

Department Internship Course Syllabi



2016

A compilation of internship course syllabi submitted from various departments and programs at BYU to the Internship Office for review.

Academic Internship Office

5435 HBLL

801.422.3337

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SYLLABI LIST

The following is a complete list of the different colleges, departments, and programs that submitted a syllabus for the Internship Office to review.

- ACC Accounting
- AM ST American Studies
- ANTHR Anthropology
- ARTED Art Education
- ARTHC Art History & Curatorial Studies
- BUS M Business Management
- C S Computer Science
- CE EN Civil & Environmental Engineering
- CFM Construction & Facilities Management
- CH EN Chemical Engineering
- CHEM Chemistry and Biochemistry
- CHIN Chinese
- COMD Communication Disorders
- COMMS Communications
- CPSE Counseling Psychology & Special Education
- DANCE Dance
- DES Design
- DIGHT Digital Humanities and Technology
- EC EN Electrical & Computer Engineering
- ECE Early Childhood Education
- EDLF Educational Leadership & Foundations
- EL ED Elementary Education
- ELANG English Language
- ENGL English
- EXSC Exercise Sciences
- FREN French
- HCOLL Humanities College
- HIST History
- HLTH Health Science
- IAS International & Area Studies
- INDES Industrial Design
- IP&T Instructional Psychology & Technology
- IS Information Systems
- IT Information Technology
- ITAL Italian
- LAW Law
- LFSCI Life Sciences
- LING Linguistics
- ME EN Mechanical Engineering
- MFG Manufacturing
- MMBIO Microbiology & Molecular Biology
- MSW Masters of Social Work
- MTHED Mathematics Education
- NDFS Nutrition, Dietetics, & Food Science
- NEURO Neuroscience
- NURS Nursing
- PDBIO Physiology & Developmental Biology
- PETE Physical Education Teacher Education
- PHY S Physical Science (Student Teaching)
- POLI Political Science
- PORT Portuguese
- PSYCH Psychology
- PWS Plant & Wildlife Sciences
- RECM Recreation Management
- REL E Religious Education
- RUSS Russian
- SC ED Secondary Education
- SFL School of Family Life
- SOC W Social Work
- SOC Sociology
- SPAN Spanish
- STAC Student Activities
- STAT Statistics
- STDEV Student Development
- TEE Technology & Engineering Education
- TMA Theatre & Media Arts
- WS Women's Studies

School of Accountancy ACC 599R Internship Course Syllabus

Instructor: David Cottrell
cottrell@byu.edu

Internship Assistant: Julie Averett
soa@byu.edu

Course Description. An internship is approved for on-the-job work experience where accounting knowledge obtained from classroom theory is integrated with actual practical work experiences. Internships provide students with knowledge of career opportunities, help students gain an understanding of the role accounting plays in today's business environment, and how one might better prepare to be a successful part of the accounting profession. Your goals during this internship are to:

1. Learn through experience the role of accounting and finance in business.
2. Explore and obtain information on accounting career opportunities.
3. Expand upon the theory and concepts taught in accounting and business courses.
4. Network with professionals and identify possible mentors.
5. Return with experiences that will enrich future course work.

Prerequisites. Internship students must have completed the Accounting Jr. Core, and maintain a 3.1 core and overall grade point average. The University requires that ACC 599R must be registered for and approval must be received before the internship work is started. Moreover, the University requires that, in order to receive credit for ACC 599R, students must pay tuition during the semester that they are working on the internship. No exceptions are given to these policies! Students who have completed their undergraduate work at another school must be admitted into the MAcc program before they are eligible for an accounting internship. Also, the School of Accountancy has a policy that ACC 599R is not allowed during the final semester of your degree since finalizing ACC 599R often extends beyond the semester which can delay graduation.

Credit. Students may do an internship for credit or not take any credit. Credit may be from 1 to 3 hours. You must register for 3 credits for the class to count as a MAcc Elective. The number of hours will depend upon:

1. The amount of time (hours) of the internship. Generally, 100 hours of internship work is required per credit hour.
2. Submission of at least one written project per credit hour.
3. Approval by the instructor who determines and approves internship credit.

Be sure that you have checked with the Financial Aid Office on the impact the internship credit hours will have on your scholarship, grants or other financial aid.

Part-Time Work. The School of Accountancy has determined that full-time work is required to create the learning and academic development we desire for this course.

Enrollment Checklist. An enrollment checklist is provided at the end of this syllabus. Please refer to this checklist to ensure that you meet the course requirements.

Grading. Grades are assessed on the normal scale of A through E. Please note that the School of Accountancy has average grades that are required for MAcc courses. Some students feel that this course ought to be an easy A. In fact, to receive an A in this course, a student must complete *all* the requirements listed in the table below and stand out as truly exceptional in each requirement. All the requirements shown in the table below will be the basis for your grade!

Requirements	Due Dates:	Grade Percentage		
		1 Credit Hour	2 Credit Hours	3 Credit Hours
Enrollment Forms	Before project #1 is accepted	Required for grade	Required for grade	Required for grade
Project #1: Initial Report	Within two weeks of beginning the internship.	Not required	25 percent	20 percent
Project #2: Analysis Project	At midpoint in the internship	Not required	Not required	20 percent
Project #3: Reflection Report	By last day of final exams or two weeks after completing internship, whichever is earliest. And at least two days before student evaluation	33 percent	25 percent	20 percent
Employer's Evaluation	Give to your employer during last week of your internship	33 percent	25 percent	20 percent
Student Evaluation	Within 30 days of return to BYU	33 percent	25 percent	20 percent

Please note, you will not receive feedback from the faculty as you progress in this course unless something is amiss in fulfilling the requirements. For example, we will contact you if you are missing an assignment or if your assignment is clearly unacceptable for some reason. These should be rare events which will negatively impact your grade. We also assume that the requirements for the assignments are clear enough that coaching along the way should not be necessary to adequately fulfill the requirements.

In addition, we assume that you know how to write effectively and will do your best work in fulfilling each assignment. Our review of your work during the semester will be to ensure that the assignments are reasonable but only from a pass/fail perspective. At the end of the semester we will then evaluate all the content of your assignments and assign a grade based on our perception of how much you put into and got out of the assigned projects and your employer's evaluation of your work.

Except for the student and employer evaluation, ***all internship work must be received by the last day of final exams*** in the semester registered for ACC 599R. Assuming some of the requirements have not been met by the end of the semester, because of the University deadlines a

“T” grade is initially recorded. Once all the requirements are completed a final grade will be assigned.

As shown in the table above, a three-credit hour internship requires all of the above requirements. A two-hour internship does not require Project #2. A one-hour internship does not require Project #1 or #2.

Use of Learning Suite. All forms are disseminated and all project reports (1, 2, and 3) are submitted via Learning Suite. The Student Evaluation is provided to the internship coordinator at the final student interview. The *Employer Evaluation Form* is emailed directly to 560ptsec@byu.edu. Please do NOT email work and forms directly to the instructor or the teaching assistant (other than the employer who can email the *Employer Evaluation Form* to 560ptsec@byu.edu) involved with this course!

Each project is described below and must be submitted to the instructor through Learning Suite. Each project is identified under the Assignments Tab in the ACC 599R Learning Suite site. Project reports submitted using any other method will not be accepted. Each project should have a cover page which includes:

ACC 599R
Project and name
Date submitted
Name and E-mail address
Company Name

The file submitted to Learning Suite needs to use the following naming convention:

LastName_FirstName_Project_Semester

For example: Doe_John_Project 1_Winter 2017

If we do not receive an assignment on time we will notify you.

Project #1--Initial Report. The purpose of this report is to help the intern manage expectations for his/her internship. Begin by discussing the objectives and goals agreed upon by the intern and the intern’s supervisor including a specific description of work the intern is expected to do. In addition, include a short history of the firm/company including clients, products, strategy, etc. and a description of the intern’s subunit or division. Finally, discuss how you intend to create real learning value for yourself in your internship. This report is to be 4-5 pages (double spaced) in length and is **due within two weeks of beginning the internship work**. This report must be preceded by submission of all documents and tasks listed in the Enrollment Checklist.

Project #2--Analysis Project. The purpose of this project is to perform and report on a deep analysis of some critical aspect of the organization you work for or a client you’ve worked on while working on your internship. It is important to apply this analysis to your previous classroom learning. A pre-approved list of project topics is provided below. (It is best to focus on topics where you have some academic experience.) Other analytical topics may be pursued with

pre-approval by the instructor. If you want to pursue another topic, please email the instructor (cottrell@byu.edu).

- Prepare a flowchart and assess the organization's accounting and control systems.
- Diagram and analyze a critical operations or inventory process. Discuss improvement opportunities.
- Obtain the last several quarterly or monthly financial reports and prepare a careful financial analysis, including some forward projections.
- Identify the potential ethical issues faced by the organization (both externally with its customers and competitors, and internally with its employees and suppliers/partners). Analyze these issues in the context of a formal ethics model or professional code of conduct (e.g., AICPA Code of Conduct <http://www.aicpa.org/about/code/index.html>)
- Describe the organization's HR policies and OB strategy/practices. Compare and contrast these policies and practices with academic theory discussed in the classroom.

This report is to be 4-5 pages (double spaced) in length, not including any exhibits, and is ***due at the midpoint in the internship***.

Project #3--Reflection Report. The final report should include a discussion of the work accomplished during your internship, an analysis of what you learned during your internship (both personally and professionally), what impact the experience had on your career objectives, and how the experience might have been improved. You may want to attach copies of some of your work products (be aware of confidentiality) or a log of the assignments you completed. This report should be 4-5 pages (double spaced), not including any attachments of your work products. This report is ***due within two weeks after the end of your internship*** or by the ***last day of final exams*** in the semester registered for ACC 599R, ***whichever comes first***.

Student Evaluation Interview. When you complete the internship and are ready to return to campus, you should contact the TA by email (560ptsec@byu.edu) and schedule an appointment with the internship coordinator, Dr. Cottrell. He will briefly discuss your internship, your achievements, lessons learned, etc. You must ***complete the student evaluation during the first month you return to BYU***. You need to bring your completed Internship Evaluation Form with you to this meeting. Note: This form is in the Content section of the Learning Suite website and at the Marriott School Student Courses website—it is **not** the employer's evaluation of your work.

Employer's Evaluation. During the last week of your internship, you should give your employer the Employee Evaluation Form. This form is also available in the Content section of the Learning Suite. Do not confuse this with your evaluation of the internship. Your supervisor should complete the evaluation and return it directly to the teaching assistant. Be sure the employer signs and sends ***the original form directly to the teaching assistant*** and does not give it to you.

Professional presentation and writing is expected of all projects. Failure to complete one of the internship course requirements by the appropriate deadline will impact your grade.

PREVENTING SEXUAL HARASSMENT

By law, Brigham Young University is obligated to protect its students from gender discrimination, including unlawful sexual harassment, in all programs and activities sponsored by the university. As you embark on your internship, please be aware of what constitutes sexual harassment and what you should do if you encounter it during your internship opportunity.

Definition

Sexual harassment is defined as *unwelcome* sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made a term or condition of an individual's employment, or
- Submission to or rejection of the conduct by an individual is used as a basis for employment decisions affecting the individual; or
- The conduct interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

Examples

Behaviors that contribute to a hostile environment include, but are not limited to:

- Discussing sexual activities
- Telling off-color jokes
- Unnecessary touching
- Commenting on physical attributes
- Displaying sexually suggestive pictures
- Using crude language or demeaning or inappropriate terms
- Using indecent gestures
- Engaging in hostile physical conduct

Appropriate Response

Both employers and employees have a responsibility to prevent and stop workplace harassment. If you experience harassment while participating in a BYU-sponsored internship, report the behavior to your internship coordinator and your experience provider. They will take appropriate action to address and correct the behavior. You may also contact the university's Equal Opportunity Manager or 24-hour hotline at:

Equal Opportunity Manager
Brigham Young University
Telephone: (801) 422-5895
Email: sue_demartini@byu.edu

Enrollment Checklist

The requirements on this list must be completed in order to be officially enrolled in ACC 599R and before Project #1 (the Initial Report) can be submitted.

- Submit your internship offer letter or employment contract to the internship assistant, Julie Averett in 560 TNRB or email it to 560ptsec@byu.edu.

- Log in to Route Y.
- In the Quick URL text box enter “Intern01”.
- Provide all the information requested in the student internship application (you will be asked information about your employer as well as your contact information, including your address during your internship).
- Submit the application for processing.
- You will receive an email either approving or denying your internship application. Note that the Internship Assistant will not approve your application until you have provided all the information requested in the online internship application including your contact information for the duration of your internship. If the Internship Assistant approves your application, it will be forwarded to the University Internship office for approval.
- You will receive an email for the University Internship Office either approving or denying your internship application. If the University Internship Office approves your application the flag will be removed from ACC 599R and you may then add the internship course through AIM.

International Student Checklist

- Check with International Services (<http://international.byu.edu/> 422-2695 – 1351 WSC) to see if you qualify for CPT (Curricular Practical Training).
- Obtain a letter from your prospective employer.
- Obtain a letter from the internship assistant (Julie Averett, 560 TNRB).
- Follow the instructions above about completing and submitting the student internship application and registering for the course.

Course Completion Checklist

This list must be completed before your final grade will be submitted to the University. You can verify the record of completion in Learning Suite.

- Complete the Enrollment Checklist.
- Complete Projects #1, #2, and #3 by the deadlines specified (fewer projects are required if you are registered for fewer than three credit hours).
- Deliver the Employee Evaluation Form to your employer and confirm that it has been returned to 560ptsec@byu.edu.
- Set up an interview time with Dr. Cottrell by emailing 560ptsec@byu.edu.
- Take the Student Evaluation form with you to the interview with Dr. Cottrell.

American Studies Internship

American Studies 399R, Section 1

Brigham Young University

Dr. Kristin L. Matthews
Office: 4160 JFSB
Office Phone: 422-5295
Email: kristin_matthews@byu.edu
Office hours: TR 1-2 and by appointment

Required Texts:

Readings will be emailed.

Course and Program Learning Outcomes:

- *Work independently* to evaluate, select, and analyze a key element in the sweep of American experience that will align with your post-graduation plans. [American studies program outcome]
- *Analyze rigorously* and “critique the American experience from a variety of theoretical approaches and to contextualize the critiques” with the history of the discipline and of recent intellectual history. [American studies program outcome]
- *Reason intelligently* “through oral and written discourse . . . to formulate arguments coherently, support them clearly, and communicate them effectively using correct conventions and some stylistic flair.” [American studies program outcome]

Course Description:

This course, centered on American Studies students and real-world experience, will help you think about the ways in which you are bringing the ideas, theories, and methods central to our interdisciplinary field to your internship experience. Furthermore, it will ask you to think about how you will translate new skills gained back into your major experience. You are expected to engage in legitimate and significant work experiences in a professional working environment, participating in organizational culture and work such as meetings, professional development/training, and networking. You are expected to enhance those academic skills you already possess (research, critical thinking, rigorous analysis, oral and written communication, etc.) in this professional setting. The course will require you to reflect and assess your internship learning. This course is not meant to be busy work; rather, its various activities invite you to think about the story you will tell about this internship and the ways in which it prepared you for what comes after you receive your diploma.

Class Policies:

Participation: Full participation in an internship means full participation and attendance at all required work and course experiences. Your on-site supervisor will comment twice on your performance as an intern including attendance and participation—at midterm and the end of semester. In addition, I will evaluate your weekly and quarterly written

assessments for completeness and the degree to which you demonstrate a reflectiveness about the work you're doing and skills employing/gaining.

Deadlines: Electronic copies of the required reports are due as indicated (weekly, quarterly, midterm/final). Specific dates are not included, but rather weeks in the term as internships begin at different times and one's "midterm" may differ from another.

Plagiarism will not be tolerated. Plagiarism is the presentation of material from others as your own work. If you have questions about what constitutes plagiarism, please contact me, the Writing Center, or review the Chicago Manual of Style.

Preventing Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please contact me, the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>, or the Honor Code Office at 801-422-2847.

Students with Disabilities: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

Brief Descriptions of Class Assignments:

Most of my communication with interns will be through email. Please check that I have your correct address.

Reading log: Readings related to your internship as a professional learning opportunity will have been emailed to you along with this syllabus. You should write a short response to each reading including a brief summary of key ideas and a short description of your plans to incorporate and relate those ideas to your internship experience. Each log should be approximately 250-500 words (one to two double-spaced, typed pages). Your response will be evaluated on how well you demonstrate knowledge of the content and concepts in the reading and how well you apply the information to your internship context. **2 responses at 10 points each due after the second week of the internship.**

Weekly activities log: Tracking the use of time on the internship in a weekly schedule demonstrates your accomplishments and contributions during the experience. Yet, this is not to be merely a spreadsheet. In order to get the most out of your internship and to develop the language necessary to tell the story of your internship to future employers, post-graduate admissions committees, etc., you will be asked to write (in narrative form) how you have used your American Studies skills in your week's work and what skills you see yourself developing that you can bring back to your major upon the internship's completion. Finally, please note the number of hours you spent on the internship. Email the log to me at kristin_matthews@byu.edu. **2 points possible for every week of the internship.**

Introductory essay on your organization and your place in it: Early in your internship, you should submit an essay describing the organization that employs you and your role within the organization. Consider the following questions as you write: When was the organization founded and for what purpose? What is the purpose, or mission statement, of the organization? What is the organizational structure? How does your internship position fit into this larger organization? Who is your immediate supervisor? How are your responsibilities linked to your area and to the overall mission of the organization? How will you contribute, specifically, to this group? What particular aspects of your American Studies training will you employ as you work in this internship?

Then, list specific goals in the following four areas and how you can assess your accomplishment of those goals in your final report: 1) knowledge goals, what will you learn? 2) skill goals, what skills will you acquire or enhance? 3) personal goals, how will you achieve personal growth (including interpersonal skills)? 4) career development goals, how will your internship responsibilities relate to your career plans? This essay will help you to learn more about your internship provider and to start your internship experience thinking about both what you're bringing to the table and what you expect to gain from this internship experience. **Due by the end of the second week of the internship—25 points possible.**

Midterm and Final essays: You will submit two essays, one at midterm and one on the last day of class. The midterm essay should include a reflection on your experience so far in the internship, including your awareness of experiencing the "internship cycle" described in the readings. Given your experience thus far, you will probably want to reflect on and adjust your initial goals to include additional skills that may be necessary for completing the internship successfully and expanding its possibilities. You also should assess how well your expectations for the internship and your learning are meshing with the organization's mission and expectations.

The final essay asks you reflect on how your work related and contributed to the organization where you completed the internship. Looking back on your internship experience, what did you contribute to the organization (assess your

general contribution and note specific work projects and how they contributed to the organization)? How do you think your American Studies background prepared you for this work? If it did not, why? You also should reflect on how the organization and internship experience has contributed to your learning and your post-graduate aspirations, whether that be a profession or further education. Reflect on your expectations for the internship and the actual outcomes and think about how those things affect your learning, potential vocation, and other life goals. (Remember that critique is a form of learning, and even negative experiences and changing attitudes towards work and potential careers can be a very important result of doing an internship.) The final report should include a portfolio of full samples of any work you have completed and refer to in the report. The report can be submitted in essay or memo format.

Due at the midterm (week 7) and on the last day of class—20 points each.

Supervisor review: At the midterm and by the last day of class, you should be sure that I have received a written/electronic evaluation of your work from your internship supervisor (the evaluation forms have been sent to you with this syllabus). The form will request the supervisor to assess your career-related learning, work skills, human relations skills, and quality and quantity of work along with any other observations. **Due at the midterm (week 7) and on the last day of class—20 points each.**

There is no planned final exam for this course although an optional, informal oral report on the internship with the internship coordinator is suggested.

