

**DAWSON COLLEGE**  
**COMMUNITY RECREATION LEADERSHIP TRAINING DEPARTMENT**

**INTERNSHIP MANUAL**

**391-651-DW**

**THIRD YEAR**

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# **PART A - GENERAL**

## **DAWSON COLLEGE**

### **COMMUNITY RECREATION LEADERSHIP TRAINING (CRLT)**

#### **INTERNSHIP MANUAL (391-650-87)**

The internship experience is a major part of the graduating student's year in C.R.L.T. One of the most difficult and important adjustments for the graduating student to make is the application of academic knowledge to the practical experiences faced in the actual "work world" of recreation leadership. The prime focus of the internship experience for the student is learning by doing.

The student acquires experience in recreation leadership, supervision, program planning, and evaluation, by working in an agency under trained agency personnel. The student, the agency supervisor, the agency and the college share the responsibilities for this experience.

#### **INTERNSHIP PROGRAM**

1. The internship placement consists of 30 hours per week for a period of 15 weeks (450 hours), for which the student is eligible for course credit upon satisfactory completion.
2. The student will be assigned to a recreation agency approved by the C.R.L.T. Department of Dawson College. The agency will assign a qualified staff member as the student's field supervisor. Following consultation with the Department internship co-ordinator the field supervisor will work out the job assignment with the student. Two evaluation reports of the agency supervisor will be requested by the Department, one the first week of March, and one the end of the Winter term.
3. The student will participate in developing the assignment, keep a daily log, submit weekly or other specific reports as required by the agency, and the C.R.L.T. Department.
4. In the internship placement, the student is actually involved in carrying two major roles: a) that of "learner" and b) that of "student-practitioner". These roles are closely interrelated.

## **INTERNSHIP EXPERIENCE CONTENT**

Students, during their internship, should gain practical experience in the following areas:

- a. **Administration.** The student should study and observe the policies and practices of the agency. This would include the study of the legal status of the agency, board relations, budgeting and record-keeping procedures, personnel and supervisory practices, and general staff relations.
- b. **Program.** The student will help plan and put into action a program of activities and services characteristic of the agency. The student should use appropriate methods of diagnosing program needs, planning, evaluating and replanning.
- c. **Areas and Facilities.** The student should gain theoretical as well as practical experience in physical facility planning and operation. This may include experiences in long-range planning as well as layout and operation of physical facilities and apparatus for everyday use in a program of the agency involved. Information related to maintenance, equipment and supplies is essential.
- d. **General Experiences.** The student should gain experience by attendance at agency staff meetings, in dealing with public relations problems, attend board and other community meetings, work with committees, visit individuals in the agency and community and receive broad agency and community experience during his or her internship placement.

The internship placement should help the student to understand the total concept of the agency through the discussion and resolution of problems and situations in the operation of the agency. The above is a guide; no substitute exists for original thinking. It is assumed that the material will be adapted to the characteristics of the particular agency and student's growing competency in practice.

## **SUPERVISION**

### a. CONFERENCES OF AGENCY INTERNSHIP SUPERVISOR AND STUDENT:

Regular conferences of agency internship supervisor and student are an important feature of the structure of this course. Ideally the internship supervisor and student work out a regular appointment for this conference, which should be held once a week for a one-hour period. The internship supervisor should be available for brief consultations between regularly scheduled conferences, although it is desirable that major questions be handled at conference times.

Although the regularly established conference of internship supervisor and student is not the only way through which teaching-learning takes place in the field, it is very important and central to the learning experience of the student. If it is to be productive, the supervisor and student must accept and carry the responsibilities inherent in their respective roles. The student must be an active participant in determining the actual content and purpose of the conference. It is desirable that the student increasingly assume more responsibility for the content of the conference through identifying special problems, advancing ideas and raising questions when there is need for clarification. The internship supervisor has responsibility for identifying matters or problems not perceived by the student. The student's log is available to the internship supervisor for conference sessions. The internship supervisor will assist the student in the identification of similarities and differences in activities in order to facilitate transfer of learning from one activity to another.

There may be times when either student or internship supervisor will find it necessary to change the time of the conference. The student will advise the internship supervisor of an inability to keep a conference appointment in advance of the time it is scheduled, since this will make it possible for the internship supervisor to rearrange another time.

