Westmont College
Spanish Internship Program

SUPERVISOR’S
MANUAL

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INTRODUCTION

We are very glad that a Westmont Spanish student will be working with you this semester, and we thank you for your investment of time and energy in this important part of his or her education. The following information is designed to acquaint you with the Westmont College Spanish Department’s Internship Program.

WESTMONT COLLEGE

Westmont College is a private, four-year, fully accredited residential liberal arts college rooted in the evangelical Christian tradition, with a co-educational student body drawn from more than thirty states and several foreign countries.

The Spanish Department offers a complete major with emphasis in the Spanish language, Hispanic cultures, and the literatures of Spain and Latin America. For more information on the college and the Spanish Department, please feel free to consult our website at www.westmont.edu.

THE INTERNSHIP PROGRAM: RATIONALE & PURPOSE

We increasingly recognize that much significant learning takes place outside the classroom in “learning-by-doing” situations. Our goal is to provide our majors with meaningful off-campus experiences that effectively promote the learning process.

An internship refers to a job/learning arrangement for college students that seeks to combine practical work experience with structured education. Westmont promotes internships as an educational strategy that creates a bridge between classroom preparation and “real-world” applications. Participating in this program gives you an opportunity to be involved in the educational process while profiting from the contributions of competent workers.

Under adequate supervision and counsel, students voluntarily serve in on-the-job contexts where their help is needed. In keeping with the objectives of the program, students are to be regarded as pre-professional interns 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 while developing specific personal skills.

Students receive 2-4 units of academic credit for their internship and are expected to complete academic assignments concurrent with their work experience. Because they receive Spanish credit, students must be able to use their Spanish language skills on a daily basis, and minimally at least 50% of the time on-site.

Specific internship assignments are made in view of the student’s interests, academic preparation, and vocational goals. All placements are dependent on acceptance and approval of the participating agency, and details of the specific work assignments and related tasks should be worked out between the agency and the student. Participating students are fully insured under existing student insurance coverage provided by Westmont College, and cooperating agencies are in no way responsible should accident or injury occur during the course of placement activities.
EXPECTATIONS

What can the participating organization expect?

A. From the student:
   • Volunteer service as an intern for 12 hours per week (4 units) or 6-7 hours per week (2 units) during the 15-week semester.
   • Ability to speak, understand, read, and write Spanish.
   • Willingness and ability to take responsibility.
   • Cooperation with the goals of the organization; cooperation with the staff.
   • Interest and initiative.

B. From the Westmont faculty coordinator:
   • Consultation through telephone contact and at least one placement site visitation during the course of the semester.
   • Direct communication if any difficulties arise.
   • A desire and willingness to listen to suggestions for program improvements and innovations.

What can the student expect?

A. From the participating organization:
   • Appropriate orientation and an opportunity to meet staff.
   • Initial meeting(s) to design the Learning Contract (goals to be accomplished by the student).
   • As a pre-professional, academic training in practical working situations.
   • An opportunity to use the Spanish language (speaking, listening, reading, and writing) as much as possible, as well as to learn about aspects of Hispanic culture.
   • A wide exposure to the scope of problems, responsibilities, structure, and functions of the organization.
   • Direct supervision with increasing responsibility as the semester progresses.
   • Regular feedback sessions with an established immediate supervisor for informal professional and personal evaluations and for review of the objectives of the learning contract.
   • Suggestions for readings, lectures, and seminars related to placement activities.
   • Mid-semester (oral) and final (written) evaluation of the work and learning.
B. From the Westmont faculty coordinator:

- Assistance in locating a site where the student will learn the most in relation to their academic and potential vocational interests.

- Group meetings to support their placement by acquainting them with the experiences of other interns and discussing general placement information and problems.

- A visit to the placement site to explore their working situation, to meet their supervisor, and discuss their progress.

- Individual sessions whenever necessary to discuss any problems or issues which arise at the placement.

- Assistance in guiding their reflection and integrating their faith with this experience (through feedback and evaluation of essays and journal entries).

What does Westmont expect?

A. From the student:

- Commitment to learning and to reliable performance.

- Fulfillment of the time commitments agreed upon with the organization.

- Successful completion of the goals as outlined in the learning contract.

- Immediate, direct communication regarding any areas of difficulty.

- Completion of all responsibilities (papers, presentations, readings, meetings, etc.) as outlined in the syllabus.

B. From the participating organization:

- Direct communication of any difficulties, questions, or problems relating to the field assignment or the student intern’s performance.

- The completion of a learning contract and evaluations in order to assess the student’s progress and performance.