ANTHR 496R - Academic Internship

Fall 2016

Section 002: TBA TBA on T B A from 5:00 pm - 5:00 pm

Instructor/TA Info

Instructor Information

Name: Paul Stavast

Office Location: 128 B67

Office Phone: 801-422-0018

Email: paul_stavast@byu.edu

Course Information

Description

This course requires an internship equaling a minimum of 135 hours (45 hours per credit hour) in an anthropology related employment setting. The purpose of this course is for the student to complete supervised hands-on experience related to anthropology. The student must demonstrate through course assignments the ability to link the professional experience to their academic learning (please see the appropriate learning outcomes for your major at www.learningoutcomes.byu.edu). The assignments for the course are meant to aid the student in self-identifying concepts learned during the internship. The student must maintain a record of the internship as it progresses.

Learning Outcomes

Internship

- Students will complete a supervised internship in an employment setting or agency related to Anthropology.
- Students will link academic learning with these professional experiences.

-Students will complete a minimum of 45 hands-on hours per credit.

Grading Scale

Grades	Percent
A	95%
A-	90%
B+	85%
B	80%
B-	75%
C+	70%
C	65%
C-	60%
D+	55%
D	50%
D-	45%
E	0%
T	0%

Assignments

Assignment Descriptions

Record of Internship

Due: Friday, Nov 18 at 11:59 pm

As an internship is concerned with individualized learning, the student must make a concerted and frequent effort to self-identify concepts being learned. This record may be in the form of a daily or weekly log recording not only work activities but also concepts and ideas learned, difficulties, accomplishments, etc. The record will be graded on completeness in recording the internship experience and adequate recording of concepts learned/improved.

*Note that information from your log will make writing the final report easier, the details will also be valuable for resumes, cover letters, and other future job prospect items. You may also want to note key individuals you meet, their contact info, etc.

Intern Supervisor Evaluation

Due: Friday, Dec 16 at 11:59 pm

The supervisor of the intern will be contacted for input regarding the quality of work, dependability, and willingness of the intern to perform tasks. If the intern's supervisor is unable/unwilling to comment, the instructor will assign these points based on correspondence and other work products.

Final Report

Due: Friday, Dec 16 at 11:59 pm

The student will submit a minimum of 2 pages double-spaced report describing accomplishments and concepts learned/refined. The report will be graded on grammar, successful ability of the student to meet the objective of the internship, and ability to self-identify concepts learned or improved. The report may also include items/skills the students identifies that need further improvement.

Completion of Hours

Due: Friday, Dec 16 at 11:59 pm

It is expected that the student will complete all 135 hours. To reflect the importance of practical experience each 4 hours of work is worth 1 point. 135 hours=40 points, 123 hours = 37 points. Points will be rounded down 127 hours=37 points.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence

demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance

or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character.

"President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about

the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1	Column 2
M Aug 29		
Monday		
T Aug 30		
Tuesday		
W Aug 31		
Wednesday		
Th Sep 01		
Thursday		
F Sep 02		
Friday		
M Sep 05	Labor Day	
Monday		
T Sep 06	Add/Drop Deadline (Full	
Tuesday	Semester & 1st Term)	
W Sep 07		
Wednesday		
Th Sep 08		

Thursday

F Sep 09

Friday

M Sep 12

Monday

T Sep 13

Tuesday

W Sep 14

Wednesday

Th Sep 15

Thursday

F Sep 16

Friday

M Sep 19

Monday

T Sep 20

Tuesday

W Sep 21

Wednesday

Th Sep 22

Thursday

F Sep 23

Friday

M Sep 26

Monday

T Sep 27

Tuesday

W Sep 28

Wednesday

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T Nov 15

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W Nov 16

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Th Nov 17

Thursday

F Nov 18 **Record of Internship**

Friday

M Nov 21

Monday

T Nov 22 **Friday Instruction**

Tuesday

W Nov 23 **No Classes**

Wednesday

Th Nov 24 **Thanksgiving Holiday**

Thursday

F Nov 25 **Thanksgiving Holiday**

Friday

M Nov 28

Monday

T Nov 29

Tuesday

W Nov 30

Wednesday

Th Dec 01

Thursday

F Dec 02

Friday

M Dec 05

Monday

T Dec 06

Tuesday

W Dec 07

Wednesday

Th Dec 08

Thursday

F Dec 09

Fall Exam Preparation

Friday

(12/09/2016 - 12/09/2016)

M Dec 12

Monday

T Dec 13

Tuesday

W Dec 14

Wednesday

Th Dec 15

Thursday

F Dec 16 **Completion of Hours**

Friday **Final Report**

Intern Supervisor Evaluation

ANTHR 599R - Academic Internship

Summer 2016

Section 001: TBA TBA from 5:00 pm - 5:00 pm

Instructor/TA Info

Instructor Information

Name: Paul Stavast

Office Location: 128 B67

Office Phone: 801-422-0018

Email: paul_stavast@byu.edu

Course Information

Description

This course requires an internship equaling 320 hours in a collections-holding institution (sixteen weeks half-time or eight weeks full-time).

The student must maintain a record of the internship as it progresses. This may be done through a daily or weekly log recording work activities performed, difficulties, accomplishments etc

Learning Outcomes

Professional Development via Mentored Experience

Through course assignments, students will gain familiarity with job opportunities and responsibilities in the federal government or museums/collections-holding institutions. These assignments will include significant work experiences to enhance students' resumes and job-obtaining potential.

Museum Networking

Through course assignments, students will establish a foundational professional network for students outside of academia in the world of museums and collections.

Documentation Systems

Through course assignments, students will gain real-world experiences working with archaeological and other cultural resources documentation systems, their use and interpretation.

Museum Planning

Through course assignments, students will gain experience in participating in planned real-world work projects related to anthropology and learn the professional standards and ethics required by such projects both nationally and internationally.

Grading Scale

Grades	Points
A	95 points
A-	90 points
B+	85 points
B	80 points
B-	75 points
C+	70 points
C	65 points
C-	60 points
D+	55 points
D	50 points
D-	45 points
E	0 points

Assignments

Assignment Descriptions

Hours Completion

Due: Monday, Aug 01 at 11:59 pm

It is expected that the student will complete all 320 hours required for 6 credits. To reflect the importance of practical experience each 8 hours of work is worth 1 point. 320 hours=40 points, 300 hours = 37 points.

Intern Supervisor evaluation

Due: Monday, Aug 01 at 11:59 pm

The supervisor of the intern will be contacted for input regarding the quality of work, dependability, and willingness of the intern to perform tasks. If the intern's supervisor is unable/unwilling to comment, the instructor will assign these points based on correspondence and other work products.

Record of Internship

Due: Monday, Aug 01 at 11:59 pm

As an internship is concerned with individualized learning, the student must make a concerted and frequent effort to self-identify concepts being learned. This record may be in the form of a daily or weekly log recording not only work activities but also concepts and ideas learned. The record will be graded on completeness in recording the internship experience and adequate recording of concepts learned/improved.

*Note that information from your log will make writing the final report easier, the details will also be valuable for resumes, cover letters, and other job prospect items. You may also want to note key individuals you meet, their contact info, etc.

Final Report

Due: Monday, Aug 01 at 11:59 pm

The student will submit a minimum of 2 pages single space report describing accomplishments and concepts learned/refined. The report will be graded on grammar, successful ability of the student to meet the objective of the internship, and ability to self-identify concepts learned or improved. The report may also include items/skills the student identifies and needing further improvement.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If

you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

Date	Column 1	Column 2
M Jun 20 Monday	First Day of Summer Term (06/20/2016 - 08/08/2016)	
T Jun 21 Tuesday		
W Jun 22 Wednesday		
Th Jun 23 Thursday		
F Jun 24 Friday		
M Jun 27 Monday	Add/Drop Deadline (Full Semester & 1st Term)	
T Jun 28 Tuesday		
W Jun 29 Wednesday		
Th Jun 30		

Thursday

F Jul 01

Friday

M Jul 04 **Independence Day Holiday**

Monday

T Jul 05

Tuesday

W Jul 06

Wednesday

Th Jul 07

Thursday

F Jul 08

Friday

M Jul 11

Monday

T Jul 12

Tuesday

W Jul 13

Wednesday

Th Jul 14

Thursday

F Jul 15

Friday

M Jul 18

Monday

T Jul 19

Tuesday

W Jul 20

Wednesday

Th Jul 21

Thursday

F Jul 22

Friday

M Jul 25 **Pioneer Day Holiday**

Monday

T Jul 26

Tuesday

W Jul 27

Wednesday

Th Jul 28

Thursday

F Jul 29

Friday

M Aug 01

Monday

T Aug 02

Tuesday

W Aug 03

Wednesday

Th Aug 04

Thursday

F Aug 05

Friday

M Aug 08 **Last Day of Summer Term**

Monday (06/20/2016 - 08/08/2016)

T Aug 09 **Summer Exam Preparation**

Tuesday (08/09/2016 - 08/09/2016)

W Aug 10 **First Day of Summer Final**

Wednesday **Exams (08/10/2016 -
08/11/2016)**

Th Aug 11

Thursday

ARTED 496R Internship

Dr. Mark A. Graham Office: 3122 JKB phone: 422.6603, 422.5866

e-mail: mark_graham@byu.edu

Course Description

This twelve credit hour course is designed to provide teaching interns with preparatory and on-going instruction, guidance, assignments, feed back and support as they perform the internship practicum experience in schools. During the seminar and individual meetings, methods, curricula, legal issues, classroom management, and all facets of preparation of professional documents for the McKay School of Education will be reviewed and completed.

Essential Questions of the Course

1. What are characteristics of effective pedagogy?
2. What does the art teacher need to know and be able to do?
3. How can artistic practice inform teaching practice and teaching inform artistry?
5. What is the potential role of art education in schools?
6. What is the role of the classical repertoire of art education within the emerging worlds of visual culture and digital media?
7. What is the role of art, artistry and teaching in personal spiritual development?
8. What kinds of learning environments foster creativity, innovation and art-making?
9. How is art education informed or hindered by standards and foundations?
10. How might the visual arts intersect with the education of exceptional students, special education students, or students who learn differently?

Learning Outcomes

- a) Complete the licensure requirements established by BYU's Department of Visual Arts, the Department of Teacher Education and the Utah State Office of Education including the PRAXIS Test for Art.
- b) Meet the expectations of the co-operating teacher and administration of the sponsoring school.
- c) Become familiar with and apply National Core Standards for Visual Arts Education and the Utah Effective Teaching standards to planning and teaching.

- d) Exhibit professionalism in each school setting and the seminar by being consistently punctual and prepared for each assigned day of commitment.
- e) Complete the Teacher Work Sample in (TWS). Submit TWS on My Link.
- f) Continue to be engaged with professional literature and participate in professional organizations.
- g) Provide thoughtful peer review to classmates on teaching practice during discussions and review of on-site video taped art lessons.
- h) Invite and accept commendations and recommendations made by the university supervisor, co-operating teacher, school administrator and peers. Also engage in regular reflection and self-assessment.
- i) Create a Professional Portfolio for Job Interviews. Receive timely guidance on job interviewing and placement procedures
- k) Plan and execute an exhibition of student work.

ASSIGNMENTS

I. Teacher Work Sample (TWS)

Complete the following sections of the TWS:

1. Contextual Factors
2. Learning Goals
3. Assessment Plan
4. Design for Instruction
5. Instructional Decision Making
6. Report of Student Learning
7. Reflection and Self-Evaluation

These should be submitted weekly on digital dialog, and cumulatively on MyLink.

II. Video and Lesson Plans

At least one taped lesson is required for the semester--either during your elementary or during your secondary assignment (edited to 5 minutes). You will bring your video, accompanied by a **lesson plan** to the seminar for a peer review. You must also include an **assessment tool** for the lesson you teach.

III. Weekly Lesson Plan

Each week, turn in a lesson plan you taught, signed by your cooperating teacher, to the seminar.

V. Professional Portfolio (Refer to Professional Portfolio guidelines)

Your completed professional portfolio will be turned in at your exit interview.

Plan ahead by having photographs taken of yourself in your teaching settings, including documentation of student work.

VI. Exhibition-Student Show

Exhibit will need to be in the school or the university. Begin thinking now of what you would like to have exhibited and the process you will use for selection. This exhibit should also document in written form the nature of the project and what students learned in the process. Are you going to exhibit only the very best work or the work of all students? How will you design and promote the exhibit?

VII. Weekly Schedule –Bring next week’s schedule to each seminar.

On the **form provided**, itemize times, classes and content for the upcoming week. Clearly indicate **which times you will actually be teaching**--especially **introducing or reviewing** information/lesson and **highlight** and **prioritize** those times for potential visits by your supervisor. **Visits could be on any school day.**

VIII. Supervisor Visits

These visits are a very important part of the student teaching experience. They will form the basis for your final evaluations and future recommendations. They are also a key part of the reflective part of teaching.

Visits could be on any school day and may be not be announced/scheduled prior so be prepared.

Simple introduction, please—“This is my university supervisor, Dr. Graham, world famous artist from BYU”.

Be prepared to give to university supervisor upon entering room:

1. “Student Teaching Observation Form” completed down to solid black line with “Today’s Improvement Focus” area filled out.
2. Any other hand-outs/support materials students have (worksheet, quiz...)

Following your lesson plan to spend a few minutes in a de-briefing session with your supervisor (usually out in the hall). Arrange in advance for your co-operating teacher to cover for you. If possible, a brief conference will also be held with your co-operating teacher.

After the visit thoughtfully consider and then complete the “New Improvement Focus Area” before making a copy of the completed evaluation for your supervisor.

Note: Other Evaluation Form

- 1. The UPTOP (Clinical Practice Assessment Form)**
- 2. FED (Field Experience Demographic Form Worksheet)**

You will fill out the FED form at the end of the semester, the CPAS and PDI evaluations will be done by your cooperating teacher and university supervisor.

Art History Academic Internship – ARTHC 496R

Instructor/Internship Coordinator: Dr. James Swensen
Email: james_swensen@byu.edu / Phone: 801.422.2206
Office Location and Hours: 3054 JFSB, TBD

Course Objectives:

- The purpose of your internship will be to give you experience and training in the art world (museum, gallery, art organization, auction house, library/archive, etc.).
- To help provide professional development and contacts for the field beyond the walls of Brigham Young University.
- To fulfill the Art History “Off-Campus Requirement” (ARTHC 496R)

Primary Objectives:

- To help answer the nagging question: “What are you going to do with an *ART HISTORY* degree, anyway???” and
- To help you do something with your degree, and to prepare you for a life of rewarding service and success.

Expected Learning Outcomes:

- *Experience:* Students will fulfill contact of internship with the sponsoring museum, gallery, archive, or auction houses.
- *Reporting:* Student will deliver a written report on their experiences.

Requirements:

Successful Completion of Internship	=	200 Points
Bi-Weekly reports to Internship Advisor	=	50 Points
Final Report & Evaluation	=	150 Points
<hr/>		
Total	=	300 Points

Requirements:

Successful Completion of Internship (200 Points): It is required of you that you that work hard and to be diligent in your responsibilities. Be mindful that as you carry out your work you will not only be an ambassador of the university but also the area of Art History. Good relations will not only help you in your future endeavors but will also help us in placing qualified applicants in the years to come. In our experience one of the best way of strengthening our program is through quality internships. Please dress appropriately.

- For 3 hours of credit (Fall and Winter) you are required to work a minimum of 12 hours a week for 13 weeks (or roughly 140 hours in total). Spring and Summer require 24 hours a week for a single semester or 12 hours a week for both.

Bi-Weekly Reports: On a biweekly (every other week) basis you are to email the Internship Coordinator (Prof. Swensen) updates and the total number of hours worked and a brief summary of what you are doing in those hours. If, at any time during your internship, you run into difficulties or need further assistance contact the Internship Coordinator immediately.

Final Report: Upon the completion of your internship you will be required to submit a five-page summation of your experience. Please provide an account of what your internship was like. Expound on your responsibilities, what worked, what didn't, what suggestions you would have for future interns. . . This document will not only be a good opportunity for you to encapsulate your experiences, but will help us in managing our internship program in the future. Your report is to be submitted to the Internship Coordinator on or prior to the **final day** of classes.

We also require a written evaluation from your advisor (Learning Suite/Content), which should be sent directly to the Internship Coordinator upon the completion of your internship. In addition to an assessment of your service, this report should also specify the number of hours worked and an account of your duties. A grade will only be issued after all three steps are completed and all documents are submitted to the Internship Coordinator in a timely manner.

Grading:

At the conclusion of your experience/class I will divide your point totals by the total number of points to produce your grade. There will be no curve.

Grading System

A = Excellent. One who answers all of the course requirements and performs at a level which is clearly outstanding.

B = Good. One who answers all of the course requirements and performs at a level measurably above average.

C = Fair. One who answers all of the course requirements and performs adequately in so doing.

D = Poor. One who answers all of the course requirements but performs on a level measurably below the average.

E = Failure. One who either does not complete all of the course requirements or does so inadequately or both. E is a failing grade.

Preventing Sexual Discrimination or Harassment

Sexual discrimination or harassment (including student-to-student harassment) is prohibited by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (2-4440).

Students with Disabilities

If students have a disability that may affect their performance in the course, they should get in touch with the Office of Services for Students with Disabilities (1520 WSC). This office can evaluate the student's disability and assist you in arranging for reasonable accommodations.

Honor Code Standards

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work students present as their own must in fact **be** their own work and not of that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for themselves and others and ensures an effective learning and working environment. It is the university's expectation, and the Department's expectation in class, that each student will abide by all Honor Code standards. If you have any questions about the University Honor Code Standards, please contact the Honor Code Office at 422-2847.

Final Point – If for any reason you need assistance in this class do not hesitate to come to talk to me. I will gladly do what ever I can to help you with your internship.

Work Hard!

Art History Academic Internship – ARTHC 599R

Instructor/Internship Coordinator: Dr. James Swensen
Email: james_swensen@byu.edu / Phone: 801.422.2206
Office Location and Hours: 3054 JFSB, TBD

Course Objectives:

- The purpose of your internship will be to give you experience and training in the art world (museum, gallery, art organization, auction house, library/archive, etc.).
- To help provide professional development and contacts for the field beyond the walls of Brigham Young University.

Primary Objectives:

- To help answer the nagging question: “What are you going to do with an *ART HISTORY* degree, anyway???” and
- To help you do something with your degree, and to prepare you for a life of rewarding service and success.

Expected Learning Outcomes:

- *Experience:* Students will fulfill contact of internship with the sponsoring museum, gallery, archive, or auction houses.
- *Reporting:* Student will deliver a written report on their experiences.

Requirements:

Successful Completion of Internship	=	200 Points
Bi-Weekly reports to Internship Advisor	=	50 Points
Final Report & Evaluation	=	150 Points
Total	=	300 Points

Requirements:

Successful Completion of Internship (200 Points): It is required of you that you that work hard and to be diligent in your responsibilities. Be mindful that as you carry out your work you will not only be an ambassador of the university but also the area of Art History. Good relations will not only help you in your future endeavors but will also help us in placing qualified applicants in the years to come. In our experience one of the best way of strengthening our program is through quality internships. Please dress appropriately.

- For 3 hours of credit (Fall and Winter) you are required to work a minimum of 12 hours a week for 13 weeks (or roughly 140 hours in total). Spring and Summer require 24 hours a week for a single semester or 12 hours a week for both.

Bi-Weekly Reports: On a biweekly (every other week) basis you are to email the Internship Coordinator (Prof. Swensen) updates and the total number of hours worked and a brief summary of what you are doing in those hours. If, at any time during your internship, you run into difficulties or need further assistance contact the Internship Coordinator immediately.