The participating role and responsibility of the student in the internship placement conference has been stressed because students sometimes expect the supervisor to assume total responsibility for the conference and for the decisions which are reached.

These kinds of expectations are often derived from previous life experience in which the "supervisor's" or the teacher's role was an active and aggressive one and the learner's, or worker's role, a passive and receptive one.

b. **FACULTY INTERNSHIP SUPERVISOR:**

This role includes the following responsibility and expectations:

1. Educational counselling with the student about matters related to the student's total program. The student may expect the faculty supervisor to be interested in and concerned about those matters - personal and program - which are of significance to the student. The student and the faculty supervisor schedule weekly conferences during the semester, either on "one-to-one" or a small group conference. The student should feel free to schedule additional appointments if needed.
2. The faculty supervisor relates to the student's agency field supervisor with respect to the learning experiences for the student.
3. Direct work with the students, with respect to any problems identified by the field supervisor, in the student's performance in the program.
4. The faculty supervisor receives and reviews evaluation reports prepared by the field supervisor in determining the student's final grade.

**INTERNSHIP GRADING**

Grading is the responsibility of the College. Agency internship supervisors are responsible for evaluation of performance of the student. Although this evaluation will be an important component of the final grade, the responsibility for grading rests ultimately with the faculty supervisor.

**C.R.L.T. STUDENT REQUIREMENTS FOR**  
**INTERNSHIP REPORTING**

**WEEKLY REPORT:**

The student is required to submit a weekly report indicating the number of hours spent each week on the assignment and the number of hours spent in supervisory conference with

- 1) field supervisor
- 2) faculty supervisor

**DAILY LOG:**

Each student is required to keep a daily log (or journal) of the internship placement. This log should record what the student did, and how the student reacted to assignments and activities. The log will serve as a basis for supervisory conferences with the agency and the college. It should be factual, accurate, and analytical. The log will also serve as the basis for the student's end-of-term analysis. It should be written with clarity and sufficient detail to be useful to the student. It should not be edited in the sense of deleting impressions of participants, supervisors or situations, even if later impressions are quite different.

A log, unless kept regularly, is relatively worthless to the student. It is impossible to recapture a day's activities and impressions in a few minutes at the end of the week. Literary style is not a major consideration, but any written assignment should be regarded as an opportunity to record well and accurately and to test the student's ability to commit thoughts and feelings to paper, as well as practising proper composition and grammar.

**FINAL ANALYSIS AND REPORT:**

An end-of-term analysis report is required, and is similar in form to a term paper. The content will be drawn for the most part from the student's experience. It should be prepared with extreme care. The following outline should be followed with modifications necessary to make it fit the student's individual situation.

**GUIDELINE FOR FINAL REPORT:**

- a. *Identification:* Student's name, name of agency, name of internship supervisor, name of faculty advisor, dates beginning and ending internship experience.
  
- b. *The Setting:*
  1. Include a brief statement about the history, structure, and functions of the agency. How, if at all, have its functions changed over the past ten years? How is it related to other agencies and services in the community and surrounding area?
  
  2. How is the agency's work affected by the nature of the neighbourhood or community in which it functions? What economic, racial, ethnic, or cultural factors affect the operations of the agency?
  
  3. What major problems face the agency and the neighbourhood or community now? How are they being met?
  
  4. What professional and personal qualities seem most necessary for success in working in this setting?
  
- c. *The Student's Participation in the Agency Program:* (This is the primary focus of the report)
  1. Summarize the activities in which the student was engaged; e.g., working with groups, direct service, attending staff conferences, etc. Estimate the percentage of time spent in each major activity.
  
  2. Give detailed examples of programs or projects of special interest on which the student worked. What was the student's role in these programs or projects? What particular problems were encountered? How were these problems handled? Was the preparation adequate for dealing with them? Inadequate? What personal qualities of the student helped in dealing with these assignments? Describe the programming process.
  
  3. Describe any contacts you have had with other agencies or programs during this period of time.

d. Relating Classroom and Agency:

1. What is the relationship between the internship experience learning, and the classroom learning which preceded it?

The student had a number of courses in sociology, child development, recreation and the like: what did the student learn in the internship placement that supports or contradicts college course work? Consider such areas as socialization and the development of the concept of self, social class and social stratification, the emphasis upon mobility in society, the status problems of minority groups, recreational values, agency structure and its effect upon services, etc.