- Suggestions regarding speakers, materials, readings, films, and other information which will help us to provide maximum benefit to all students.
ATTENDANCE POLICY

Students are expected to work at the internship site an average of 12 hours per week (for 4 units of academic credit) or 6 hours per week (for 2 units of credit) during the 15 week semester. The typical Westmont semester runs from the middle of January through the first of May (Spring), or the beginning of September through the first full week of December (Fall). The following holidays are also respected:

**Spring Semester:**
- Martin Luther King, Jr. Day (Monday)
- President’s Day (Monday and Tuesday, usually the 2nd week of February)
- Spring Break (one week, usually at the end of March)
- Easter Recess (Friday before and Monday after Easter)

**Fall Semester:**
- Fall break (Monday and Tuesday, 2nd week of October)
- Thanksgiving Holiday (Wednesday through Friday of Thanksgiving week)

Days before and after breaks should not be missed, nor should they be shortened. Days missed due to illness should be made up. If the internship requires weekend and/or evening work, and if supervisors are in agreement, students may take compensatory time for these additional hours.

ORIENTATION

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

- Become acquainted with the facilities and move into the work space
- Meet other staff members
- Be given reading materials that describe the work and goals of your organization
- Establish procedures for problem solving when the supervisor is unavailable
SUPERVISORY MEETINGS

We know that one of the most valuable aspects of the student internship experience is the opportunity to receive direct feedback from the supervisor. Therefore, please schedule a regular meeting time with your intern (once weekly if possible; a minimum of twice monthly) for the 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 weeks ahead
• The student’s comments on corollary reading assignments (if applicable)
• 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

The following is an outline of two sections in an article in New Directions for Higher Education entitled, “Role of the Agency Supervisor,” by William Ramsay:

Dual Roll of the Supervisor:

• See the student as both a worker and learner
• Help the student relate through work to the real world
• Hold the student to productive endeavor even when it is difficult and even when results are imperfect
• Your teaching function is primarily to interpret
• See that the objectives of the organization are met and that work under your supervision is directed to that end

Steps in Supervision:

• Effective planning
• Participation in the selection of student with whom you are working
• See that necessary supporting structures are provided
• Provide orientation
• Establish a schedule
• Regularly scheduled guidance and direction
• Help the student interpret the experience he/she is having
• Be sensitive to problems that may develop in pursuit of the assignment or in personal relations
• Evaluate the program with the student
THE LEARNING CONTRACT

One of the most important learning tools for the student this semester will be the “Learning Contract,” a joint effort by you and the student. It will describe the goals for the semester and the tasks to be performed in order to meet those goals. Remember as you work on this contract that it should provide for increased responsibility as the semester progresses.

**Learning goals:** Learning goals can be short and long range and should state in general terms what the student hopes to learn and what you feel the student should accomplish this semester.

**Learning activities:** Learning activities outline the specific tasks the student will do in order to meet the goals above. They are specific statements of what the student should achieve by a certain time in the future. They must be feasible, dated, measurable, and indicate an acceptable level of achievement.

- To be feasible, activities must be possible and reasonable. You will know what tasks are realistic for the student to undertake.
- To be dated, activities must set a time frame that indicates the end-date by which something specific is to be accomplished.
- To be measurable, activities must state how much of the desired result must be obtained for you and the student to consider the work successful.

The learning contract should ideally be composed during the first 2-3 weeks of the internship, and reviewed (and possibly revised) mid-semester. Refer to the learning contract regularly during your supervisory meetings with the student to insure that the goals are being met adequately.
EVALUATION

In the middle of the semester, both the students and their supervisors should reflect upon what has been accomplished thus far in the semester. At this point, it will be important to go over the Learning Contract with the student to make any revisions that will provide for a more complete learning experience. The student will be doing some self-evaluation at this time, based on the characteristics and qualities which supervisors use to evaluate them at the end of the semester. 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 her/his performance?

During the final weeks of the semester, you will be asked to evaluate the student’s work. Please include the student in this process, as this is one of the most valuable learning times of the semester. A copy of the grading standards follows.

Following your meeting with the student, please submit a letter of evaluation (preferably on your official letterhead) in which you briefly describe the student’s responsibilities and provide a candid evaluation of his or her performance on the job. This letter is confidential, and can either be mailed directly to Dr. Mary Docter at Westmont College, or given to the student in a sealed, signed envelope to be delivered to campus.

We thank you very much for your commitment to our students and their education.
GRADING STANDARDS

A+, A
Exceptional:
• almost always surpassed supervisor expectations
• demonstrated skills necessary to perform duties exceptionally well
• fulfilled all contract goals exceptionally
• demonstrated unusual ability to work independently and show initiative
• demonstrated exceptional ability to work cooperatively and build effective relationships with co-workers
• fulfilled the number of hours per week required, was punctual and dependable, and was willing to do extra work as needed

A-, B+, B
Superior:
• often surpassed supervisor expectations
• demonstrated skills necessary to perform duties
• fulfilled all or almost all contract goals
• demonstrated ability to work independently and show initiative
• demonstrated ability to work cooperatively with co-workers
• fulfilled the number of hours per week required (most of the time)

B-, C+, C
Acceptable:
• met supervisor expectations satisfactorily
• demonstrated skills necessary to perform duties
• fulfilled most of the contract goals
• occasionally demonstrated ability to work independently and show initiative
• demonstrated some ability to work well with others
• occasionally failed to fulfill the number hours per week required, and not consistently punctual or dependable

C-, D: Below Average:
• fell below supervisor expectations

F: Unacceptable:
• feel far short of supervisor expectations