Final Report: Upon the completion of your internship you will be required to submit a five-page summation of your experience. Please provide an account of what your internship was like. Expound on your responsibilities, what worked, what didn't, what suggestions you would have for future interns. . . This document will not only be a good opportunity for you to encapsulate your experiences, but will help us in managing our internship program in the future. Your report is to be submitted to the Internship Coordinator on or prior to the **final day** of classes.

We also require a written evaluation from your advisor (attached to your initial email), which should be sent directly to the Internship Coordinator upon the completion of your internship. In addition to an assessment of your service, this report should also specify the number of hours worked and an account of your duties. A grade will only be issued after all three steps are completed and all documents are submitted to the Internship Coordinator in a timely manner.

Grading:

At the conclusion of your experience/class I will divide your point totals by the total number of points to produce your grade. There will be no curve.

Grading System

A = Excellent. One who answers all of the course requirements and performs at a level which is clearly outstanding.

B = Good. One who answers all of the course requirements and performs at a level measurably above average.

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D = Poor. One who answers all of the course requirements but performs on a level measurably below the average.

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Students with Disabilities

If students have a disability that may affect their performance in the course, they should get in touch with the Office of Services for Students with Disabilities (1520 WSC). This office can evaluate the student's disability and assist you in arranging for reasonable accommodations.

Honor Code Standards

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work students present as their own must in fact **be** their own work and not of that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for themselves and others and ensures an effective learning and working environment. It is the university's expectation, and the Department's expectation in class, that each student will abide by all Honor Code standards. If you have any questions about the University Honor Code Standards, please contact the Honor Code Office at 422-2847.

Final Point – If for any reason you need assistance in this class do not hesitate to come to talk to me. I will gladly do what ever I can to help you with your internship.

Work Hard!

Syllabus BUS M 199R & 496R

Academic Internship Course

Congratulations on registering for a credit-bearing internship. Please read the following instructions carefully so you can receive the academic credit you have registered for.

Course Requirements:

For one credit hour requirements:

- Complete at least **50 hours** of work during the semester you are registered for the course
- Complete Syllabus Quiz on Learning Suite
- Submit quiz question responses on Learning Suite **each week** during the internship
- Submit *Intern Evaluation* by the last day of your internship

For two credit hour requirements:

- Complete at least **100 hours** of work during the semester you are registered for the course
- Complete Syllabus Quiz on Learning Suite
- Submit quiz question responses on Learning Suite **each week** during the internship
- Schedule and complete your final presentation and mock interview
- Submit *Intern Evaluation* by the last day of your internship

For three credit hour requirements:

- Complete at least **150 hours** of work during the semester you are registered for the course
- Complete Syllabus Quiz on Learning Suite
- Submit quiz question responses on Learning Suite **each week** during the internship
- Submit either *Company Report (option 1)* or *Executive Interview Report (option 2)*
- Schedule and complete your final presentation and mock interview
- Submit *Intern Evaluation* by the last day of your internship

All work must be submitted on time. We will not accept any late work. However, your two lowest quiz scores will be dropped at the end of the semester. This DOES NOT include the syllabus quiz. That quiz cannot be dropped.

If an employer gives an unsatisfactory evaluation at the conclusion of the internship, the student's grade will be evaluated and the student will be required to meet with the head of the internship department.

Please note: All grades are based on class work, not work done in the internship. Please do not put off assignments because it will negatively impact your grade.

Syllabus Quiz

This quiz is meant to make sure students understand the requirements of this course. This quiz is worth 70 points. You may refer to the syllabus during the quiz.

Weekly Quizzes

All students must complete quizzes each week, regardless of how many credits you are registered for. Weekly quizzes are due Monday at 11:59 P.M. (MST) on Learning Suite. Quizzes turned in on Monday should cover work activity for the previous week. *Reminder: We will drop your two lowest quiz scores. No late work will be accepted.

2 and 3 Credit Students: Final Presentation and Interview

This presentation and interview are the equivalent of your final exam for this class. A google doc will be sent out a few weeks before the last week of class. Students will sign up for a time slot that fits their schedule. If you are working out of state for your internship, you will be able to schedule a time to do a phone interview. If students choose to do a phone interview, they must email in their PowerPoint ahead of time. You should wear **professional business attire** on the day of your presentation/interview.

This PowerPoint presentation should focus on one of your projects, or a compilation of projects you were assigned to during your internship. Include comments about knowledge and skills you gained from the internship, and your application of on-the-job and classroom learning. Whether your interview is over the phone or in person, you should maintain a professional voice and your answers must apply directly to your internship.

Your presentation should be **7-10 minutes** in length, leaving a few minutes at the end of a brief interview. Practice your presentation in advance to make sure that you can cover all the required material in a timely manner. After the presentation, an internship coordinator will ask you a few questions covering typical on-the-job situations and scenarios. This is a chance to practice applying your recent experiences in an interview setting.

3 Credit Students (Complete Option 1 OR Option 2)

Option 1: Company Report

The purpose of this paper is to help you gain a greater knowledge of your internship provider and to better prepare you for a more meaningful internship experience. It should also help solidify whether or not you would want to work for your internship provider after graduation.

Although, you will be doing research on your company, this report must be your own work. Reports should be 4-5 pages double-spaced; graphs and photos may be included, but they will be deducted from the total page count. Please submit your paper to Learning Suite two weeks before the last day of class.

Option 2: Executive Interview Report

This assignment should be a detailed review of one or more visits with a company executive. Students should prepare an outline of questions to discuss in the interview. Questions asked should pertain to the executive's career path, business philosophy, advice for achieving success, critical decisions or actions that made a difference in the company, advice in balancing family life and business, leadership styles, and future plans for the company.

This paper is to be written in your own words, not a list of questions and answers. At least half of the report should be your own reflections and thoughts about what you learned from the executive interview, and how it may be helpful in your professional career. Reports should be 4-5 pages double-spaced. Please submit your paper to Learning Suite two weeks before the last day of class.

Intern Evaluation

At the end of your internship, have your supervisor complete the Intern Evaluation Form, which can be found on the Marriott School Internship home page.

<http://marriottschool.byu.edu/internships/employers/evaluation.cfm>

Plagiarism

For this course any form of plagiarism is unacceptable. Any papers found to be plagiarized, in any form, will result in a failing grade for the course. *Intentional Plagiarism*: Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. *Inadvertent Plagiarism*: Inadvertent plagiarism involves the inappropriate, but not deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

TA

Email: msm_internship@byu.edu

Office: 460 TNRB

Phone: (801) 422-4573

Fax: (801)-422-0492

Grading

Grades will be determined by total percentage of points earned, according to the grading scale listed below:

BUS M 496R <u>Grading Scale</u>	BUS M 199R <u>Grading Scale</u>	
93 – 100 A	93 – 100	Pass (P)
90 – 93.9 A-	90 – 93.9	
85 – 89.9 B+	85 – 89.9	
80 – 84.9 B	80 – 84.9	
75 – 79.9 B-	75 – 79.9	
70 – 74.9 C+	70 – 74.9	
65 – 69.9 C	65 – 69.9	
60 – 64.9 C-	60 – 64.9	Fail (E)
55 – 59.9 D+	55 – 59.9	
50 – 54.9 D	50 – 54.9	
45 – 49.9 D-	45 – 49.9	
0 – 44.9 E	0 – 44.9	

INTERNSHIP REQUIREMENTS

CFM 399R

This capstone should be a major integrative, problem-solving exercise that demonstrates 8 of the 15 competencies below. A report about this experience will be required at the end of the experience. The report should include information about how you incorporated planning and managing the facility. Real information and measurements should be included in the report.

1. Be able to explain the history, international practices, corporate organization and roles of the Facility Management profession.
2. Manage project initiation, planning, execution, control and closeout, using scope, quality, schedule, budget, resources and risk.
3. Using principles of acquisition, installation, operations, maintenance, outsourcing, renovation and disposition of building systems, structure, interiors, exterior and grounds, demonstrate the phases of facility management from design/acquisition to final disposition.
4. As a foundation for operations, maintenance and energy management, recognize the systems, services and functions thereof, and the software applications that support them.
5. Assess the condition of the facility including its systems, structure, interiors, exteriors and grounds to establish a long term facility plan for the organization.
6. Demonstrate a method to plan, measure and evaluate the facility's operational performance.
7. Interpret, apply, and recommend quality improvement programs.
8. Align facility management technology with organizational information technology.
9. Comprehend and prepare emergency preparedness and business continuity strategies.
10. Demonstrate awareness of sustainable stewardship principles applied to the built environment.
11. Identify the skills needed to strategically lead process, the organization, stakeholders and technologies in an ethically responsible way.
12. Uses analysis, budgeting, accounting, risk management, and reporting to demonstrate applications of facility financial management.
13. Demonstrate applications of corporate real estate finance, management and transactional execution.
14. Using factors around health, safety, welfare, comfort, safety and security within the organization, practice applications of human resource management.
15. Demonstrates written, oral, aural, and graphic communication skills through repetitive assessment and evaluation of industry appropriate genre.

❖ **During Your Internship:**

- Once you have registered for the class, it should show as one of your courses on **Learning Suite**. You may receive a letter grade or a pass/fail for this class. Completion of the weekly reports, evaluations and grading of the final paper will all be considered in determining your grade.
- Read the **Internship and New Hire Guidelines** and take the **Internship Quiz**. (Document and quiz available on Learning Suite under Content and Exams, respectively.)
- Complete **5 Weekly Reports** through Learning Suite under Exams. You will be responding to six questions in paragraph form about your experience throughout the semester. These should be written regarding five different weeks during your internship.

Contact Info: sot_advisement@byu.edu Phone: (801) 422-1818 FAX: (801) 422-0653

- Reply to **two emails** from sot_advisement@byu.edu.
 - These emails will ask you questions and remind you of important information. Read through them carefully and reply promptly, no later than the due date indicated in the email. The first will be sent near the beginning of the semester/term, and the second will be sent a couple of weeks before the last day of classes.
 - Check your junk/spam folder frequently to ensure that emails from our office aren't being sent there rather than your inbox. Responding to these emails is a required assignment, so make sure you receive them.
- Work at least **60 hours at your internship per credit hour** you are registered for in the internship class (feel free to work more than that).

❖ **Due by 4pm on the last day of BYU classes(check Learning Suite)in 250 SNLB:**

- Complete the **Student Evaluation of Practicum Employer**. (Available as a PDF on Learning Suite. Type it, print it out and turn in a hard copy to our office.)
 - Fill in your information on the **Finalization Form**. (Available as a PDF on Learning Suite. Type it, print it out, and turn in a hard copy to our office.)
 - Your supervisor should complete the **Employer Evaluation of Practicum Student**. Our office will email this *directly to your supervisor* near the end of the semester. This is an online link, so you will not need to turn in a hard copy.
 - Complete the **Final Paper** as described above. Please deliver a hard copy to 250 SNLB.
 - Your final paper must meet the following expectations:
 - Length should be approx. 10 pages including pictures, graphics and diagrams.
 - Use APA 5th edition style
 - The paper should be organized and presented as if it were to be published.
 - Include a bibliography at the end of works or interviews cited in your paper.
 - This paper is expected to be the best paper you will write as part of your undergraduate experience. Hopefully it is something you can enter into a competition.
 - Do a presentation about your internship.
 - International Internships only: Create a **digital poster** about your internship experience. (Detailed instructions on Learning Suite. Email a copy to our office and the Weidman Center.)
- ❖ I understand the assignments and acknowledge that failure to complete these assignments by the due date will result in an E grade for the internship.

Signature: _____ Date: _____

Printed Name: _____

INTERNSHIP REQUIREMENTS:
CFM 199R, CE EN 199R, EC EN 199R,
ME EN 199R, ENG T 199R, TEE 399R

❖ **During Your Internship:**

- Once you have registered for the class, it should show as one of your courses on **Learning Suite**.
- Read the **Internship and New Hire Guidelines** and take the **Internship Quiz**. (Document and quiz available on Learning Suite under Content and Exams, respectively.)
- Reply to **two emails** from sot_advisement@byu.edu.
 - These emails will ask you questions and remind you of important information. Read through them carefully and reply promptly, no later than the due date indicated in the email. The first will be sent near the beginning of the semester/term, and the second will be sent a couple of weeks before the last day of classes.
 - Check your junk/spam folder frequently to ensure that emails from our office aren't being sent there rather than your inbox. Responding to these emails is a required assignment, so make sure you receive them.
- Work at least **60 hours at your internship per credit hour** you are registered for in the internship class (feel free to work more than that).

❖ **Due by 4 p.m. on the last day of BYU classes (check Learning Suite) to 250 SNLB:**

- Complete the **Student Evaluation of Practicum Employer**. (Available as a PDF on Learning Suite. Type it, print it out, and turn in a hard copy to our office.)
- Fill in your information on the **Finalization Form**. (Available as a PDF on Learning Suite. Type it, print it out, and turn in a hard copy to our office.)
- Write a **Final Report**, at least 2 full pages in length, on your internship experience. (Detailed instructions on Learning Suite. Turn in a hard copy to our office.)
- International Internships only: Create a **digital poster** about your internship experience. (Detailed instructions on Learning Suite. Email a copy to our office and the Weidman Center.)
- Your supervisor should complete the **Employer Evaluation of Practicum Student**. Our office will email this *directly to your supervisor* near the end of the semester. This is an online link, so you will not need to turn in a hard copy.

- ❖ I understand the assignments and acknowledge that failure to complete these assignments by the due date will result in an E grade for the internship.

Signature: _____ Date: _____

Printed Name: _____

INTERNSHIP REQUIREMENTS

CH EN 199R

❖ During Your Internship:

- Once you have registered for the class, it should show as one of your courses on **Learning Suite**.
- Read the **Internship and New Hire Guidelines** and take the **Internship Quiz**. (Document and quiz available on Learning Suite under Content and Exams, respectively.)
- Reply to **two emails** from sot_advisement@byu.edu.
 - These emails will ask you questions and remind you of important information. Read through them carefully and reply promptly, no later than the due date indicated in the email. The first will be sent near the beginning of the semester/term, and the second will be sent a couple of weeks before the last day of classes.
 - Check your junk/spam folder frequently to ensure that emails from our office aren't being sent there rather than your inbox. Responding to these emails is a required assignment, so make sure you receive them.
- Work at least **400 hours at your internship per credit hour** you are registered for in CH EN 199R (feel free to work more than that).

❖ Due by 4 p.m. on the last day of BYU classes (check Learning Suite) to 250 SNLB:

- Complete the **Student Evaluation of Practicum Employer**. (Available as a PDF on Learning Suite. Type it, print it out, and turn in a hard copy to our office.)
- Fill in your information on the **Finalization Form**. (Available as a PDF on Learning Suite. Type it, print it out, and turn in a hard copy to our office.)
- Write a **Final Report**, at least 2 full pages in length, on your internship experience. (Detailed instructions on Learning Suite. Turn in a hard copy to our office.)
- International Internships only: Create a **digital poster** about your internship experience. (Detailed instructions on Learning Suite. Email a copy to our office and the Weidman Center.)
- Your supervisor should complete the **Employer Evaluation of Practicum Student**. Our office will email this *directly to your supervisor* near the end of the semester. This is an online link, so you will not need to turn in a hard copy.

- ❖ I understand the assignments and acknowledge that failure to complete these assignments by the due date will result in an E grade for the internship.

Signature: _____ Date: _____

Printed Name: _____

Learning Objectives for ChEn 199R

1. A student will become familiar with chemical processes, units, and corresponding equipment outside of the classroom.
2. A student will become familiar with the chemical engineering field, career options, and potential job functions, and become aware of contemporary issues that may have an impact on professional activities.
3. A student will gain an understanding of how to obtain professional employment.
4. A student will understand teamwork principles including: recognize team members' strengths and weaknesses; use effective communication skills as evidenced by mutual respect and brainstorming skills; share responsibility; demonstrate reliability in individual responsibilities; support/facilitate other team members' development; understand the importance of being a team player.
5. A student will understand the impact of engineering solutions, including environmental and economic impacts, in a global context (across cultures and societies) AND in a societal context (within a society).
6. A student will understand and commit to practice the AIChE code and other professional codes of ethics.
7. A student will develop a sense of professional community with others.

CHEM 496R - Academic Internship

Summer 2016

Section 001: TBA TBA from 5:00 pm - 5:00 pm

Section 002: TBA TBA on T B A from 5:00 pm - 5:00 pm

Instructor/TA Info

Instructor Information

Name: Matthew Asplund

Office Location: C-309 BNSN

Office Phone: 801-422-5275

Email: asplund@chem.byu.edu

Course Information

Description

Chem 496R is a course for interns in the Chemistry and Biochemistry department. The purpose of this course is to

1. Help students apply their learning in the classroom to workplace chemistry
2. Help students learn to communicate the work that they do to colleagues, through written and oral presentation.

Students will work with the instructor to identify potential workplaces, to make certain that a master agreement is signed by the outside organization and the university, and to agree on the specifics of the internship agreement.

Students that want to participate in an international internship need to coordinate with the Kennedy center as they plan their internship.

Learning Outcomes

Internship

The student will carry out a successful internship connecting classroom principles to real-world applications.

Internship report

The students will provide a written report or oral presentation explaining the technical work performed in the internship and its connection to the chemistry curriculum.

Grading Policy

Students are graded on a combination of

1. An evaluation of their workplace performance, communicated by the work supervisor to the internship coordinator.
2. A written technical report or oral presentation, describing the foundation ideas of their work, presenting their data, and providing a description of its importance. The scope and length of this report will depend on the number of credits that the students are registered for. The oral presentation can be given as a poster at the fall ACS poster session, the spring college research conference, or in a research group meeting.

In certain specific instances, employers may not be willing to share internal technical details. The report does not need to contain any specific identifier of the data, so in most cases, that should take care of any privacy/confidentiality issues. If necessary, the instructor will sign an NDA before reading the report to further help with privacy/confidentiality issues. In rare cases, where employers feel that an NDA is not sufficient, the supervisor will read the report, and communicate to the instructor the quality of report.

The default will be for the instructor to grade the report, and the student will be responsible to justify any exceptions.

The student will be responsible to submit a written report to the instructor in a timely manner. If it is not submitted by the grade deadline, the student will assign a 'T' grade, which will be changed when the report is accepted.

Participation Policy

Students are expected to work with their supervisor to establish their work hours, and project expectations. In order to receive full credit for the course, the student will need to meet the requirements from their supervisor.