2. In what subject matter areas did the student feel well prepared? Poorly prepared?
3. Has the field experience made the student aware of the need for further course work in any particular field? (Be specific)

e. Reading and Research:

List and comment on the readings and research the student has done in connection with the internship placement.

f. General Evaluation:

How could the internship experience have been made more meaningful? What could a) the college, b) the agency, and c) the student, have done to increase the quality of the experience.

Would the student recommend this type of placement for other students? Why? - why not?

## PART B - SPECIFICS

### INTERNSHIP COMPETENCIES

No. 20	To supervise a recreational activities project.	O1AY	CRLT	Oct.21, 2000
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Elements of the Competency	Learning Objectives	Content
1. To gather information necessary to carry out the project.	1.1 To gather information	1.1.1 Relevant to a project 1.1.2 Composition of the team 1.1.3 Nature and scope of project
2. To organize and hold meetings	2.1 To demonstrate leadership in meetings	2.1.1 Organization of meeting 2.1.2 Chairing meetings 2.1.3 With respect to decision making 2.1.4 With respect to rules of conduct 2.1.5 Teamwork
	2.2 To involve team members in operating procedures	2.2.1 Team involvement 2.2.2 With respect to action strategy 2.2.3 Shared leadership
3. To supervise the progress of the project	3.1 To demonstrate a sense of initiative	3.1.1 Accessibility/quality 3.1.2 With respect to policies
	3.2 To set up mechanisms with respect to identified needs	3.2.1 Of clients/staff 3.2.2 Interpersonal communication 3.2.3 With respect to policies
	3.3 To monitor work	3.3.1 In relation to planning 3.3.2 With systems 3.3.3 With respect to policies 3.3.4 With people in mind 3.3.5 With respect to the natural and indoor environment
4. To assess the team's work	4.1 To assess the work	4.1.1 With respect to the team 4.1.2 With proper evaluation tools 4.1.3 With input from team members
	4.2 To respect rules of presentation	4.2.1 Various forms of presentations 4.2.2 With rules of grammar
	4.3 To respect the use of necessary facilities and natural environment	4.3.1 With respect to indoor and outdoor facilities
	4.4 To observe rules of ethics	4.4.1 Context of professionalism 4.4.2 When giving feedback/comments 4.4.3 With respect to evaluations

No. 21	To lead recreational activities for clients.	O1AZ	CRLT	Oct.21, 2000
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Elements of the Competency	Learning Objectives	Content
1. To plan the work.	1.1 To define objectives and priorities of the plan	1.1.1 With respect to human/material needs, financial resources and environmental ethics 1.1.2 With objectives of the organization 1.1.3 In context of the work to be accomplished 1.1.4 With a team
	1.2 To follow a timeline	1.2.1 In accordance with the availability of human and material resources 1.2.2 Realistic/measurable 1.2.3 Accurate estimate of human and financial resources
2. To organize the work	2.1 To demonstrate initiative and resourcefulness	2.1.1 With regards to planning 2.1.2 Method of work plan 2.1.3 Time management
	2.2 To use human, financial and material resources	2.2.1 Within the context of the organization 2.2.2 With respect to human needs 2.2.3 Effective use of resources
3. To carry out the work	3.1 To demonstrate flexibility and adaptability to people and situations	3.1.1 Within an organizational context 3.1.2 Application of teamwork principles 3.1.3 With co-workers 3.1.4 Application of professional behaviours 3.1.5 With a "human" context
	3.2 To respect rules of safety and professional ethics	3.2.1 With respect to policies and procedures of the organization(s) 3.2.2 With established specific objectives 3.2.3 In a teamwork setting 3.2.4 In a work context 3.2.5 Environmentally sustainable practices

