must agree to any and all modifications.

Responsibilities of the Intern: It is the responsibility of the intern to see that all necessary paperwork is completed and arrange meetings between the faculty advisor and the site supervisor. Additionally, the intern will provide your organization with professional knowledge in an area that will benefit your organization. The intern is expected to abide by all rules and regulations of your organization and behave in a professional manner.

Responsibilities of the Site Supervisor: As the site supervisor, it becomes your responsibility to assist the intern in fulfilling the learning agreement by providing appropriate and valuable learning experiences. This will involve one or more preliminary discussions to define the internship program objectives and activities as well as supervising the student during the internship. You will be asked to complete an evaluation form concerning the intern's performance while working in your organization.

Responsibilities of the Faculty Advisor: The faculty advisor will be available to assist the site supervisor and intern at any time during the internship. The faculty advisor will be responsible for assigning a grade at completion of the internship based on the site supervisor's evaluation, the faculty advisor's observations during the internship, and on any documents that resulted from the internship.

Thank you for giving our students the opportunity to have such a rewarding experience as part of their program of graduate study. We hope you and your organization will receive many benefits from the internship program.

APPENDIX B

**The University of Georgia
College of Education
Instructional Technology, Training, and Technology BSEd Program**

Gwinnett University Center
1000 University Center Lane
Lawrenceville, Georgia 30043
(678) 407-5203 or fax (678) 407-5271

Agreement for Internship Study

Name: _____ UGA ID# _____

Address: _____
Street City State Zip

Telephone: Home: _____ Business: _____

ORGANIZATION AGREEING TO ACCEPT AN INTERN AND PROVIDE GUIDANCE AND SUPERVISION AS OUTLINED IN THE INTERNSHIP CONTRACT:

Name of Organization: _____

Site Supervisor: _____

Address: _____
Street City State Zip

Telephone: _____ Email: _____

Dates of Internship: _____
Start End Semester

Internship Department or Specialization: _____

Intern Salary (if applicable): _____

The intern will receive _____ hours of undergraduate credit (45 hours per credit hour)

The intern, site supervisor, and faculty advisor have agreed on the specific learning goals, objectives, and activities. A copy of this agreement is attached.

Intern Date Site Supervisor Date

Faculty Advisor Date

Sample Internship Learning Agreement

Description of Activity:

Goal(s) of the Internship/Purpose:

Learning Objective One:

Activity:

Learning demonstrated or products resulting from the activity:

APPENDIX C

Evaluation of the Intern by Site Supervisor

Student Intern Name: _____

Internship Site: _____

Site Supervisor's Name: _____

1. In your opinion, how well were the learning objectives achieved or not achieved by the intern?
2. In what ways did the student intern contribute to your organization?
3. What particular strengths did the student intern demonstrate that might prove valuable in a future career?
4. Are there any areas in which the student intern might need strengthening?

5. Overall assessment of the intern's performance (circle one)

Excellent Above Average Average Below Average Unacceptable

6. Overall assessment of the intern's contribution to your organization (circle one)

Excellent Above Average Average Below Average None

Please sign and return this form to the faculty advisor: Elinor Greene, Ph.D., Instructional Psychology, Training and Technology BSEd Program, The University of Georgia at Gwinnett, 1000 University Center Lane, Lawrenceville, GA 30043

Site Supervisor

Date

Evaluation of Internship by Intern

Intern's Name: _____ Field Supervisor's Name: _____

Internship Site: _____

Dates of internship: From: _____ To: _____

1. In your opinion, how well were the learning objectives achieved or not achieved during the internship?
2. In what ways did you contribute to the organization in which you were an intern?
3. What learning experiences were the most significant to you?
4. Please list the strengths of your internship.
5. If you were to design this internship for another student, what would you do differently? Explain why.

Please sign and return this form to the faculty advisor: Elinor Greene, Ph.D., Instructional Psychology, Training and Technology BSEd Program, The University of Georgia at Gwinnett, 1000 University Center Lane, Lawrenceville, GA 30043

Intern Signature: _____ Date: _____

APPENDIX D

Sample Internship Log

The actual intern's log of activities should reflect the project objectives of the learning experience and include more detailed information about the activities than those presented in the sample below.

Jan. 1, 2003	Met with Wendy Thompson (site supervisor) about the development of my project	1.0 hr
	Discussed the project with the staff that will be involved	2.0 hr
Jan 2, 2003	Called Advanced Learning and made arrangements for a visit with their technology person (Bob Roberts) to develop a training program on CD Rom	0.5 hr
	Bought necessary supplies and equipment for the project	2.5 hr
Jan. 3, 2003	Scheduled a meeting with Wendy Thompson and the training staff to discuss the training program	
	Made phone calls to investigate similar training programs	1.0 hr
	Wrote up a report to present at the meeting	1.0 hr
	Made copies of the report and distributed it to staff	
Jan. 4, 2003	Met with site supervisor and staff to discuss specific skills training to be developed and outlined the process designing and creating the CD Rom training	3.0 hrs
	Met with Advanced Learning (Bob Roberts) and went over everything that should be included in the training (graphics, pictures, demonstrations, and written material)	4.0 hrs
	Worked at home developing written material for training program	4.0 hrs.