Assignments

Point Breakdown

Categories	Percent of Grade
testing	0%

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at

t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

Date	Column 1	Column 2
M Jun 20 Monday	First Day of Summer Term (06/20/2016 - 08/08/2016)	
T Jun 21 Tuesday		
W Jun 22 Wednesday		
Th Jun 23 Thursday		
F Jun 24 Friday		

M Jun 27 **Add/Drop Deadline (Full
Monday Semester & 1st Term)**

T Jun 28
Tuesday

W Jun 29
Wednesday

Th Jun 30
Thursday

F Jul 01
Friday

M Jul 04 **Independence Day Holiday**
Monday

T Jul 05
Tuesday

W Jul 06
Wednesday

Th Jul 07
Thursday

F Jul 08
Friday

M Jul 11
Monday

T Jul 12
Tuesday

W Jul 13
Wednesday

Th Jul 14
Thursday

F Jul 15

Friday

M Jul 18

Monday

T Jul 19

Tuesday

W Jul 20

Wednesday

Th Jul 21

Thursday

F Jul 22

Friday

M Jul 25

Pioneer Day Holiday

Monday

T Jul 26

Tuesday

W Jul 27

Wednesday

Th Jul 28

Thursday

F Jul 29

Friday

M Aug 01

Monday

T Aug 02

Tuesday

W Aug 03

Wednesday

Th Aug 04

Thursday

F Aug 05

Friday

M Aug 08 **Last Day of Summer Term**

Monday **(06/20/2016 - 08/08/2016)**

T Aug 09 **Summer Exam Preparation**

Tuesday **(08/09/2016 - 08/09/2016)**

W Aug 10 **First Day of Summer Final**

Wednesday **Exams (08/10/2016 -
08/11/2016)**

Th Aug 11

Thursday

CONTRACT FOR CHIN 399R CREDIT
INTERNATIONAL INTERNSHIPS
INDIVIDUAL

Name of Student _____ ID# _____

Semester/Term Enrolled Winter Year 2016 Date _____

REQUIREMENTS FOR CHIN 399R
(Variable 1-9 credits 3)

Internship Beginning Date _____ *Ending Date* _____

Background work:

1. Provide an annotated bibliography as background for the final report.

Select a minimum of 500 pages of readings on culture, history, language, business, media, and related topics. The readings should be incorporated into your final paper/report. Obtain instructor's approval before reading. Include an annotated bibliography (1-2 paragraph description of reading, and number of pages read; for books, 1-2 pages).

2. Description of the project:

3. Keep a regular field journal (2-3 times a week).

Doing field write-ups (*what we are calling here a Journal*) is extremely important in any kind of research that takes place in a cross-cultural setting. Journal entries will often outline and summarize the days events, but should also contain a strong element of personal reflection and reflexivity. The major purpose and benefit of quality field write-ups is that it is a forum to discuss significant cross cultural insights and discoveries, as well as other findings pertaining to your research or field study.

Write a final report related to your work in the country. This should be a major paper (12-15 pages), of high quality, with proper referencing and incorporating your selected readings. Include recorded sound files and copies of surveys. You should relate your annotated bibliography to this report.

4. Complete both Mid-Internship and Final-Internship Performance surveys

5. Final paper due:

6. At least 60 hours of actual internship work must be performed for every hour of credit.

Student Signature _____

Faculty Responsible _____

COMD 688R - Section 002

Fall 2016

Section 002: 125 TLRB on T from 7:00 pm - 8:15 pm

Instructor/TA Info

Instructor Information

Name: Lee Robinson

Office Location: 163 TLRB

Office Phone: (801) 422-7650

Email: lee_robinson@byu.edu

Name: Nancy Blair

Office Location: 161 TLRB

Office Phone: 801-422-7747

Email: nancy_blair@byu.edu

TA Information

Name: Katy Glenn

Email: katyglenn09@gmail.com

Course Information

Internship Activities

Acceptable Internship Activities include:

Public Schools/Pediatric sites:

Assessment and treatment of clients

IEP meetings (students may count the time they spend actively participating in an IEP meeting towards ASHA hours)

Staffing meetings

Hospitals/Rehab/Adult sites:

Assessment and treatment of clients

Swallow studies

Team meetings/Staffing meetings

Consulting with family and or caregivers (students may count the time they spend actively participating in consultation with family and or caregivers towards ASHA hours)

Prerequisites

1. Acceptance to the graduate program in COMD.
2. Students must complete undergraduate and graduate courses with a B- or better grade.
3. Approval from Ms. Robinson is also required.

Obtaining 25 observation hours

Master Clinician website:

If you use Master Clinician or any other video I post to this page to earn the remainder of your observation hours-**write a brief summary of each observation or session you watch.** Record the amount of time you observed on the "pink" sheet (BYU ComD version of our observation hours tracking sheet). **Turn your summaries in to me along with the "pink" sheet. I will sign off on the hours.**

<http://masterclinician.org/>

Sima Gerber Visual Reality Videos on YouTube

<https://www.youtube.com/playlist?list=PL25410923E953E679>

Description

This is a practicum course that includes clinical work and class meetings. You are required to attend all clinical assignments and class meetings.

Assignment	Schedule	Preparation
Colloquium (class, Section 1)	Section 1 First class meeting: Sept 6 2016 at 1035 W 1300 N Orem, 84057 Do not knock, just come in. Please close the glass door behind you.	Bring powerpoints for note taking. Attendance is mandatory and we will keep track of late arrivals.

Externship placement	Attend all scheduled externship assignments.	Students are expected to: 1. Attend all class meetings 2. Give a 10 minute presentation 3. Attend all Externship days and times 4. Complete all Externship assignments

Learning Outcomes

Goal #1 Students will demonstrate ability to plan and implement an assessment of clients presenting with various communication disorders

Students will demonstrate ability to plan and implement an assessment of clients presenting with various communication disorders (as identified in ASHA's nine disorder areas) and with various severity levels while under the direction of a certified SLP at an approved clinical rotation site such as the BYU Speech and Language Clinic, a hospital, a public school, a skilled nursing care facility or a private practice, etc.

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
Students will learn to:	Handbook Quiz	Clinical	IV-C
Develop critical thinking skills as applicable to clinical cases	Code of Ethics Quiz Self Evaluation Quiz-	Educator ratings	IV-D IV-E
Understand and apply Evidence Based Practice to choose best practices	What type of learner am I? Clinical Educator ratings on the	Written feedback Verbal feedback	IV-G Intervention d, f Evaluation
Understand what ACE (Alternative Clinical	Evaluation of Clinical Performance form		a-g Interaction

Education) is and how to	and or CALIPSO	a-d
best use it to add to	form (S)	CF1, 2,3,4
clinical experience	Written and verbal	
Manage paperwork	feedback for each	
specific to the site	session supervised	
Apply diagnostic clinical	(F)	
skills to each case as	Final Evaluation	
appropriate	rating on the	
Conduct caregiver	Evaluation of Clinical	
interviews using	Performance form	
ethnographic techniques	and or CALIPSO	
Read assessment	forms(S)	
manuals and practice		
assessment		
administration		
Select and administer		
both formal and informal		
measures		
Score and interpret		
assessment results		
accurately		
Make appropriate		
diagnosis,		
recommendations		
Consult with caregivers		
and give appropriate		
feedback		
Any new clinical skills		
specific to the site that the		
clinical educator deems		
necessary for success at		
that site		

Goal #2 Students will demonstrate the ability to plan and implement treatment of clients who present with various communication disorders

Students will demonstrate the ability to plan and implement treatment of clients who present with various communication disorders (as identified in ASHA's nine disorder areas) and with various severity levels while under the direction of a certified SLP at a clinical rotation such as the BYU Speech and Language Clinic, a hospital, public school, skilled nursing care facility, private practice, etc.

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
Students will learn to:	Handbook Quiz	Clinical	IV-C
Develop critical thinking skills as applicable to clinical cases	Code of Ethics Quiz	educator ratings	IV-D
Understand what ACE (Alternative Clinical Education) is and how to best use it to add to clinical experience	Self Evaluation Quiz-What type of learner am I?	Written feedback	IV-E
Treat specific disorders using evidence based practice, current methods that are appropriate for the age and severity level of the patient or client	Clinical Educator ratings on the Evaluation of Clinical	Verbal feedback	IV-G
Meet with clinical educators to discuss client need, treatment plans, etc.	Performance form and or CALIPSO form (S)	Intervention	d, f
Demonstrate independence by planning	Written and verbal feedback for each session supervised (F)	CF 2,3,4	
	Final Evaluation rating on the Evaluation of Clinical		

sessions, then asking for
 clinical educator input
 Collect and establish
 baseline and follow-up
 data
 Collect on-line data
 Interpret session data and
 make clinical decisions
 based on the data
 Adjust to the client's
 severity level (mild,
 moderate, sever)
 Adjust to the client's needs
 during therapy session
 (make adjustments in
 therapy materials, goals,
 criterion, reinforcement,
 etc. as needed)
 Any clinical knowledge and
 or skill necessary to be
 successful at the clinical
 rotation site and as
 considered necessary by
 the supervising clinical
 educator

Performance form
 and or CALIPSO
 forms(S)

Goal #3 Students will demonstrate appropriate case management skills

**Students will demonstrate appropriate case management skills including
 appropriate social behavior, oral and written communication, prevention
 activities, and sensitivity to multicultural populations while working under the
 direction of a certified SLP in a clinical rotation such as a hospital, public school
 placement, skilled nursing care facility, private practice, etc.**

Specific Objectives

Method of

Feedback

CAA

	Evaluation	Mechanisms	Standard
Students will learn to:	Handbook Quiz	Supervisor	III-G
Prepare and present a case presentation	Code of Ethics Quiz Self Evaluation	ratings Written	IV-B IV-G
Manage paperwork appropriate to the site	Quiz-What type of learner am I?	feedback Verbal	Interaction a-d
Attend and actively participate in colloquium meetings	Clinical Educator ratings on the Evaluation of	feedback	CF 1, 2,3,4
Set appointments and meet with supervising clinical educators regarding client performance	Clinical Performance form and or CALIPSO form (S)		
Interact appropriately with clinical educators, faculty, staff, and other students	Written and verbal feedback for each session supervised		
Interact appropriately with clients and caregivers	(F) Final Evaluation		
If applicable to the site, plan and implement appropriate prevention activities	rating on the Evaluation of		
As appropriate to the site and caseload, demonstrate appropriate sensitivity to multicultural populations when planning and implementing assessment and treatment procedures	Clinical Performance form and or CALIPSO forms(S)		
Attend all clinic assignments and appointments			

Goal #4 Students will demonstrate understanding of all internship policies and procedures.

Students will demonstrate understanding of all internship policies and procedures.

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
Students will learn to: Read and understand all the policies and procedures associated with internships	Quiz (F) Participation in the practical part of the orientation (interview, fashion show) (F)	Acceptance to internship rotations	III-G IV-B IV-G Interaction a-d
Apply to internships Meet with the internship coordinator to develop a Clinical Training Plan	Final Evaluation (S)		CF 1, 2,3,4

Goal #5 Students will demonstrate appropriate clinical writing skills as they learn the paperwork system specific to their internship site.

Students will demonstrate appropriate clinical writing skills as they learn the paperwork system specific to their internship site.

Specific Objectives	Method of Evaluation	Feedback Mechanism	CAA Standard
Students will learn to: Turn all paperwork in on time Incorporate supervisor feedback into SOAP notes, treatment plans/progress notes and diagnostic reports Write appropriate treatment goals for both treatment plans and lesson plans	*midterm rating or CALIPSO form(F) *Final draft grade sheet or CALIPSO form(S)	Supervisor ratings Written feedback on reports	IV-B IV-G Evaluation a-g Intervention a-d CF 1,2

Include all appropriate information in treatment plans (additional testing, baseline, semester goals, intervention plan and home program) Include all appropriate information in the progress note (follow-up data, intervention section, recommendations)

*filled out by the clinical educator assigned to supervise the case

Include all appropriate information in the diagnostic report (see outline)

Teaching Philosophy

I approach teaching much the way I approach a clinical case. I look for the strengths and areas of concern in the class as a group and I try to meet the class needs according to what the class is ready to learn. I have set topics that I cover in this class but I also take time to ask the class what questions they have and will sometimes spend several minutes answering just one or two questions. If I choose to spend more time on one topic that is not listed in the syllabus it is because I deem the topic to be relevant to the class and something the class is ready to learn at that time.

We do not have formal exams in this class. Each student will give a 10 minute presentation in this class.

Classroom Procedures

I like to start class on time and I expect students to quiet down and pay attention when I call the class to order. I expect cell phones and other devices to be turned off before class starts. This class is so small that it is impossible to ignore side conversations so please don't engage in them. I don't mind if you bring your laptops to class and use them. In fact the room is set up for it but please be socially mature enough to use technology responsibly (e.g. no checking email, surfing the net, facebook or whatever). I usually start class by

asking students if they have any questions for me before we get started on the topic of the day. The word colloquium means “a gathering of professionals to discuss topics of interest.” Hence, I run this class as informally as possible and hope to create an atmosphere where students feel comfortable asking questions, sharing triumphs as well as learning about skills, policies/procedures, etc.

I do not allow students to bring small children, family members or babies to class. This is a professional class meeting. In a work place setting we would not anticipate that an employee would bring children or babies to a staffing meeting. If a student has a child care issue (e.g. babysitter is ill and can't take care of the child) and will have to miss class please make arrangements with class members to get notes, see me or my TA for additional help, etc.

Materials

Item	Price (new)	Price (used)
 GDE CLINICAL ASSESS PROFESS REPORT WRITING <i>Required</i> by STEIN-RUBIN, C	109.00	81.75

Study Habits

Students who do well in this class are typically excited about the clinical process. They are usually nervous but they don't let that stop them from trying new skills. Students talk to their clinical educators early and often about their clients. They are always prepared with some sort of a plan when they meet with their clinical educators and they take notes during the meeting. Successful students are not afraid to call their clinical educators at home or in the evening if they have a question and they don't use the fact that our clinical educators are part-time as an excuse for not meeting with them. The successful student prepares in advance for their client and writes their SOAP notes as soon as the session is over. They are on time and behave and dress professionally.

Participation Policy

I expect each of you to participate in class discussions. You cannot hide in this class so be aware that you are responsible to be alert and ready to discuss.

Class will be held at my house, 1035 W. 1300 N. Orem, 84057. Papa John's Pizza will be served. Class always starts at 7pm on the days scheduled. Students are also welcome to facetime or skype in, using a classmate to help with the skype or facetime option.

If you need to call, skype or facetime in and cannot make an arrangement with a class mate, see me and I will help you make arrangements.

Course Topics

Course topics include but are not limited to:

COURSE TOPICS

1. Clinic handbooks re: policies and procedures
2. Treatment approaches/therapy ideas
3. Evidence based practice
4. Graduation requirements/counting ASHA hours
5. Internship Handbook
6. ASHA Code of Ethics

Professional Behavior

Students enrolled in this class have begun their professional career. It is my expectation that students will behave professionally while conducting business in the clinic.

Our clinic is a professional environment. Please think of this space as a professional work area. If this were your place of employment you would not typically bring your children or family members to the clinic for child care purposes. You would not typically use the clinic for non-work related social time. With this rationale in mind please follow these guidelines:

Clinic rooms are to be used for conducting therapy with clients. If a therapy room is not scheduled for therapy then students may schedule the room for study. Please see Sandy Alger or the student secretaries regarding scheduling procedures.

Clinic rooms are not to be used for child care, personal time (i.e. dates, spending time with friends as a hang out, or any other inappropriate activity). Typically we do not use therapy rooms for TA sessions. Please have the professor you are working with see me regarding exceptions to this policy. Please remember that the entire clinical faculty have access to the clinic rooms at all times via video and audio. Conversations that take place in the clinic rooms are not private so please maintain a professional and respectful tone with other students, faculty and staff when talking in the clinic rooms.

Cell Phone and email policy

Cell phone:

I have posted my cell phone number for graduate student use only. Please do not give my cell phone number to people who are not associated with BYU or with graduate education. Example: Is it okay to give my cell phone number to an off-campus site supervisor who is supervising your externship? Yes because they are directly working with your education.

Example: Is it okay to give my cell phone number to a parent in your ward who has questions about how to sign their child up for services in the BYU clinic? No, not without my permission because there are other ways that person can get in touch with me, such as the BYU Speech and Language Clinic Web page or through the department secretary or the clinic TA.

When you text me, always identify who you are the first time you text me. I do not routinely program my student's numbers into my phone but I will program you in once you have texted me.

When is it okay to text or call me?

1. When I am supervising your case and you need a consult
2. When you have an emergency-such as a death in the family, illness, accident or harm to yourself, if you think you are in danger and you don't know what to do, if you are being harassed or are struggling to stay in the graduate program and need help, etc.
3. When you have tried the rule of 3s and still don't have an answer
4. When I have told you to call or text me-so we have set up an appointment via phone

When is it not okay to text or call me?

1. I turn my phone on silent at night so you can text me in the middle of the night but I won't get it until the morning
2. Unless it is an emergency or you need a client consult, do not text or call me on the weekends

Email:

Depending on the day I may not have a chance to check email until 5 or 6pm. Example: during fall semester I teach 3 classes Tuesdays and Thursdays, one right after each other with no more than an hour break in between each class. I do not check emails on Tuesdays and Thursdays until very late in the day. However, I do check my email. I may not respond right away, but I do check my email daily and try to respond as quickly as possible. I do not read or respond to emails that are sent after 10 pm until the following day. I often do not check email on the weekend because my weekends are very busy with my personal life, yes I do, in fact, have a personal life.

Read your emails carefully before you hit send. All emails sent to me or to clinical educators from students are considered confidential and professional in nature. Make sure you are expressing yourself in a professional manner before you hit send.

When referring to clients in an email do not use names. Use initials only.

Clinical Educator Feedback Sheet

At the end of each semester or term please fill out a feedback sheet on each Clinical Educator you have worked with during the semester/term. Please turn the feedback sheet into Sandy Alger in room 136 TLRB.

Clinical Educator Evaluation Form-BYU site.docx [Download](#)

Externship Presentation

Each of you will be required to give a 10 minute presentation to the class. I will time you and give you a 2 minute warning. I will cut you off after 10 minutes. Please clear your topic with me first so that we do not get duplicate topics. Your topic must be central to the externship you are currently participating in during the semester you are attending class.

List of requirements to fulfill:

1. Prepare a powerpoint to share with the class

2. Share the ppt at least a day before class meets
3. Give the presentation

Cell Phones, Laptops, etc

Laptops and other electronic devices are to be used to take notes in class and/or to enhance your learning environment. Please do not use your electronic devices during class discussions or during announcements or when I am answering questions at the beginning of class. You might miss something important. I know it seems like we can mess with our phones and listen at the same time but really, we can't do that and be effective professionals so turn off your phones when you are in class. It can wait. Thanks!

Grading Policy

Students will be assessed at midterm and final using the Competency Checklist and the Evaluation of Clinical Performance Forms (see forms at the end of this syllabus). The student and clinical educator will set one to three goals for the student to work on between the midterm and final evaluation.

Clinical educators will also assign a midterm and final rating based on the numbers located on the back of the Evaluation of Clinical Performance form. After meeting with the clinical educator she will put a copy of the completed forms in students' boxes. Clinical educators will submit the originals to Ms. Robinson who will keep them in student clinical files. In addition to midterm and final assessment the clinical educators will want to review client files. They will check to see that students are filing the SOAP notes and other important information appropriately. Students are required to bring files to midterm and final evaluations.

Student's final grades are based on the following pieces of information:

1. Final rating for your externship site (approximately 90% of your grade)
2. Portfolios, presentations and other clinical assignments, participation in class (approximately 10% of the grade)

Students must earn a final rating of 3 or better on each of the competencies listed on the Competency Checklist and must earn a final rating of 80 or better for each case on the Evaluation of Clinical Performance form in order to pass the clinical rotation.

PLEASE be aware that if you fail (receive lower than an 80 on the final evaluation) one client and pass another client then you will fail the course. I cannot allow a student clinician to advance in their clinical preparation if they fail a specific clinical assignment.

Please note that some clients are more difficult to work with than others. I reserve the right to adjust the percentage a case is counted towards the final grade according to degree of difficulty. For example, a Lee Silverman Voice Treatment client is a less difficult case due to the nature of LSVT. Hence, such a case would be worth 30% of the final grade and the other case might be adjusted to 40% of the final grade.

A letter grade is assigned based on the following percentages: 95-100% A, 90-94% A-, 87-89% B+, 83-86% B, 80-82% B-, 77-79% C+, 73-76% C, 70-72% C-, 67-69% D+, 63-66% D, 60-62% D-, and below 60% , an E.