# DAWSON COLLEGE - C.R.L.T.

## INTERNSHIP PLACEMENT

### GENERAL GUIDELINES

#### SPECIFIC REQUIREMENTS

##### 1. STUDENT RESPONSIBILITIES

1. EACH STUDENT WILL BE REQUIRED TO COMPLETE THE REQUIRED HOURS OF HIS/HER INTERNSHIP PLACEMENT BEFORE THE END OF TERM.
2. EACH STUDENT MUST HAVE DEPARTMENTAL APPROVAL BEFORE BEGINNING THE PLACEMENT. (HOURS COMPLETED PRIOR TO APPROVAL WILL NOT BE COUNTED.)
3. EACH STUDENT MUST BE AWARE THAT AN INTERNSHIP PLACEMENT MAY BE TERMINATED AT ANY TIME IF THE FACULTY SUPERVISOR FEELS THAT IT DOES NOT MEET THE OBJECTIVES OF THE COURSE.
4. EACH STUDENT IS REQUIRED TO PROVIDE A SCHEDULE OF HOURS COMPLETED AS A RECORD OF THE INTERNSHIP PLACEMENT (E.G. TUESDAY, MAY 10 15:00-18:00 = 3 HOURS).
5. EACH STUDENT IS REQUIRED TO MEET WITH THEIR FACULTY SUPERVISOR EACH WEEK OR AS THE SUPERVISOR REQUESTS. ALL INFORMATION PERTAINING TO THE INTERNSHIP PLACEMENT MUST BE MADE TO THE SUPERVISOR UPON REQUEST.
6. EACH STUDENT MUST HAVE AN "ON SITE" SUPERVISOR WHICH HE/SHE WILL REPORT TO FOR JOB DUTIES. PROGRAM IDEAS AND REGULAR SUPERVISORY MEETINGS (IT IS SUGGESTED THAT THESE MEETINGS TAKE PLACE AT LEAST ONCE EVERY THREE VISITS).
7. EACH STUDENT IS REQUIRED TO GIVE AT LEAST TWO WEEKS NOTICE BEFORE HIS/HER HOURS FINISH.  
- NO REMUNERATION IS PERMITTED FOR THIS VOLUNTEER PLACEMENT.
8. EACH STUDENT IS REQUIRED TO PHONE BOTH THEIR FACULTY SUPERVISOR AND INTERNSHIP PLACEMENT SUPERVISOR IF THEY ARE UNABLE TO ATTEND THEIR PLACEMENT.

2) **INTERNSHIP PLACEMENT RESPONSIBILITIES**

1. THE INTERNSHIP PLACEMENT SUPERVISOR IS RESPONSIBLE TO GIVE A CLEAR JOB DESCRIPTION ALONG WITH JOB EXPECTATIONS TO EACH STUDENT.
2. THE INTERNSHIP PLACEMENT SUPERVISOR IS REQUIRED TO BE AVAILABLE TO THE STUDENT ON A REGULAR BASIS FOR PURPOSE OF FEEDBACK ON JOB PERFORMANCE AND RESPONSIBILITIES. REGULAR SUPERVISORY MEETINGS ARE SUGGESTED EVERY THREE VISITS.
3. THE INTERNSHIP SUPERVISOR IS REQUIRED TO COMPLETE A MID-TERM AND A FINAL EVALUATION FORM UPON THE COMPLETION OF THE HOURS.
4. THE INTERNSHIP PLACEMENT SUPERVISOR IS ASKED TO CONTACT THE FACULTY SUPERVISOR IF THE STUDENT DOES NOT ATTEND THE PLACEMENT AND NO REASON IS GIVEN.
5. THE INTERNSHIP PLACEMENT SUPERVISOR IS ASKED TO SIGN THE STUDENT'S WEEKLY TIMESHEET.

3) **DEPARTMENT RESPONSIBILITIES**

1. THE DEPARTMENT IS RESPONSIBLE TO ENSURE THAT THE INTERNSHIP PLACEMENT IS APPROPRIATE FOR EACH STUDENT.
2. THE DEPARTMENT IS RESPONSIBLE TO PROVIDE THE NECESSARY SUPPORT AND REGULAR FEEDBACK TO THE STUDENT DURING THE INTERNSHIP PLACEMENT IN ORDER TO ENSURE A POSITIVE LEARNING EXPERIENCE.
3. THE FACULTY SUPERVISOR IS REQUIRED TO CONTACT THE PLACEMENT AT THE BEGINNING AND END OF HOURS TO CONFIRM SPECIFIC STUDENT TASKS.
4. THE FACULTY SUPERVISOR IS REQUIRED TO MEET WITH THE STUDENT ON A REGULAR BASIS AND (OR) VISIT THE PLACEMENT TO ASSESS PERFORMANCE.

**NOTE:** STUDENTS WILL BE STRONGLY ENCOURAGED TO CHOOSE PLACEMENTS THAT WILL PROVIDE A NEW RECREATIONAL EXPERIENCE.

**DAWSON COLLEGE**  
**COMMUNITY RECREATION LEADERSHIP TRAINING DEPARTMENT**

**INTERNSHIP (OUT-OF-TOWN)**

**A. Out-of-Town Internship**

An out-of-town internship placement is defined as being more than a 60 miles/ 100 km radius from Montreal.

