

INTERNSHIP SUPERVISOR'S MANUAL

INTRODUCTION

This document is designed to acquaint participating agencies and organizations with the internship program at Westmont College. For additional information, please visit our website at http://www.westmont.edu/_offices/internships_employers/.

WESTMONT COLLEGE Westmont College is a private, four-year, fully accredited college of the arts and sciences, with a co-educational student body drawn from more than 30 states and several foreign countries. It is primarily a residential college oriented toward excellence in the liberal arts and sciences.

STUDENTS The Applied Learning Internship class is an elective for college undergraduate students from a variety of academic majors.

PLACEMENT Assignments are made with regard to each student's vocational goals, academic preparation, and interests. All placements are dependent on the approval of the participating agency / business. Details of the work assignments are the responsibility of the agency in cooperation with the student. Goals and tasks are outlined in a learning plan.

PURPOSE In keeping with the objectives of the program, the student is to be regarded as a pre-professional intern and should not be used as additional clerical help. This experience exposes students to career opportunities, enriches their academic knowledge, and enables them to make a positive contribution in a work environment.

GOAL It is increasingly recognized that much significant learning takes place outside of the classroom in learning through doing and thinking. This provides for student participation in off-campus experiences where direct involvement with practical problems can promote the learning process.

EXPECTATIONS

What can the participating organization expect?

A. From the student:

1. Volunteer service as an intern for six to twenty hours each week for a minimum of 13 weeks. Other arrangements can be worked out which will be mutually acceptable to the agency and the faculty internship advisor.
2. Willingness and ability to take responsibility.
3. Interest and initiative.

B. From the Westmont faculty internship director:

1. Consultation through telephone contact and placement site visitation during the course of the semester.
2. Direct communication from the director if she becomes aware of any difficulties.
3. A desire and willingness on the part of the director to listen to suggestions for program improvements and innovations.

What can the student expect?

A. From the participating organization:

1. Appropriate orientation and an opportunity to meet staff.
2. As a pre-professional, academic training in practical working situations.
3. A wide exposure to the scope of problems, responsibilities, structure, and functions of the organization.
4. Direct supervision with increasing responsibility as the semester progresses.
5. Weekly feedback sessions with an established immediate supervisor for informal professional and personal evaluations and for review of the objectives of the learning contract.
6. Reimbursement for travel and other expenses incurred in carrying out site-assigned responsibilities (does not include transportation to and from site).
7. Mid-semester and final evaluation of the work and learning.

B. From the Westmont Faculty Internship Director:

1. Assistance in locating a site where the student will learn the most in relation to their academic and potential vocational interests.
2. At least one visit to the student's placement site.
3. Group meetings to support their placement by acquainting them with the experiences of other interns and discussing general placement information and problems.
4. Individual sessions with the faculty internship director whenever necessary to discuss any problems or issues arising at the placement.

Westmont Internship Program

What does Westmont expect?

A. From the student:

1. Commitment to learning and to reliable performance.
2. Fulfillment of the time commitments agreed upon with the organization.
3. Successful completion of the goals as outlined in the learning plan.
4. Immediate, direct communication regarding any areas of difficulty.

B. From the participating organization:

1. Direct communication of any difficulties, questions, or problems relating to the field assignment or the student intern's performance.
2. A completed part C and signed part D in the Internship Learning Agreement Form and two evaluations of the student's performance.

ORIENTATION

The first few days of the student's experience in an internship are crucial because they establish patterns and expectations for the rest of the semester. In the orientation the student should:

- Become acquainted with the facilities; move into workspace.
- Meet other staff members.
- Work out the Learning Plan with Supervisor.

SUPERVISORY MEETINGS

Please schedule a regular meeting time with your intern (a minimum of twice each month if possible) for feedback essential to the student's learning throughout the semester.

Following are suggestions for that meeting:

- Feedback on the student's performance
- Questions which have arisen in the course of their work
- Tasks for the week ahead
- The student's feedback on the internship and his/her interaction with other staff
- Inviting the student to any appropriate meetings in the coming week

We know that one of the most valuable aspects of the internship is the opportunity to receive direct feedback – which is why we value regular, individual conferences.

ATTENDANCE POLICY

Students are expected to be at the internship for the agreed upon schedule. A campus calendar has been included that indicates holidays / breaks that student will observe. Days before and after breaks should not be missed unless arrangements to make up new hours have been made. Days missed for illness should be made up.

THE LEARNING PLAN

One of the most important learning tools for the student this semester will be the Learning Plan. The Learning Plan outlines what the student intends to learn during his/her internship experience. It is a written agreement negotiated between the student, the faculty internship advisor and you, the work site supervisor. This written plan describes the objectives for the semester and the tasks to be performed to meet those objectives. It helps the student direct, manage and reflect upon the learning process for his/her internship. The plan should include:

1. Learning Objectives: What is it that the student wants to learn?
2. Activities/Resources: How is the student going to learn?
3. Evaluation/Verification: How will the student demonstrate that s/he learned it?

Please note: The minimum number of learning objectives selected for the internship should be equivalent to the number of units the student is earning for the course:

Units	Hours/week	# of learning objectives	Total Hours
2	6	2	80
3	9	3	120
4	12	4	160
5	15	5	200

EVALUATION

In the middle of the semester we look back at what has been accomplished throughout the semester. At this point, it will be important to go over the Learning Plan with the student to make any revisions that will provide for a more complete learning experience. You will be asked to evaluate the student's work in the middle of the semester and again in the final weeks of the semester. Evaluation forms will be provided. Please include the student in the mid-term evaluation. This will be a valuable learning time for your intern. You may want to consider some of the following questions:

- Are there ways in which the internship could be improved?
- Are the goals and activities being accomplished as expected?
- Should there be any additions, subtractions, or changes made in the goals?
- In what ways is the student meeting / not meeting your expectations?
- Are there major discrepancies between your perception of the intern's performance and the intern's perception of his/her performance?

Questions or comments may be directed to:

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