Please note that if a student earns lower than a B- in clinic then they must re-take the same clinical experience (e.g. C grade during a semester means the student must retake the course during another semester, a spring term would not count). Also, the clinical hours for the semester or term in which a student earns a C+ or lower are invalid and can not count towards ASHA hours.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Remediation Plan

REMEDIATION PLAN: Occasionally students struggle to master clinical skills and need additional tutoring, practice, readings, demonstrations, etc. in order to achieve competence in certain clinical areas. If the student is judged by the clinical educator to be at risk for failing a clinical placement a remediation plan will be developed by the student and the clinical educator.

If a Remediation plan is considered,

- the clinical educator will meet with the student to discuss the concern and plan how to resolve it.
- If necessary, other faculty members will observe the clinician in a session (live or on video) and provide feedback focusing on the stated concern.
- The clinical educator then will meet with the student (and with the observers if desired) to go over the feedback and design a plan of action. Specific performance criteria may be set as needed.
- When these criteria are set, the student will be informed as to the current grade and what consequences will result if the student fails to meet the performance criteria.
- The student and the clinical educator then sign the Remediation Plan to indicate their agreement with the plan of action.

The student and the clinical educator should discuss periodically the student's progress toward meeting the goals of the Remediation Plan so that modifications can be made as appropriate. When specific performance criteria are achieved, the clinical educator and one of the observers should initial their agreement. At the end of the semester/term, the clinical educator should complete the Evaluation of Plan section to indicate the effectiveness of the plan and if any further action will be necessary.

Remidiation Plan Form.docx [Download](#)

Clinic Confidentiality Policy

If you have not read and signed the Clinic Confidentiality Policy then please download and read it now, today and sign it and give the signed copy to Sandy Alger.

Clinic Confidentiality Policy (May 2011).doc Download

Clinical Assignment Attendance Policy

Clinical Rotation Attendance Policy:

Failure to attend a clinical assignment (BYU clinic/internship/screenings) without notifying the clinic director AND the site clinical educator may result in a failing grade. Student will also be subject to an immediate dismissal from the site and will not be allowed to return to that site in the future. NOTE: If a student receives a failing grade in ComD 688R ALL clinical practicum hours earned during the semester or term become invalid and can not be submitted as ASHA hours.

Illness/Family Emergencies:

Student must notify BOTH the site clinical educator and the clinic director (Lee Robinson 801-376-3804) the morning that he or she is unable to attend due to illness. If the student misses more than one day due to illness the student is expected to contact both the site clinical educator and the clinic director the morning of each subsequent day missed.

If a student is unable to attend a clinical assignment due to a family emergency the student must contact the site clinical educator AND the clinic director to make arrangements immediately.

Severe Weather/Freeway Closures:

Occasionally in the winter months, weather in and around the Wasatch front is too severe for travel on the freeways. Also, the freeways are occasionally closed due to accidents. If a student is commuting to a clinical assignment and is unable to attend due to severe weather conditions or a freeway closure then the student is expected to contact both the site clinical educator AND the clinic director immediately.

Time Off Policy:

If a student wishes to take time off during a clinical assignment for any reason other than illness, family emergency, severe weather or freeway closures, follow the procedure as outlined below:

The student must submit a written request to the clinic director at lee_robinson@byu.edu stating the reason for the time off and dates of the absence. The request must be submitted prior to placement at a site. If the request is approved then the student must arrange the time off with the internship clinical educator during the first week of the semester or term. Failure to obtain clinic director approval before discussing time off with a site clinical educator will result in a failing grade. Written requests for time off do not guarantee approval.

Competency Checklist

This form is provided for student access.

[CompetencyChecklistRevised JAN07.doc](#) Download

Evaluation of Clinical Performance

This form is provided for student access.

[EvaluationofClinicalPerformance.doc](#) Download

Green Sheet

This is our ASHA clinical hours tracking sheet. It does not have to be printed on green paper. There are hard copies of this form available and they are, in fact, printed on green sheets.

This form is posted in Learning Suite for student access. If students or externship clinical educators have questions regarding how to record hours please contact Ms. Robinson.

[SLP CLIN HRS FORM SLP CLIN HRS FORM Revised S2014.doc](#) Download

Liability Insurance and Enrollment in ComD 688R

In order for a ComD graduate student to be covered under the University Liability Insurance students must be enrolled in 1 credit of 688R if they wish to work in the BYU Speech and Language Clinic or at an externship site.

Students are required to earn a minimum of 5 credit hours in ComD 688R. The required credit hours include the following:

3 credits in the BYU Speech and Language clinic (typically a spring, fall, winter or fall, winter, spring)

2 credits of externships (required: 1 pediatric and 1 adult rotation)

Students can enroll in additional ComD 688R credit for a variety of reasons, all of which will need to be approved by Ms. Robinson. Appropriate reasons to enroll in additional ComD 688R credit include: A specialty externship such as the U of U voice clinic, to earn additional experience in the BYU clinic during a spring term.

When students are enrolled in ComD 688R beyond the required 5 credits the student may receive either a letter grade or a Pass/Fail grade, depending on the requirements of the externship site and the clinical performance of the student. For the purposes of the Department of Communication Disorders a C or lower is considered a failing grade.

Assignments

Assignment Description

Code of Ethics

Due: Thursday, Oct 13 at 11:59 pm

Answer the questions from the Code of Ethics reading. This is an open Code of Ethics quiz.

Externship Final Rating

Due: Monday, Nov 21 at 11:59 pm

final rating

Class Presentation

Due: Thursday, Dec 08 at 11:59 pm

Share your case presentation with the class 24 hours before your presentation.

University Policies

ASHA Code of Ethics

ASHA Code of Ethics 2010.pdf [Download](#)

Remediation Plan

Occasionally students struggle to master clinical skills and need additional tutoring, practice, readings, demonstrations, etc. in order to achieve competence in certain clinical areas. If the student is judged by the clinical educator to be at risk for failing a clinical placement a remediation plan will be developed by the student and the clinical educator.

If a Remediation plan is considered,

- the clinical educator will meet with the student to discuss the concern and plan how to resolve it.
- If necessary, other faculty members will observe the clinician in a session (live or on video) and provide feedback focusing on the stated concern.
- The clinical educator then will meet with the student (and with the observers if desired) to go over the feedback and design a plan of action. Specific performance criteria may be set as needed.
- When these criteria are set, the student will be informed as to the current grade and what consequences will result if the student fails to meet the performance criteria.
- The student and the clinical educator then sign the Remediation Plan to indicate their agreement with the plan of action.

The student and the clinical educator should discuss periodically the student's progress toward meeting the goals of the Remediation Plan so that modifications can be made as appropriate. When specific performance criteria are achieved, the clinical educator and one of the observers should initial their agreement. At the end of the semester/term, the clinical educator should complete the Evaluation of Plan section to indicate the effectiveness of the plan and if any further action will be necessary.

Counting ASHA Hours

The "Big Nine" defined:

1. Articulation

2. Fluency
3. Voice and resonance, including respiration and phonation
4. Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
5. Hearing, including the impact on speech and language
6. Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
7. Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
8. Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities)
9. Communication modalities (including oral, manual, augmentative and alternative communication techniques, and assistive technologies)

Prevention defined: clinical activities that inform the public how to prevent disorder or limit the severity of the disorder. Examples include screening procedures, educational in-services, preparing and distributing client and parent education materials that are printed.

DX or Assessment defined: Assessing a client using a variety of tools or procedures (ex. Standardized tests, language/speech samples, bedside swallow evaluations, screening procedures, collecting baseline data, etc.)

TX or Intervention defined: Providing a prescribed, evidence based treatment to any client who qualifies for services (ex. LSVT, language therapy, articulation therapy, phonological process therapy, stuttering intervention, swallowing therapy, etc.)

Only count time where the graduate student clinician is working with the client. Paperwork and preparation time does not count towards ASHA hours.

If more than one graduate student clinician is working with a single client then the students must split that time or share the time. For example, if two students work with one client for 50 minutes, each student can count 25 minutes of ASHA time.

If more than one graduate student clinician is working with a group of clients then as long as there is a one-to-one ratio of clients to clinicians each student

clinician can count the entire time towards ASHA hours. For example, if there are two student clinicians in the room and two clients and they work together for 50 minutes, each student can count the full 50 minutes.

If you have any questions about how to count ASHA hours please talk to Ms. Robinson or see your clinician educator.

[Green Sheets.doc](#) Download

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at

t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU

Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism- Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism- Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include:

Direct Plagiarism- The verbatim copying of an original source without acknowledging the source.

Paraphrased Plagiarism- The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own.

Plagiarism Mosaic- The

borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1	Column 2
T Aug 30		
Tuesday		
M Sep 05	Labor Day	

Monday

T Sep 06 **Add/Drop Deadline (Full**

Tuesday **Semester & 1st Term)**

Please be aware that our first class meeting will be held on the following day and time:

Tuesday September 6, 7pm at Ms. Robinson's home in Orem
1035 W 1300 N Orem UT 84057

Pizza will be served. We will schedule the remaining class meetings, review the syllabus, hand out grading paperwork, schedule your presentations.

The door will be open, please walk in and make sure you shut and latch the glass door behind you. Thank you, Ms. Robinson

T Sep 13

Tuesday

Th Sep

15

Thursday

T Sep 20

Tuesday

T Sep 27 **Class Tonight!**

Tuesday **Presenting: Taylor, Melissa,**

Sarah, Mallory H

1035 W 1300 N Orem UT 84057

Pizza will be served.

The door will be open, please walk in and make sure you shut and latch the glass door behind you. Thank you, Ms. Robinson

Th Sep

29

Thursday

T Oct 04

Tuesday

T Oct 11 Class Tonight!

Tuesday Presenting: Mallory S,

Breeanna Bell, Maya, Brittni

Brewer

1035 W 1300 N Orem UT 84057

Pizza will be served.

The door will be open, please walk in and make sure you shut and latch the glass door behind you. Thank you, Ms. Robinson

Th Oct

13

Thursday

T Oct 18

Tuesday

T Oct 25 Class Tonight!

Tuesday Presenting: Shawonii, Naomi,

Sammy, Kate

1035 W 1300 N Orem UT 84057

Pizza will be served.

The door will be open, please walk in and make sure you shut

and latch the glass door behind
you. Thank you, Ms. Robinson

Th Oct

27

Thursday

T Nov 01

Tuesday

T Nov 08

Tuesday

Th Nov

10

Thursday

T Nov 15

Tuesday

M Nov

21

Monday

T Nov 22 **Friday Instruction**

Tuesday

T Nov 29 **Class Tonight!**

Tuesday Presenting: Stacey, Maille,

Britney Long, Kim

1035 W 1300 N Orem UT 84057

Pizza will be served.

The door will be open, please

walk in and make sure you shut

and latch the glass door behind

you. Thank you, Ms. Robinson

T Dec 06

Tuesday

Th Dec

08

Thursday

T Dec 13 Final Exam:

Tuesday 125 TLRB

5:45pm - 7:45pm

COMMS 399R SYLLABUS

After securing an internship and registering, students are ready to start the internship course. Below are the course requirements.

Course Information & Purpose: Communications 399R is a 1-credit, pass/fail internship experience available to all students doing a communications related internship. The internship course is designed to provide each student with the opportunity to use classroom knowledge in a practical/real-world setting with the support of both a faculty adviser as well as a professional in communications. While the Internship and Career Services Office is a resource, students must locate and secure their own internship. This provides students the practical experience of preparing application materials (resume, cover letter, portfolio, etc.), applying, and interviewing with employers for potential internships and jobs. These skills will be vital during their post-graduation search for employment.

Learning Outcomes: The academic assignments are specifically designed with the intent to enrich the learning experience throughout the internship. The learning outcomes for the internship course are as follows:

1. Students will demonstrate proficiency in research, writing, and technical abilities.
2. Students will demonstrate professionalism by conducting themselves professionally, meeting deadlines, and demonstrating a positive attitude and high level of commitment.
3. Students will demonstrate ethical and legal-sound behavior and show sensitivity to diversity.

Course Assignments and Grading: The following chart is a list of required assignments that must be completed throughout the internship. All materials should be submitted online through the communications internship website (commsinternship.byu.edu). This is a pass/fail internship. All assignments are mandatory. Grades will be lowered for late or missing assignments. **Students need at least a 70% in the class to receive a "Pass."**

Assignment descriptions and grading procedures are detailed in this syllabus.

MEASURE	ASSIGNMENT & CRITERIA	% OF GRADE
Internship Attendance & Progress	Internship Reports <ul style="list-style-type: none"> • Frequency (weekly) • Quality of information & reflection • Hours reported (total required: 70 hours) 	40%
Internship Performance	Employer Evaluation	20%
Learning & Reflection	Student Evaluation	20%
	Reflection Paper <ul style="list-style-type: none"> • Length, grammar/proofreading, reflection 	20%
Total		100%

CONTINUED ON NEXT PAGE...

INTERNSHIP REPORTS

Purpose: The internship reports are the primary place for demonstrating meaningful reflection as you address the learning objectives of the course; resolve problems and challenges; and document observations and feelings related to your internship. The goals of these reports are to:

- Provide a forum for deeper reflection on the internship experience (i.e. observations, projects/tasks, challenges, etc.).
- Provide an opportunity to highlight the progress towards achieving the course learning objectives.
- Provide a venue for constant monitoring, coaching and assessment of the internship experience.

Assignment Requirements: Reports should be submitted at the conclusion of every workweek. Reports should contain a minimum of three separate projects/tasks performed during the week leading up to submission.

The reports should address the topics below (if applicable).

- Specifics about jobs/tasks/projects accomplished and how classroom knowledge has helped?
- Problems encountered with job assignments or work environment and efforts towards resolution.
- Application to classroom knowledge or previous coursework.
- Progress towards achieving Learning Objectives: what did you learn and how?
- Concerns you may have that need to be addressed by your professor.

Deadline: Reports should be submitted at the conclusion of every workweek. Reports are due each **Saturday by 11:59 p.m.**

Submission Instructions: Reports should be submitted online via the communications Internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the students tab, select your internship, and click on “internship reports.” Add a new internship report, fill out the report thoroughly and click the save button. You can return to the report to update it throughout the week, but updates/submissions made after the Saturday deadline will be considered late and receive no credit.

Tip: Keeping a brief daily log that documents your experience will be very beneficial. Not only will it aid in your internship report reflection, but as the weeks fly by you will have a small record of your experience for future reflection. Consider addressing the following questions on a daily basis:

1. What did I learn today?
2. What challenges or frustrations did I encounter today?
3. How did I use critical thinking or problem solving to address this issue?

Grading: Students should submit enough reports to account for 70 hours worth of work. Students not meeting the 70-hour requirement will lose 1% off their grade for every hour they are short. Students that fail to report all of their hours will lose no more than 40% off their grade (max amount the internship report category is worth).

Late Policy: Late reports will not be accepted. Reports submitted after the Saturday deadline will automatically lose 5%. If you miss a report, please account for the hours worked in your next report. If reports are submitted late for all of the hours, you will receive a zero in the internship report category.

EMPLOYER EVALUATION

Purpose: The evaluation is an assessment tool for the on-site supervisor to provide his or her feedback regarding the student’s performance during the internship experience. The on-site supervisor is strongly encouraged to discuss the evaluation with the student upon completion.

Assignment Requirements: It is the **student’s responsibility** to request* an employer evaluation prior to the conclusion of his or her internship hours. The request for the employer evaluation should coincide with the completion of 70 hours or the last two weeks of the semester/term. This allows 1-2 weeks for the employer to complete the evaluation before the semester is over.

Deadline: within two weeks after completing your 70 hour requirement, or before the last day of classes for the semester/term. Whichever comes first.

***Submission Instructions:** Evaluations should be submitted online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the student tab, select your internship, click on “employer evaluation,” and click on “send reminder email.” This will email your on-site supervisor and remind him or her to fill the evaluation out. Please consistently check online to ensure the evaluation is completed in a timely manner.

Tip: It is strongly encouraged that you write a “thank you” letter to your on-site supervisor for the internship experience. Please contact your internship instructor if you need information on how to write a “thank you” letter.

Grading: The employer evaluation is part of your internship performance measure and is worth 20% of your overall grade. Evaluations will receive full credit when completed fully, with good marks, and on time. A poor evaluation from the supervisor will result in a lowered grade on this assignment.

Late Policy: Employer Evaluations submitted after the established deadline will lose 1% off the final grade per day late.

STUDENT EVALUATION

Purpose: The student evaluation is an assessment tool for the student to provide feedback regarding his or her internship experience. It will help the department determine how to better prepare students for internships as well as whether or not certain internships should continue to be approved for academic credit.

Assignment Requirements: It is the **student’s responsibility** to complete the evaluation form on the internship website (commsinternship.byu.edu). The student should fill out the evaluation completely and answer each question accurately and honestly.

Deadline: The student evaluation must be submitted within one week of completing the 70 hour requirement, or before the last day of classes for the semester/term. Whichever comes first.

Submission Instructions: Evaluations should be filled out online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the student tab, select your internship, click on “student evaluation,” fill out the evaluation form, and click submit.

Grading: The student evaluation is part of your learning and reflection measure and is worth 20% of your overall grade. Evaluations will receive full credit when completed thoroughly, thoughtfully, and on time.

Late Policy: Late evaluations will not be accepted. An evaluation submitted later than the established deadline will automatically lose the full 20%.

REFLECTION PAPER

Purpose: The reflection paper is designed to help you reflect and contextualize the professional activities in which you are engaged. Your paper will display a summary of experiences and incorporate meaningful reflections based on the specific internship experiences as they apply to the established internship objectives.

Assignment Requirements: Students must write a one-page summary of their internship telling about the projects they worked on, assignments they were given, and reflecting on his/her internship objectives.

Formatting Requirements: Assignments that do not follow the format listed below will be subject to a lower grade. Your reflection paper submission must appear as indicated:

- Papers should be double-spaced, 12 pt. font, Times New Roman, with 1” margins on all sides. Papers should be written in AP style. The following right-aligned header should appear on each page: Last name, First name-Reflection Paper. Papers should be saved as a PDF and have the following file name: Last Name, First Name-Reflection Paper. MS Word (.doc, .docx) or Pages files will NOT be accepted.

Deadline: The reflection paper must be submitted within 1 week of completing of the required 70 hours, or before the last day of classes for the semester/term – whichever comes first.

Submission Instructions: Reports should be submitted online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the student tab, select your internship, click on “reflection paper,” and follow the instructions to upload/submit your assignment.

NOTE: Only PDFs are accepted by the website, no other file types will successfully upload.

Grading: The Reflection Paper will make up 20% of your grade. A paper that will earn full credit should show genuine thought and reflection of the internship experience. The paper will be free of grammatical, punctuation, and formatting errors and meet the page requirement. Points will be deducted for the absence of the aforementioned qualities.

Late Policy: Papers submitted after the established deadline will lose 1% off the final grade of the paper, per day late. (EX: If you earn a 20/20 on the paper, but it was submitted three days late, your final grade on the paper will be 17/20.)

STUDENT RATINGS

While not a graded portion of this course, students are encouraged to complete the “student ratings” available through the BYU website at the end of the semester or term. Without your responsible input, we cannot effectively assess and improve teaching performance and student learning. Please be honest, fair, and constructive as you complete your evaluations.

PROFESSIONALISM STANDARDS

Social Media: All social media use is transparent and accessible by employers unless privacy settings are established. With that in mind, all communication especially during an internship should be conducted in a professional manner without the informalities common on some social media sites. The intern should also request to see if there is a social media use policy already set by the organization for purposes of compliance.

Dress & Appearance: Students should dress professionally in accordance with the standards set by the internship site.