**B. Introduction**

Out-of-town internship placements at a credible recreation organization can be acceptable. A written proposal must be submitted justifying why the student desires to do an out-of-town internship placement.

**C. Requirements for Out-of-Town Internship Placement**

Student must submit a written report on the following:

- 1) Name, address, postal code, and telephone of organization
- 2) Name of supervisor with telephone number, extension and e-mail address, etc.
- 3) A first draft of a job description for the internship placement.
- 4) A student budget which will include:
  - a) Food and Lodging
  - b) Transportation
  - c) General Expenses(Supporting documents must be provided)
- 5) An agreement letter from the organization that
  1. Expenses for transportation and lodging will be provided for a faculty member to visit and supervise for a 2-3 day period
  2. Expenses for transportation for student to return for 1 week (at mid-term) for supervision
- 6) If out-of-town internship placement does not materialize, what is plan B?



**COLLEGE DAWSON  
DEPARTEMENT TECHNIQUES EN LOISIRS**

**STAGE EN TECHNIQUES EN LOISIRS – FORMULAIRE DE PROPOSITION**

NOM : \_\_\_\_\_ DATE : \_\_\_\_\_

ADRESSE : \_\_\_\_\_ TÉLÉPHONE : \_\_\_\_\_

Endroit Propose : \_\_\_\_\_ (Agence)

\_\_\_\_\_  
(adresse complète)

Date du début : \_\_\_\_\_ Date d'achèvement : \_\_\_\_\_

Heures (expliquer) :

Tâches (expliquer) :

Note : Votre organisation impose-t-elle des mesures de précaution d'ordre médicale. Si oui, veuillez numéroter :

Note au superviseur : Ceci n'est seulement qu'une proposition. Votre signature indiquera votre disposition d'avoir l'étudiant comme stagiaire. Le responsable académique de ce programme vous contactera regardant les particularités de ce stage.

Superviseur : \_\_\_\_\_ Poste : \_\_\_\_\_  
(en lettres moulés)

Je suis disposé à superviser l'étudiant ci-haut mentionné et assisté à son évaluation

\_\_\_\_\_  
signature du superviseur

Adresse : \_\_\_\_\_ Téléphone : \_\_\_\_\_

\_\_\_\_\_  
Signature de l'étudiant

\_\_\_\_\_  
Signature du professeur

## INTERNSHIP LOGS

The Internship Logs are to be handed in weekly and should be completed to at least the previous Wednesday.

Logs will be read, graded and returned to you.

### Log Content

It is not expected that your weekly log will contain all of the 15 areas of content each week with the exception of 1, 9, 13, and 15, but they should all appear from time to time.

1. Ongoing description of group or groups the student is working with and what is being accomplished.
2. Clarity of student's goals.
3. Evidence of student's understanding of his/her role.
4. Insight and understanding of agency's purpose and goals – and role and function in the community.
5. Evidence of student's diagnostic ability.
6. Evidence of problem solving ability.
7. Evidence of planning skills.
8. Evidence of understanding self in relation to other people – supervisors, participants.
9. Evidence of goal setting and goal achievement – e.g. – This week my goals were ....and I achieved or did not achieve.
10. Transfer ability – ability to use C.R.L.T. learnings in the internship placements.
11. Evidence of personal growth on job.
12. Evidence of increased understanding of student's internship placement.
13. What were your learnings during a week?
14. Number of participants you were involved with during the past week.
15. The week has been....

**GRADING AND EVALUATION BREAKDOWN**  
**FOR INTERNSHIP**

The Internship course will be divided into two sections A and B that are outlined below.

Section A: Practical	75
Section B: Logs	15
Evaluation Paper	10
	<hr/>
	100%

- Please note: - Student must pass section A and section B in order to receive a passing grade for their internship.  
- Student must hand in Evaluation paper in order to receive a grade.

January 2005

## **EVALUATION CRITERIA**

90%	Outstanding, exceeded job expectation, made significant contribution
85%	Excellent performance
75%	Good performance, carried out responsibility in a satisfactory way
65%	Performed adequately – did what had to be done
50%	Did not meet minimum standards