Academic Etiquette: Just as in any professional setting, there is a standard of behavior expected at BYU; this includes using proper salutations. When considering how you should address a member of our faculty or staff, it is best to default to either “professor” or “brother” or “sister.” Those holding doctorates may prefer to be addressed as “doctor.” You should not address an instructor or staff member by his or her first name, unless that individual has invited you to do so. Neither is it proper to address an instructor or staff member by only his or her last name.

ACCREDITATION

The BYU Department of Communications is accredited by ACEJMC, the Accrediting Council on Education in Journalism and Mass Communication. As a member of this body, the Department is committed to student learning that achieves core professional values and competencies such as freedom of speech, ethics, diversity, writing, research, critical thinking, and the application of tools and technologies of the field. More information is available at: <https://cfac.byu.edu/comms/accreditation/>

Department of Communications Diversity Statement

The Brigham Young University Department of Communications embraces its responsibility to create and maintain an environment of inclusiveness that engenders appreciation for diversity and unity. In addition to the promotion of academic excellence and life-long learning, BYU’s mission is to pursue the full realization of human potential. Our belief that human potential is of divine origin motivates us to respect all people and to value the rich diversity of the human family. We believe diversity strengthens our academic community and enriches the educational experience for all our students.

We seek a learning environment that reflects the diverse nature of our sponsoring institution, the Church of Jesus Christ of Latter-day Saints. As we do so, we recognize that despite our differences in cultures, ethnicities, languages, or social or economic backgrounds, “what unites us is far more than what differentiates us.” Thus, recognizing that diversity and unity can be mutually reinforcing, we seek a community, brought about not through similar attributes or backgrounds, but rather through mutual respect and charity towards all, so that we are “no more strangers and foreigners, but fellow citizens with the saints, and of the household of God.”

While we will not support practices contrary to doctrines of the LDS Church or policies of BYU, we categorically oppose prejudice and reject behavior that excludes, marginalizes or is derisive of others and we unreservedly affirm principles of justice, inclusion and equity. Faculty, staff, and students have a shared responsibility to promote a positive environment that is welcoming of all peoples.

Please Read the Following Statements Issued by BYU

Student Agreement: The student hereby agrees to the following:

1. Be enrolled as an internship student.
2. Comply with all Experience Provider rules, policies and procedures.
3. Complete the internship during the dates specified unless modified by the Experience Provider and BYU. Students who feel they must leave or not start an internship for which they have registered must do the following: (1) Consult the BYU department/college internship coordinator or faculty member supervising the internship and explain their reasons for wanting to discontinue the internship. (2) If the department agrees with the student’s decision, the internship provider must be given appropriate, timely notice about the discontinuance. (3) If the decision to discontinue comes after the drop deadline, the student must petition to quit the internship. (4) If the student has received money from a BYU college or department to help defray expenses associated with the internship, the student may be required to give back an amount commensurate with the time not spent in the internship. Students who leave internships early without notifying their BYU supervisor and the internship site supervisor may receive a low or failing grade for the internship and may be blocked from registering for future internships.
4. Work conscientiously under the direction of the supervisor assigned by the Experience Provider, submitting all reports and assignments as required.
5. Report serious problems, including physical, safety and personnel, to the Experience Provider supervisor and the BYU Internship Coordinator.
6. Complete all BYU academic assignments and course work as outlined by the applicable department.
7. Adhere to BYU’s Honor Code and the Experience Provider’s Standards of Personal Conduct and Dress and Grooming Standards.
8. Receive and read a copy of the Internship Master Agreement between BYU and the Experience Provider. I acknowledge that it is incorporated by reference into this Agreement and that I am bound by such terms and conditions therein which specifically apply to interns.
9. Consult with my personal physician in regard to necessary immunizations and any other medical matters relating to my participation in the internship program.
10. Authorize BYU’s designated representative to grant permission for my necessary medical treatment for which I will be financially responsible if, during my participation in the program, I become incapacitated or otherwise unable to provide consent to medical treatment and advance consent cannot be obtained from my family.
11. Participation as an intern may involve risks not found in study at BYU. These include risks involved in traveling to and returning from place of internship; different standards of design, safety, and maintenance of buildings, public places, and conveyances; local medical and weather conditions. I represent that I have made my own investigation and am willing to accept these risks.

12. Be personally responsible for all housing, transportation, study, and other arrangements in connection with my internship and personally bear all associated costs. In addition, be personally responsible for any financial liability and obligation which I personally incur and for any injury, loss, damage, liability, cost or expense to the person or property of another which is caused or contributed to by me during my participation in the internship program. I understand that BYU does not represent or act as an agent for, and cannot control the acts or omissions of, any host institution, host family, transportation carrier, hotel, tour organizer, or other provider of goods or services involved in the internship. I understand that BYU is not responsible for matters that are beyond its control, including, without limitation, strikes, war, loss, or theft of personal belongings, delays, weather, acts of God, governmental restrictions or acts, errors, or omissions of third party providers of goods or services.
13. Abide by all applicable laws. I understand I must personally attend to any legal problems I encounter or incur as an intern.
14. Acknowledge and agree that BYU is acting as an internship facilitator only and that BYU will be neither responsible for nor held liable for any claims, disputes, losses, damages, injuries, adverse events or outcomes arising out of or caused by the internship, including but not limited to such claims, disputes, losses, damages, injuries, adverse events and outcomes caused by Experience Provider's actions, inactions or negligence, even if BYU has been advised of the possibility of such.
15. Acknowledge and agree that as an Intern, I am placed with the Experience Provider in order to receive educational experience as part of my academic curriculum; my duties performed as an Intern are not performed as an employee of the Experience Provider but rather in fulfillment of the academic requirements of my educational experience and are to be performed under direct supervision by the Experience Provider's personnel. To the extent allowed under state and/or federal law, neither the Experience Provider nor BYU is required to provide worker's compensation coverage for my participating in this educational experience.
16. Acknowledge that all creative work performed as part of my internship shall be considered a "work made for hire," and that all copyright and other intellectual property rights in any such original creative work produced by me shall be owned entirely by the Experience Provider. Further, I agree not to utilize, incorporate, or otherwise make use of any pre-existing intellectual property and/or trade secrets of Brigham Young University in the creative work or internship performance without the express written permission of Brigham Young University.

Academic Honesty: The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught, "character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Honor Code: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and the expectation for this course, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and

student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

COMMS 496R SYLLABUS - ADVERTISING

After securing an internship and registering*, students are ready to start the internship course. Below are the course requirements.

Course Information & Purpose: Communications 496R is a 4-credit, graded internship experience required to be completed prior to graduation for all emphases. The internship course requirement is designed to provide students with the opportunity to use classroom knowledge in a practical/real-world setting with the support of a faculty advisor and a communications professional. While the internship and career services office is a resource, students are required to locate and secure their own internship. This provides students the practical experience of preparing application materials (résumé, cover letter, and portfolio), applying, and interviewing with employers for potential internships and jobs. These skills will be vital during their post-graduation search for employment.

*registration instructions can be found at: commsinternships.byu.edu

Learning Outcomes: The academic assignments are specifically designed with the intent to enrich the learning experience throughout the internship. The learning outcomes for the internship course are as follows:

1. Students will demonstrate proficiency in research, writing, creativity, and technical abilities.
2. Students will demonstrate professionalism by conducting themselves appropriately, meeting deadlines, and demonstrating a positive attitude and high level of commitment.
3. Students will demonstrate ethical and legal behavior and show sensitivity to diversity.

Course Assignments and Grading: The chart below lists the required assignments that must be completed throughout the internship. All assignments are mandatory. Assignments should be submitted online through the communications internship website (commsinternship.byu.edu). This is a graded internship. Grades will be lowered for late or missing assignments. 

Assignment descriptions and grading procedures are detailed in this syllabus.

MEASURE	ASSIGNMENT & CRITERIA	% OF GRADE
Internship Attendance & Progress	Internship Reports <ul style="list-style-type: none"> • Frequency (8 Reports, 5% each) • Quality of information & reflection • Hours reported (total required: 280 hours) 	40%
Internship Performance	Employer Evaluation Updated Portfolio <ul style="list-style-type: none"> • Organization, content, attention to detail • Résumé 	10% 25%
Learning & Reflection	Student Evaluation Reflection Paper <ul style="list-style-type: none"> • Completion of the reading assignment • Length, grammar/proofreading, reflection 	5% 20%
Total		100%

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INTERNSHIP REPORTS

Purpose: The internship reports are the primary place for demonstrating meaningful reflection as students address the learning objectives of the course; resolve problems and challenges; and document observations and feelings related to his/her internship. The goals of these reports are to:

- Provide a forum for reflection on the internship experience (i.e. observations, projects/tasks, challenges, etc.);
- Provide an opportunity to highlight the progress towards achieving the course learning objectives;
- Provide a venue for consistent monitoring, coaching and assessment of the internship experience.

Assignment Requirements: Reports should be submitted at the conclusion of every 35 hours of work. A total of eight reports should be submitted over the course of the internship. Each report should comment on at least three tasks/projects you worked on during the past 35 hours of work.

Internship reports must address the topics below (if applicable).

- Specifics about jobs/tasks/projects accomplished
- Problems encountered with job assignments or work environment and efforts towards resolution
- Application to classroom knowledge
- Progress towards achieving Learning Objectives: What did you learn and how?
- Concerns you may have that need to be addressed by your professor

Deadline: Reports should be submitted at the conclusion of every 35 hours of work. Reports are due **by 11:59 p.m** the day that the 35 hours have been completed. The eight reports should be submitted in the following increments:

Report #	Hours Completed	Report #	Hours Completed
1	35	5	175
2	70	6	210
3	105	7	245
4	140	8	280

Submission Instructions: Reports should be submitted online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “students” tab, select your internship, and click on “internship reports.” Add a new internship report according to the schedule above. Fill out the report thoroughly and click the save button.

Tip: Keeping a brief daily log that documents your experience will be very beneficial. Not only will it aid in your internship report, but as the weeks fly by you will have a small record of your experience for future reflection.

Consider addressing the following questions on a daily basis:

1. What did I learn today?
2. What challenges or frustrations did I encounter today?
3. How did I use critical thinking or problem solving to address this issue?

Grading: Each report will be worth 5% of your grade. Only eight reports are required. If your internship is less than eight weeks long, you are still required to submit eight reports. If your internship is 18 weeks long, you will still only need to submit eight reports. Collectively, all the reports will make up 40% of your grade. Reports are due no later than 11:59 p.m. following the completion of the hours you will be reporting on.

Late Policy: Reports submitted after the deadline will receive zero points. If you miss a report, please account for the hours worked in your next report.

REQUIRED INTERNSHIP HOURS

Students are required to complete a total of 280 hours at the approved internship experience. **Hours cannot be counted until students are registered for course credit.** In the event that the full 280 hours are not completed, your overall grade will be lowered according to the following scale:

For every 10 hours not completed, you will lose 3% off your overall grade (see corresponding chart to the right).

Example: after your professor has graded all assignments, if you are missing 15 hours of work, your grade will be lowered 6%. Therefore, if you received a 91% (A-), your grade would be lowered to an 85% (B).

If the lack of hours is due to a nonacademic extenuating circumstance that arises after the discontinuance deadline the student can arrange with the internship director to receive an “incomplete” in the course. Please refer to the Registrar’s Office website (<http://registrar.byu.edu/registrar/records/incompletes.php>) for policies and procedures on obtaining and filing an “incomplete” contract.

Hours Missing	Percentage Deducted
1-10	3%
11-20	6%
21-30	9%
31-40	12%
41-50	15%
...	...
Grade	Percentage
A	94% +
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
...	...

NOTE: BYU requires a minimum of 42 hours worked at the internship experience per credit hour registered. Therefore, students will not receive a passing grade in the internship course if they are missing more than 112 hours. NO EXCEPTIONS.

EMPLOYER EVALUATION

Purpose: The evaluation is an assessment tool for the on-site supervisor to provide his or her feedback regarding the student’s performance during the internship experience. The on-site supervisor is strongly encouraged to discuss the evaluation with the student upon completion.

Assignment Requirements: It is the **student’s responsibility** to request* an employer evaluation prior to the conclusion of his or her internship hours. The request for the employer evaluation should coincide with the completion of 240 hours or in the last two weeks of your internship. At that time, your on-site supervisor should fill out the employer evaluation. This allows 1-2 weeks for the employer to complete the evaluation before the required 280 hours are up.

Deadline: The employer evaluation must be submitted within one week after completing the required 280 hours or 3 business days before the grade submission deadline – *whichever comes first*.

***Submission Instructions:** Evaluations should be submitted online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “student” tab, select your internship, click on “employer evaluation,” and click on “send email.” This will email your on-site supervisor and remind him or her to fill the evaluation out. Please consistently check online to ensure the evaluation is completed in a timely manner.

Tip: It is strongly encouraged that you write a “thank you” letter to your on-site supervisor for the internship experience. Please contact your internship instructor if you need information on how to write a “thank you” letter.

Grading: The employer evaluation is part of your internship performance measure and is worth 10% of your overall grade. Evaluations will receive full credit when completed fully, with good marks, and on time. A poor evaluation from the supervisor will result in a lowered grade on this assignment.

UPDATED PORTFOLIO (INCLUDING RÉSUMÉ)

Purpose: Your portfolio can help you market yourself to employers. It can be one of the most beneficial tools you use when applying for jobs and interviewing. You can support what you tell an employer in an interview with items from your portfolio. As you are talking about specific projects or skills, you can refer back to your portfolio.

Assignment Requirements: The portfolio should showcase both the work done on your internship and your best lab and/or class work related to your professional goals. Six to eight deliverables or campaigns that show your breadth of talent as well as depth would be appropriate. The portfolio should include a downloadable/printable résumé. Résumés should be kept to one page. A professional look and organization is important as well.

Deadline: The portfolio/resume must be submitted within one week after completing the required 280 hours or 3 business days before the grade submission deadline – *whichever comes first*.

Formatting Requirements: The portfolio can be presented in a PDF document or on a website. Many students provide them in both formats, though a website is more commonly used. Regardless of format (PDF or website) the portfolio and résumé should be easily navigable, aesthetically pleasing, and represent your professional goals/endeavors.

Submission Instructions: Portfolios should be submitted online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “student” tab, select your internship, click on “portfolio & résumé,” and submit your assignment as indicated. You can either upload a PDF portfolio or paste a link to your website. NOTE: When uploading a file, **only** PDF files are accepted. No other file types will upload successfully.

Grading: Your portfolio will be evaluated on its design, navigation, and clarity. Make sure you provide adequate context for each element you include. The portfolio and résumé should be free from grammatical, punctuation, and spelling errors. All links should be in working order and files should be easily viewable. Points could be deducted in each of these areas.

Tip: Meet with the internship director for a resume/portfolio critique before turning this assignment in for a professional review of your work – *this could help you get a higher grade!*

Late Policy: Portfolios submitted after the established deadline will lose 1% off the final grade of the portfolio, per day late. (EX: If you earn a 25/25 on the portfolio, but it was submitted three days late, your final grade on the portfolio will be 22/25.)

FOR SAMPLES OF THIS ASSIGNMENT, VISIT OUR WEBSITE!

<https://cfac.byu.edu/comms/internships-careers/samples/>

STUDENT EVALUATION

Purpose: The student evaluation is an assessment tool for the student to provide feedback regarding his or her internship experience. It will help the department determine how to better prepare students for internships as well as whether or not certain internships should continue to be approved for academic credit.

Assignment Requirements: It is the **student’s responsibility** to complete the evaluation form on the internship website (commsinternship.byu.edu). The student should fill out the evaluation completely and answer each question accurately and honestly.

Deadline: The student evaluation must be submitted within one week after completing the required 280 hours or 3 business days before the grade submission deadline – *whichever comes first*.

Submission Instructions: Evaluations should be filled out online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “student” tab, select your

internship, click on “student evaluation,” fill out the evaluation form, and click submit.

Grading: The student evaluation is part of your learning and reflection measure and is worth 5% of your overall grade. Evaluations will receive full credit when completed thoroughly, thoughtfully, and on time.

Late Policy: Late evaluations will not be accepted. An evaluation submitted later than the established deadline will automatically lose the full 5%.

REFLECTION PAPER

Purpose: The reading assignment is designed to help you contextualize the professional activities in which you are engaged. The information gleaned from the reading will help you to further understand the impact your work has in the field of communications. Your paper will display this understanding and incorporate meaningful reflections based on the specific internship experiences as they apply to the established internship objectives.

Assignment Requirements: Students must obtain a copy of one of the following four books and read it throughout the internship experience. Please select the book that most relates to your internship.

- “The Tipping Point” by Malcolm Gladwell (ISBN#: 978-0316346627)
- “Permission Marketing” by Seth Godin (ISBN#: 978-0684856360)
- “Truth, Lies & Advertising: The Art of Account Planning” by Jon Steel (ISBN#: 978-0471189626)
- “The End of Marketing As We Know It” by Sergio Zyman (ISBN#: 978-0887309830)

Upon completion of the reading assignment, students will write a four-page reflection paper. The paper should compare and contrast the content of the book with the student’s internship experience as well as how he or she accomplished the internship objectives that were established prior to registering.

Formatting Requirements: Assignments that do not follow the format listed below will be subject to a lower grade. Your reflection paper submission must appear as indicated:

- Papers should be double-spaced, 12 pt. font, Times New Roman, with 1” margins on all sides. All pages should have the following right-aligned header: Last name, first name - pg #. Papers should be saved as a PDF and have the following file name: Last Name, First Name-Reflection Paper. MS Word (.doc, .docx) or Pages files will NOT be accepted.
- Grammar, spelling, punctuation, language usage, and citations should follow AP style.

Deadline: The Reflection Paper must be submitted within one week after completing the required 280 hours or 3 business days before the grade submission deadline – *whichever comes first*.

Submission Instructions: Reports should be submitted online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “student” tab, select your internship, click on “reflection paper,” and follow the instructions to upload/submit your assignment.

NOTE: When uploading a file, **only** PDF files are accepted. No other file types will upload successfully.

Grading: The reflection paper will make up 20% of your grade. A paper that will earn full credit should show knowledge of the text as well as genuine thought and reflection of the internship experience. It will also include reflection on the completion (or lack thereof) of the internship objectives that were established prior to registering for the internship. The paper will be free of grammatical, punctuation, and formatting errors and meet the page requirement. Points will be deducted for the absence of the aforementioned qualities.

Late Policy: Papers submitted after the established deadline will lose 1% off the final grade of the paper, per day late. (EX: If you earn a 20/25 on the paper, but it was submitted three days late, your final grade on the paper will be 17/25.)

STUDENT RATINGS

While not a graded portion of this course, students are encouraged to complete the “student ratings” available through the BYU website at the end of the semester or term. Without your responsible input, we cannot effectively assess and improve teaching performance and student learning. Please be honest, fair, and constructive as you complete your evaluations.

SITE VISIT/SUPERVISOR CONTACT

Purpose: The site visit (or supervisor contact) allows the faculty adviser to assess the work environment and evaluate whether or not the internship provider should be permitted to continually host interns for academic credit. The visit/contact gives you an additional opportunity to express any concerns you may have. The goals for the site visit are:

- To gather systematic feedback on the progress of the internship to date from the perspective of all three parties in the partnership (i.e. feedback from the student, on-site supervisor and faculty adviser);
- To reassess and plan for the second half of the internship;
- To provide an academic presence in the workplace and gather needed information for continued development of the program.

Visit Information: It is the *faculty adviser’s responsibility* to schedule a 30-45 minute site visit meeting (or conference call) with the on-site supervisor, student, and himself or herself. The site visit is similar to a midterm evaluation and should be ***scheduled after roughly 140 hours at the internship have been completed.*** The faculty adviser will meet with the on-site supervisor separately from the student, but likely in the same visit. If for some reason a site visit cannot be conducted, students should still request the on-site supervisor to provide them feedback on their work thus far. If performance improvements are needed, student and employer should make necessary adjustments to improve the internship experience for all parties.

Grading: THIS IS NOT PART OF THE INTERNSHIP COURSE GRADE and is merely to inform students of the possibility of a site visit/contact.

FREQUENTLY ASKED QUESTIONS

1. What do I do if the content I produced at my internship is not available publicly yet or is currently under an NDA?
 - a. We never ask students to violate an NDA they have signed with a company. Prepare your résumé and portfolio as normal and then provide a supplementary page (in the PDF or on your website) that summarizes who you worked for and what you spent your time on. Point out that you are currently under an NDA or that your work has not been made public yet. For this assignment, specifying this information is more beneficial than just leaving it out.
2. What should I do if the work I helped with is published under someone else’s name?
 - a. Context is key! If you provide an example of work and explain your role on the project then it doesn’t matter whose name it is published under. As an intern, we cannot expect your name to be put on anything and therefore we must be flexible.
3. My internship provider is concerned with me receiving both academic credit as well as monetary compensation. What should I tell them?
 - a. Brigham Young University and the Department of Communications take no issue with students receiving monetary compensation simultaneously while receiving academic credit for an internship experience. All we ask is that the student intern is compensated in accordance with the Fair Labor Standards Act regarding internships and federal minimum wage laws.
4. My internship extends past the semester I’m registered for; do I need to register again? How does that work with grading?
 - a. No, you do not need to register again. You will receive a T-grade in the interim while awaiting a final letter grade. Your grade will be changed upon completion of the 280 internship hours, submission of all remaining assignments, and the completion of faculty grading. Please email the internship director

with your estimated internship date of completion of hours to ensure that your internship is graded quickly after finishing. For additional information regarding T-grades, visit our website (<https://cfac.byu.edu/comms/internships-careers/register/>).

PROFESSIONALISM STANDARDS

Social Media: All social media use is transparent and accessible by employers unless privacy settings are established. With that in mind, all communication especially during an internship should be conducted in a professional manner without the informalities common on some social media sites. The intern should also request to see if there is a social media use policy already set by the organization for purposes of compliance.

Dress & Appearance: Students should dress professionally in accordance with the standards set by the internship site.

Academic Etiquette: Just as in any professional setting, there is a standard of behavior expected at BYU; this includes using proper salutations. When considering how you should address a member of our faculty or staff, it is best to default to either “professor” or “brother” or “sister.” Those holding doctorates may prefer to be addressed as “doctor.” You should not address an instructor or staff member by his or her first name, unless that individual has invited you to do so. Neither is it proper to address an instructor or staff member by only his or her last name.

ACCREDITATION

The BYU Department of Communications is accredited by ACEJMC, the Accrediting Council on Education in Journalism and Mass Communication. As a member of this body, the Department is committed to student learning that achieves core professional values and competencies such as freedom of speech, ethics, diversity, writing, research, critical thinking, and the application of tools and technologies of the field. More information is available at: <https://cfac.byu.edu/comms/accreditation/>

Department of Communications Diversity Statement

The Brigham Young University Department of Communications embraces its responsibility to create and maintain an environment of inclusiveness that engenders appreciation for diversity and unity. In addition to the promotion of academic excellence and life-long learning, BYU’s mission is to pursue the full realization of human potential. Our belief that human potential is of divine origin motivates us to respect all people and to value the rich diversity of the human family. We believe diversity strengthens our academic community and enriches the educational experience for all our students.

We seek a learning environment that reflects the diverse nature of our sponsoring institution, the Church of Jesus Christ of Latter-day Saints. As we do so, we recognize that despite our differences in cultures, ethnicities, languages, or social or economic backgrounds, “what unites us is far more than what differentiates us.” Thus, recognizing that diversity and unity can be mutually reinforcing, we seek a community, brought about not through similar attributes or backgrounds, but rather through mutual respect and charity towards all, so that we are “no more strangers and foreigners, but fellow citizens with the saints, and of the household of God.”

While we will not support practices contrary to doctrines of the LDS Church or policies of BYU, we categorically oppose prejudice and reject behavior that excludes, marginalizes or is derisive of others and we unreservedly affirm principles of justice, inclusion and equity. Faculty, staff, and students have a shared responsibility to promote a positive environment that is welcoming of all peoples.

Please Read the Following Statements Issued by BYU

Student Agreement: The student hereby agrees to the following:

1. Be enrolled as an internship student.
2. Comply with all Experience Provider rules, policies and procedures.

3. Complete the internship during the dates specified unless modified by the Experience Provider and BYU. Students who feel they must leave or not start an internship for which they have registered must do the following: (1) Consult the BYU department/college internship coordinator or faculty member supervising the internship and explain their reasons for wanting to discontinue the internship. (2) If the department agrees with the student's decision, the internship provider must be given appropriate, timely notice about the discontinuance. (3) If the decision to discontinue comes after the drop deadline, the student must petition to quit the internship. (4) If the student has received money from a BYU college or department to help defray expenses associated with the internship, the student may be required to give back an amount commensurate with the time not spent in the internship. Students who leave internships early without notifying their BYU supervisor and the internship site supervisor may receive a low or failing grade for the internship and may be blocked from registering for future internships.
4. Work conscientiously under the direction of the supervisor assigned by the Experience Provider, submitting all reports and assignments as required.
5. Report serious problems, including physical, safety and personnel, to the Experience Provider supervisor and the BYU Internship Coordinator.
6. Complete all BYU academic assignments and course work as outlined by the applicable department.
7. Adhere to BYU's Honor Code and the Experience Provider's Standards of Personal Conduct and Dress and Grooming Standards.
8. Receive and read a copy of the Internship Master Agreement between BYU and the Experience Provider. I acknowledge that it is incorporated by reference into this Agreement and that I am bound by such terms and conditions therein which specifically apply to interns.
9. Consult with my personal physician in regard to necessary immunizations and any other medical matters relating to my participation in the internship program.
10. Authorize BYU's designated representative to grant permission for my necessary medical treatment for which I will be financially responsible if, during my participation in the program, I become incapacitated or otherwise unable to provide consent to medical treatment and advance consent cannot be obtained from my family.
11. Participation as an intern may involve risks not found in study at BYU. These include risks involved in traveling to and returning from place of internship; different standards of design, safety, and maintenance of buildings, public places, and conveyances; local medical and weather conditions. I represent that I have made my own investigation and am willing to accept these risks.
12. Be personally responsible for all housing, transportation, study, and other arrangements in connection with my internship and personally bear all associated costs. In addition, be personally responsible for any financial liability and obligation which I personally incur and for any injury, loss, damage, liability, cost or expense to the person or property of another which is caused or contributed to by me during my participation in the internship program. I understand that BYU does not represent or act as an agent for, and cannot control the acts or omissions of, any host institution, host family, transportation carrier, hotel, tour organizer, or other provider of goods or services involved in the internship. I understand that BYU is not responsible for matters that are beyond its control, including, without limitation, strikes, war, loss, or theft of personal belongings, delays, weather, acts of God, governmental restrictions or acts, errors, or omissions of third party providers of goods or services.
13. Abide by all applicable laws. I understand I must personally attend to any legal problems I encounter or incur as an intern.
14. Acknowledge and agree that BYU is acting as an internship facilitator only and that BYU will be neither responsible for nor held liable for any claims, disputes, losses, damages, injuries, adverse events or outcomes arising out of or caused by the internship, including but not limited to such claims, disputes,

losses, damages, injuries, adverse events and outcomes caused by Experience Provider's actions, inactions or negligence, even if BYU has been advised of the possibility of such.

15. Acknowledge and agree that as an Intern, I am placed with the Experience Provider in order to receive educational experience as part of my academic curriculum; my duties performed as an Intern are not performed as an employee of the Experience Provider but rather in fulfillment of the academic requirements of my educational experience and are to be performed under direct supervision by the Experience Provider's personnel. To the extent allowed under state and/or federal law, neither the Experience Provider nor BYU is required to provide worker's compensation coverage for my participating in this educational experience.
16. Acknowledge that all creative work performed as part of my internship shall be considered a "work made for hire," and that all copyright and other intellectual property rights in any such original creative work produced by me shall be owned entirely by the Experience Provider. Further, I agree not to utilize, incorporate, or otherwise make use of any pre-existing intellectual property and/or trade secrets of Brigham Young University in the creative work or internship performance without the express written permission of Brigham Young University.

Academic Honesty: The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught, "character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Honor Code: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and the expectation for this course, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

COMMS 496R SYLLABUS - ADVERTISING

After securing an internship and registering*, students are ready to start the internship course. Below are the course requirements.

Course Information & Purpose: Communications 496R is a 4-credit, graded internship experience required to be completed prior to graduation for all emphases. The internship course requirement is designed to provide students with the opportunity to use classroom knowledge in a practical/real-world setting with the support of a faculty advisor and a communications professional. While the internship and career services office is a resource, students are required to locate and secure their own internship. This provides students the practical experience of preparing application materials (résumé, cover letter, and portfolio), applying, and interviewing with employers for potential internships and jobs. These skills will be vital during their post-graduation search for employment.

*registration instructions can be found at: commsinternships.byu.edu

Learning Outcomes: The academic assignments are specifically designed with the intent to enrich the learning experience throughout the internship. The learning outcomes for the internship course are as follows:

1. Students will demonstrate proficiency in research, writing, creativity, and technical abilities.
2. Students will demonstrate professionalism by conducting themselves appropriately, meeting deadlines, and demonstrating a positive attitude and high level of commitment.
3. Students will demonstrate ethical and legal behavior and show sensitivity to diversity.

Course Assignments and Grading: The chart below lists the required assignments that must be completed throughout the internship. All assignments are mandatory. Assignments should be submitted online through the communications internship website (commsinternship.byu.edu). This is a graded internship. Grades will be lowered for late or missing assignments.

Assignment descriptions and grading procedures are detailed in this syllabus.

MEASURE	ASSIGNMENT & CRITERIA	% OF GRADE
Internship Attendance & Progress	Internship Reports <ul style="list-style-type: none"> • Frequency (8 Reports, 5% each) • Quality of information & reflection • Hours reported (total required: 280 hours) 	40%
Internship Performance	Employer Evaluation Updated Portfolio <ul style="list-style-type: none"> • Organization, content, attention to detail • Résumé 	10%
		25%
Learning & Reflection	Student Evaluation Reflection Paper <ul style="list-style-type: none"> • Completion of the reading assignment • Length, grammar/proofreading, reflection 	5%
		20%
Total		100%

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INTERNSHIP REPORTS

Purpose: The internship reports are the primary place for demonstrating meaningful reflection as students address the learning objectives of the course; resolve problems and challenges; and document observations and feelings related to his/her internship. The goals of these reports are to:

- Provide a forum for reflection on the internship experience (i.e. observations, projects/tasks, challenges, etc.);
- Provide an opportunity to highlight the progress towards achieving the course learning objectives;
- Provide a venue for consistent monitoring, coaching and assessment of the internship experience.

Assignment Requirements: Reports should be submitted at the conclusion of every 35 hours of work. A total of eight reports should be submitted over the course of the internship. Each report should comment on at least three tasks/projects you worked on during the past 35 hours of work.

Internship reports must address the topics below (if applicable).

- Specifics about jobs/tasks/projects accomplished
- Problems encountered with job assignments or work environment and efforts towards resolution
- Application to classroom knowledge
- Progress towards achieving Learning Objectives: What did you learn and how?
- Concerns you may have that need to be addressed by your professor

Deadline: Reports should be submitted at the conclusion of every 35 hours of work. Reports are due **by 11:59 p.m** the day that the 35 hours have been completed. The eight reports should be submitted in the following increments:

Report #	Hours Completed	Report #	Hours Completed
1	35	5	175
2	70	6	210
3	105	7	245
4	140	8	280

Submission Instructions: Reports should be submitted online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “students” tab, select your internship, and click on “internship reports.” Add a new internship report according to the schedule above. Fill out the report thoroughly and click the save button.

Tip: Keeping a brief daily log that documents your experience will be very beneficial. Not only will it aid in your internship report, but as the weeks fly by you will have a small record of your experience for future reflection.

Consider addressing the following questions on a daily basis:

1. What did I learn today?
2. What challenges or frustrations did I encounter today?
3. How did I use critical thinking or problem solving to address this issue?

Grading: Each report will be worth 5% of your grade. Only eight reports are required. If your internship is less than eight weeks long, you are still required to submit eight reports. If your internship is 18 weeks long, you will still only need to submit eight reports. Collectively, all the reports will make up 40% of your grade. Reports are due no later than 11:59 p.m. following the completion of the hours you will be reporting on.

Late Policy: Reports submitted after the deadline will receive zero points. If you miss a report, please account for the hours worked in your next report.

REQUIRED INTERNSHIP HOURS

Students are required to complete a total of 280 hours at the approved internship experience. **Hours cannot be counted until students are registered for course credit.** In the event that the full 280 hours are not completed, your overall grade will be lowered according to the following scale:

For every 10 hours not completed, you will lose 3% off your overall grade (see corresponding chart to the right).

Example: after your professor has graded all assignments, if you are missing 15 hours of work, your grade will be lowered 6%. Therefore, if you received a 91% (A-), your grade would be lowered to an 85% (B).

If the lack of hours is due to a nonacademic extenuating circumstance that arises after the discontinuance deadline the student can arrange with the internship director to receive an “incomplete” in the course. Please refer to the Registrar’s Office website (<http://registrar.byu.edu/registrar/records/incompletes.php>) for policies and procedures on obtaining and filing an “incomplete” contract.

Hours Missing	Percentage Deducted
1-10	3%
11-20	6%
21-30	9%
31-40	12%
41-50	15%
...	...
Grade	Percentage
A	94% +
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
...	...

NOTE: BYU requires a minimum of 42 hours worked at the internship experience per credit hour registered. Therefore, students will not receive a passing grade in the internship course if they are missing more than 112 hours. NO EXCEPTIONS.

EMPLOYER EVALUATION

Purpose: The evaluation is an assessment tool for the on-site supervisor to provide his or her feedback regarding the student’s performance during the internship experience. The on-site supervisor is strongly encouraged to discuss the evaluation with the student upon completion.

Assignment Requirements: It is the **student’s responsibility** to request* an employer evaluation prior to the conclusion of his or her internship hours. The request for the employer evaluation should coincide with the completion of 240 hours or in the last two weeks of your internship. At that time, your on-site supervisor should fill out the employer evaluation. This allows 1-2 weeks for the employer to complete the evaluation before the required 280 hours are up.

Deadline: The employer evaluation must be submitted within one week after completing the required 280 hours or 3 business days before the grade submission deadline – *whichever comes first*.

***Submission Instructions:** Evaluations should be submitted online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “student” tab, select your internship, click on “employer evaluation,” and click on “send email.” This will email your on-site supervisor and remind him or her to fill the evaluation out. Please consistently check online to ensure the evaluation is completed in a timely manner.

Tip: It is strongly encouraged that you write a “thank you” letter to your on-site supervisor for the internship experience. Please contact your internship instructor if you need information on how to write a “thank you” letter.

Grading: The employer evaluation is part of your internship performance measure and is worth 10% of your overall grade. Evaluations will receive full credit when completed fully, with good marks, and on time. A poor evaluation from the supervisor will result in a lowered grade on this assignment.

UPDATED PORTFOLIO (INCLUDING RÉSUMÉ)

Purpose: Your portfolio can help you market yourself to employers. It can be one of the most beneficial tools you use when applying for jobs and interviewing. You can support what you tell an employer in an interview with items from your portfolio. As you are talking about specific projects or skills, you can refer back to your portfolio.

Assignment Requirements: The portfolio should showcase both the work done on your internship and your best lab and/or class work related to your professional goals. Six to eight deliverables or campaigns that show your breadth of talent as well as depth would be appropriate. The portfolio should include a downloadable/printable résumé. Résumés should be kept to one page. A professional look and organization is important as well.

Deadline: The portfolio/resume must be submitted within one week after completing the required 280 hours or 3 business days before the grade submission deadline – *whichever comes first*.

Formatting Requirements: The portfolio can be presented in a PDF document or on a website. Many students provide them in both formats, though a website is more commonly used. Regardless of format (PDF or website) the portfolio and résumé should be easily navigable, aesthetically pleasing, and represent your professional goals/endeavors.

Submission Instructions: Portfolios should be submitted online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “student” tab, select your internship, click on “portfolio & résumé,” and submit your assignment as indicated. You can either upload a PDF portfolio or paste a link to your website. NOTE: When uploading a file, **only** PDF files are accepted. No other file types will upload successfully.

Grading: Your portfolio will be evaluated on its design, navigation, and clarity. Make sure you provide adequate context for each element you include. The portfolio and résumé should be free from grammatical, punctuation, and spelling errors. All links should be in working order and files should be easily viewable. Points could be deducted in each of these areas.

Tip: Meet with the internship director for a resume/portfolio critique before turning this assignment in for a professional review of your work – *this could help you get a higher grade!*

Late Policy: Portfolios submitted after the established deadline will lose 1% off the final grade of the portfolio, per day late. (EX: If you earn a 25/25 on the portfolio, but it was submitted three days late, your final grade on the portfolio will be 22/25.)

FOR SAMPLES OF THIS ASSIGNMENT, VISIT OUR WEBSITE!

<https://cfac.byu.edu/comms/internships-careers/samples/>

STUDENT EVALUATION

Purpose: The student evaluation is an assessment tool for the student to provide feedback regarding his or her internship experience. It will help the department determine how to better prepare students for internships as well as whether or not certain internships should continue to be approved for academic credit.

Assignment Requirements: It is the **student’s responsibility** to complete the evaluation form on the internship website (commsinternship.byu.edu). The student should fill out the evaluation completely and answer each question accurately and honestly.

Deadline: The student evaluation must be submitted within one week after completing the required 280 hours or 3 business days before the grade submission deadline – *whichever comes first*.

Submission Instructions: Evaluations should be filled out online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “student” tab, select your

internship, click on “student evaluation,” fill out the evaluation form, and click submit.

Grading: The student evaluation is part of your learning and reflection measure and is worth 5% of your overall grade. Evaluations will receive full credit when completed thoroughly, thoughtfully, and on time.

Late Policy: Late evaluations will not be accepted. An evaluation submitted later than the established deadline will automatically lose the full 5%.

REFLECTION PAPER

Purpose: The reading assignment is designed to help you contextualize the professional activities in which you are engaged. The information gleaned from the reading will help you to further understand the impact your work has in the field of communications. Your paper will display this understanding and incorporate meaningful reflections based on the specific internship experiences as they apply to the established internship objectives.

Assignment Requirements: Students must obtain a copy of one of the following four books and read it throughout the internship experience. Please select the book that most relates to your internship.

- “The Tipping Point” by Malcolm Gladwell (ISBN#: 978-0316346627)
- “Permission Marketing” by Seth Godin (ISBN#: 978-0684856360)
- “Truth, Lies & Advertising: The Art of Account Planning” by Jon Steel (ISBN#: 978-0471189626)
- “The End of Marketing As We Know It” by Sergio Zyman (ISBN#: 978-0887309830)

Upon completion of the reading assignment, students will write a four-page reflection paper. The paper should compare and contrast the content of the book with the student’s internship experience as well as how he or she accomplished the internship objectives that were established prior to registering.

Formatting Requirements: Assignments that do not follow the format listed below will be subject to a lower grade. Your reflection paper submission must appear as indicated:

- Papers should be double-spaced, 12 pt. font, Times New Roman, with 1” margins on all sides. All pages should have the following right-aligned header: Last name, first name - pg #. Papers should be saved as a PDF and have the following file name: Last Name, First Name-Reflection Paper. MS Word (.doc, .docx) or Pages files will NOT be accepted.
- Grammar, spelling, punctuation, language usage, and citations should follow AP style.

Deadline: The Reflection Paper must be submitted within one week after completing the required 280 hours or 3 business days before the grade submission deadline – *whichever comes first*.

Submission Instructions: Reports should be submitted online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “student” tab, select your internship, click on “reflection paper,” and follow the instructions to upload/submit your assignment.

NOTE: When uploading a file, **only** PDF files are accepted. No other file types will upload successfully.

Grading: The reflection paper will make up 20% of your grade. A paper that will earn full credit should show knowledge of the text as well as genuine thought and reflection of the internship experience. It will also include reflection on the completion (or lack thereof) of the internship objectives that were established prior to registering for the internship. The paper will be free of grammatical, punctuation, and formatting errors and meet the page requirement. Points will be deducted for the absence of the aforementioned qualities.

Late Policy: Papers submitted after the established deadline will lose 1% off the final grade of the paper, per day late. (EX: If you earn a 20/25 on the paper, but it was submitted three days late, your final grade on the paper will be 17/25.)

STUDENT RATINGS

While not a graded portion of this course, students are encouraged to complete the “student ratings” available through the BYU website at the end of the semester or term. Without your responsible input, we cannot effectively assess and improve teaching performance and student learning. Please be honest, fair, and constructive as you complete your evaluations.

SITE VISIT/SUPERVISOR CONTACT

Purpose: The site visit (or supervisor contact) allows the faculty adviser to assess the work environment and evaluate whether or not the internship provider should be permitted to continually host interns for academic credit. The visit/contact gives you an additional opportunity to express any concerns you may have. The goals for the site visit are:

- To gather systematic feedback on the progress of the internship to date from the perspective of all three parties in the partnership (i.e. feedback from the student, on-site supervisor and faculty adviser);
- To reassess and plan for the second half of the internship;
- To provide an academic presence in the workplace and gather needed information for continued development of the program.

Visit Information: It is the *faculty adviser’s responsibility* to schedule a 30-45 minute site visit meeting (or conference call) with the on-site supervisor, student, and himself or herself. The site visit is similar to a midterm evaluation and should be ***scheduled after roughly 140 hours at the internship have been completed.*** The faculty adviser will meet with the on-site supervisor separately from the student, but likely in the same visit. If for some reason a site visit cannot be conducted, students should still request the on-site supervisor to provide them feedback on their work thus far. If performance improvements are needed, student and employer should make necessary adjustments to improve the internship experience for all parties.

Grading: THIS IS NOT PART OF THE INTERNSHIP COURSE GRADE and is merely to inform students of the possibility of a site visit/contact.

FREQUENTLY ASKED QUESTIONS

1. What do I do if the content I produced at my internship is not available publicly yet or is currently under an NDA?
 - a. We never ask students to violate an NDA they have signed with a company. Prepare your résumé and portfolio as normal and then provide a supplementary page (in the PDF or on your website) that summarizes who you worked for and what you spent your time on. Point out that you are currently under an NDA or that your work has not been made public yet. For this assignment, specifying this information is more beneficial than just leaving it out.
2. What should I do if the work I helped with is published under someone else’s name?
 - a. Context is key! If you provide an example of work and explain your role on the project then it doesn’t matter whose name it is published under. As an intern, we cannot expect your name to be put on anything and therefore we must be flexible.
3. My internship provider is concerned with me receiving both academic credit as well as monetary compensation. What should I tell them?
 - a. Brigham Young University and the Department of Communications take no issue with students receiving monetary compensation simultaneously while receiving academic credit for an internship experience. All we ask is that the student intern is compensated in accordance with the Fair Labor Standards Act regarding internships and federal minimum wage laws.
4. My internship extends past the semester I’m registered for; do I need to register again? How does that work with grading?
 - a. No, you do not need to register again. You will receive a T-grade in the interim while awaiting a final letter grade. Your grade will be changed upon completion of the 280 internship hours, submission of all remaining assignments, and the completion of faculty grading. Please email the internship director

with your estimated internship date of completion of hours to ensure that your internship is graded quickly after finishing. For additional information regarding T-grades, visit our website (<https://cfac.byu.edu/comms/internships-careers/register/>).

PROFESSIONALISM STANDARDS

Social Media: All social media use is transparent and accessible by employers unless privacy settings are established. With that in mind, all communication especially during an internship should be conducted in a professional manner without the informalities common on some social media sites. The intern should also request to see if there is a social media use policy already set by the organization for purposes of compliance.

Dress & Appearance: Students should dress professionally in accordance with the standards set by the internship site.

Academic Etiquette: Just as in any professional setting, there is a standard of behavior expected at BYU; this includes using proper salutations. When considering how you should address a member of our faculty or staff, it is best to default to either “professor” or “brother” or “sister.” Those holding doctorates may prefer to be addressed as “doctor.” You should not address an instructor or staff member by his or her first name, unless that individual has invited you to do so. Neither is it proper to address an instructor or staff member by only his or her last name.

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9. Consult with my personal physician in regard to necessary immunizations and any other medical matters relating to my participation in the internship program.
10. Authorize BYU's designated representative to grant permission for my necessary medical treatment for which I will be financially responsible if, during my participation in the program, I become incapacitated or otherwise unable to provide consent to medical treatment and advance consent cannot be obtained from my family.
11. Participation as an intern may involve risks not found in study at BYU. These include risks involved in traveling to and returning from place of internship; different standards of design, safety, and maintenance of buildings, public places, and conveyances; local medical and weather conditions. I represent that I have made my own investigation and am willing to accept these risks.
12. Be personally responsible for all housing, transportation, study, and other arrangements in connection with my internship and personally bear all associated costs. In addition, be personally responsible for any financial liability and obligation which I personally incur and for any injury, loss, damage, liability, cost or expense to the person or property of another which is caused or contributed to by me during my participation in the internship program. I understand that BYU does not represent or act as an agent for, and cannot control the acts or omissions of, any host institution, host family, transportation carrier, hotel, tour organizer, or other provider of goods or services involved in the internship. I understand that BYU is not responsible for matters that are beyond its control, including, without limitation, strikes, war, loss, or theft of personal belongings, delays, weather, acts of God, governmental restrictions or acts, errors, or omissions of third party providers of goods or services.
13. Abide by all applicable laws. I understand I must personally attend to any legal problems I encounter or incur as an intern.
14. Acknowledge and agree that BYU is acting as an internship facilitator only and that BYU will be neither responsible for nor held liable for any claims, disputes, losses, damages, injuries, adverse events or outcomes arising out of or caused by the internship, including but not limited to such claims, disputes,

losses, damages, injuries, adverse events and outcomes caused by Experience Provider's actions, inactions or negligence, even if BYU has been advised of the possibility of such.

15. Acknowledge and agree that as an Intern, I am placed with the Experience Provider in order to receive educational experience as part of my academic curriculum; my duties performed as an Intern are not performed as an employee of the Experience Provider but rather in fulfillment of the academic requirements of my educational experience and are to be performed under direct supervision by the Experience Provider's personnel. To the extent allowed under state and/or federal law, neither the Experience Provider nor BYU is required to provide worker's compensation coverage for my participating in this educational experience.
16. Acknowledge that all creative work performed as part of my internship shall be considered a "work made for hire," and that all copyright and other intellectual property rights in any such original creative work produced by me shall be owned entirely by the Experience Provider. Further, I agree not to utilize, incorporate, or otherwise make use of any pre-existing intellectual property and/or trade secrets of Brigham Young University in the creative work or internship performance without the express written permission of Brigham Young University.

Academic Honesty: The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught, "character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Honor Code: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and the expectation for this course, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

COMMS 496R SYLLABUS – NEWS MEDIA

After securing an internship and registering*, students are ready to start the internship course. Below are the course requirements.

Course Information & Purpose: Communications 496R is a 4-credit, graded internship experience required to be completed prior to graduation for all emphases. The internship course requirement is designed to provide students with the opportunity to use classroom knowledge in a practical/real-world setting with the support of a faculty advisor and a communications professional. While the internship and career services office is a resource, students are required to locate and secure their own internship. This provides students the practical experience of preparing application materials (résumé, cover letter, and portfolio), applying, and interviewing with employers for potential internships and jobs. These skills will be vital during their post-graduation search for employment.

*registration instructions can be found at: commsinternships.byu.edu

Learning Outcomes: The academic assignments are specifically designed with the intent to enrich the learning experience throughout the internship. The learning outcomes for the internship course are as follows:

1. Students will demonstrate proficiency in research, writing, creativity, and technical abilities.
2. Students will demonstrate professionalism by conducting themselves appropriately, meeting deadlines, and demonstrating a positive attitude and high level of commitment.
3. Students will demonstrate ethical and legal behavior and show sensitivity to diversity.

Course Assignments and Grading: The chart below lists the required assignments that must be completed throughout the internship. All assignments are mandatory. Assignments should be submitted online through the communications internship website (commsinternship.byu.edu). This is a graded internship. Grades will be lowered for late or missing assignments.

MEASURE	ASSIGNMENT & CRITERIA	% OF GRADE
Internship Attendance & Progress	Internship Reports <ul style="list-style-type: none"> • Frequency (8 Reports, 5% each) • Quality of information & reflection • Hours reported (total required: 280 hours) 	40%
Internship Performance	Employer Evaluation	10%
	Updated Portfolio <ul style="list-style-type: none"> • Organization, content, attention to detail • Résumé 	25%
Learning & Reflection	Student Evaluation	5%
	Reflection Paper <ul style="list-style-type: none"> • Completion of the reading assignment • Length, grammar/proofreading, reflection 	20%
Total		100%

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INTERNSHIP REPORTS

Purpose: The internship reports are the primary place for demonstrating meaningful reflection as students address the learning objectives of the course; resolve problems and challenges; and document observations and feelings related to his/her internship. The goals of these reports are to:

- Provide a forum for reflection on the internship experience (i.e. observations, projects/tasks, challenges, etc.);
- Provide an opportunity to highlight the progress towards achieving the course learning objectives;
- Provide a venue for consistent monitoring, coaching and assessment of the internship experience.

Assignment Requirements: Reports should be submitted at the conclusion of every 35 hours of work. A total of eight reports should be submitted over the course of the internship. Each report should comment on at least three tasks/projects worked on during the past 35 hours of work.

Internship reports must address the topics below (if applicable).

- Specifics about jobs/tasks/projects accomplished
- Problems encountered with job assignments or work environment and efforts towards resolution
- Application to classroom knowledge
- Progress towards achieving Learning Objectives: What did you learn and how?
- Concerns you may have that need to be addressed by your professor

Deadline: Reports should be submitted at the conclusion of every 35 hours of work. Reports are due **by 11:59 p.m** the day that the 35 hours have been completed. The eight reports should be submitted in the following increments:

Report #	Hours Completed	Report #	Hours Completed
1	35	5	175
2	70	6	210
3	105	7	245
4	140	8	280

Submission Instructions: Reports should be submitted online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “students” tab, select your internship, and click on “internship reports.” Add a new internship report according to the schedule above. Fill out the report thoroughly and click the save button.

Tip: Keeping a brief daily log that documents your experience will be very beneficial. Not only will it aid in your internship report, but as the weeks fly by you will have a small record of your experience for future reflection. Consider addressing the following questions on a daily basis:

1. What did I learn today?
2. What challenges or frustrations did I encounter today?
3. How did I use critical thinking or problem solving to address this issue?

Grading: Each report will be worth 5% of your grade. Only eight reports are required. If your internship is less than eight weeks long, you are still required to submit eight reports. If your internship is 18 weeks long, you will still only need to submit eight reports. Collectively, all the reports will make up 40% of your grade. Reports are due no later than 11:59 p.m. following the completion of the hours you will be reporting on.

Late Policy: Reports submitted after the deadline will receive zero points. If you miss a report, please account for the hours worked in your next report.

REQUIRED INTERNSHIP HOURS

Students are required to complete a total of 280 hours at the approved internship experience. **Hours cannot be counted until students are registered for course credit.** In the event that the full 280 hours are not completed, your overall grade will be lowered according to the following scale:

For every 10 hours not completed, you will lose 3% off your overall grade (see corresponding chart to the right).

Example: after your professor has graded all assignments, if you are missing 15 hours of work, your grade will be lowered 6%. Therefore, if you received a 91% (A-), your grade would be lowered to an 85% (B).

If the lack of hours is due to a nonacademic extenuating circumstance that arises after the discontinuance deadline the student can arrange with the internship director to receive an “incomplete” in the course. Please refer to the Registrar’s Office website (<http://registrar.byu.edu/registrar/records/incompletes.php>) for policies and procedures on obtaining and filing an “incomplete” contract.

Hours Missing	Percentage Deducted
1-10	3%
11-20	6%
21-30	9%
31-40	12%
41-50	15%
...	...
Grade	Percentage
A	94% +
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
...	...

NOTE: BYU requires a minimum of 42 hours worked at the internship experience per credit hour registered. Therefore, students will not receive a passing grade in the internship course if they are missing more than 112 hours. NO EXCEPTIONS.

EMPLOYER EVALUATION

Purpose: The evaluation is an assessment tool for the on-site supervisor to provide his or her feedback regarding the student’s performance during the internship experience. The on-site supervisor is strongly encouraged to discuss the evaluation with the student upon completion.

Assignment Requirements: It is the **student’s responsibility** to request* an employer evaluation prior to the conclusion of his or her internship hours. The request for the employer evaluation should coincide with the completion of 240 hours or in the last two weeks of your internship. At that time, your on-site supervisor should fill out the employer evaluation. This allows 1-2 weeks for the employer to complete the evaluation before the required 280 hours are up.

Deadline: The employer evaluation must be submitted within one week after completing the required 280 hours or 3 business days before the grade submission deadline – *whichever comes first*.

***Submission Instructions:** Evaluations should be submitted online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “student” tab, select your internship, click on “employer evaluation,” and click on “send email.” This will email your on-site supervisor and remind him or her to fill the evaluation out. Please consistently check online to ensure the evaluation is completed in a timely manner.

Tip: It is strongly encouraged that you write a “thank you” letter to your on-site supervisor for the internship experience. Please contact your internship instructor if you need information on how to write a “thank you” letter.

Grading: The employer evaluation is part of your internship performance measure and is worth 10% of your overall grade. Evaluations will receive full credit when completed fully, with good marks, and on time. A poor evaluation from the supervisor will result in a lowered grade on this assignment.

UPDATED PORTFOLIO (INCLUDING RÉSUMÉ)

Purpose: Your portfolio can help you market yourself to employers. It can be one of the most beneficial tools you use when applying for jobs and interviewing. You can support what you tell an employer in an interview with items from your portfolio. As you are talking about specific projects or skills, you can refer back to your portfolio.

Assignment Requirements: The portfolio should showcase both the work done on your internship and your best lab and/or class work related to your professional goals. Six to eight articles or elements that show your breadth of talent as well as depth would be appropriate. The portfolio should include a downloadable/printable résumé (PDF format). Résumés should be kept to one page. A professional look and organization is important as well.

Deadline: The portfolio/resume must be submitted within one week after completing the required 280 hours or 3 business days before the grade submission deadline – *whichever comes first*.

Formatting Requirements: The portfolio can be presented in a PDF document or on a website. Many students provide them in both formats. Regardless of format (PDF or website) the portfolio and résumé should be easily navigable, aesthetically pleasing, and represent your professional goals/endeavors.

Submission Instructions: Portfolios should be submitted online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “student” tab, select your internship, click on “portfolio & résumé,” and submit your assignment as indicated. You can either upload a PDF portfolio or paste a link to your website. NOTE: When uploading a file, **only** PDF files are accepted. No other file types will upload successfully.

Grading: Your portfolio will be evaluated on its design, navigation, and clarity. Make sure you provide adequate context for each element you include. The portfolio and resume should be free from grammatical, punctuation, and spelling errors. All links should be in working order and files should be easily viewable. Points could be deducted in each of these areas.

Tip: Meet with the internship director for a resume/portfolio critique before turning this assignment in for a professional review of your work – *this could help you get a higher grade!*

Late Policy: Portfolios submitted after the established deadline will lose 1% off the final grade of the portfolio, per day late. (EX: If you earn a 25/25 on the portfolio, but it was submitted three days late, your final grade on the portfolio will be 22/25.)

FOR SAMPLES OF THIS ASSIGNMENT, VISIT OUR WEBSITE!

<https://cfac.byu.edu/comms/internships-careers/samples/>

STUDENT EVALUATION

Purpose: The student evaluation is an assessment tool for the student to provide feedback regarding his or her internship experience. It will help the department determine how to better prepare students for internships as well as whether or not certain internships should continue to be approved for academic credit.

Assignment Requirements: It is the **student’s responsibility** to complete the evaluation form on the internship website (commsinternship.byu.edu). The student should fill out the evaluation completely and answer each question accurately and honestly.

Deadline: The student evaluation must be submitted within one week after completing the required 280 hours or 3 business days before the grade submission deadline – *whichever comes first*.

Submission Instructions: Evaluations should be filled out online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “student” tab, select your internship, click on “student evaluation,” fill out the evaluation form, and click submit.

Grading: The student evaluation is part of your learning and reflection measure and is worth 5% of your overall grade. Evaluations will receive full credit when completed thoroughly, thoughtfully, and on time.

Late Policy: Late evaluations will not be accepted. An evaluation submitted later than the established deadline will automatically lose the full 5%.

REFLECTION PAPER

Purpose: The reading assignment is designed to help you contextualize the professional activities in which you are engaged. The information gleaned from the reading will help you to further understand the impact your work has in the field of communications. Your paper will display this understanding and incorporate meaningful reflections based on the specific internship experiences as they apply to the established internship objectives.

Assignment Requirements: Students must obtain a copy of one of the following four books and read it throughout the internship experience. Please select the book that most relates to your internship.

- “Reality Show” by Howard Kurtz (ISBN#:978-0743299824)
 - New York or other network television news interns should read this book.
- “We Interrupt this Newscast” by Tom Rosenstiel (ISBN#: 978-0521145466)
 - Local Television News interns should read this book.
- “Sound Reporting: The NPR Guide to Audio Journalism and Production” by Jonathan Kern (ISBN#: 978-0226431789)
 - Radio News interns should read this book.
- “Journalism Next: A Practical Guide to Digital Reporting and Publishing” by Mark Briggs (ISBN#: 978-1604265606)
 - Print or Online News interns should read this book.

Upon completion of the reading assignment, students will write a four-page reflection paper. The paper should compare and contrast the content of the book with the student’s internship experience as well as how he or she accomplished the internship objectives that were established prior to registering.

Formatting Requirements: Assignments that do not follow the format listed below will be subject to a lower grade. Your reflection paper submission must appear as indicated:

- Papers should be double-spaced, 12 pt. font, Times New Roman, with 1” margins on all sides. All pages should have the following right-aligned header: Last name, first name - pg #. Papers should be saved as a PDF and have the following file name: Last Name, First Name-Reflection Paper. MS Word (.doc, .docx) or Pages files will NOT be accepted.
- Grammar, spelling, punctuation, language usage, and citations should follow AP style.

Deadline: The Reflection Paper must be submitted within one week after completing the required 280 hours or 3 business days before the grade submission deadline – *whichever comes first*.

Submission Instructions: Reports should be submitted online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “student” tab, select your internship, click on “reflection paper,” and follow the instructions to upload/submit your assignment.

NOTE: When uploading a file, only PDF files are accepted. No other file types will upload successfully.

Grading: The reflection paper will make up 20% of your grade. A paper that will earn full credit should show knowledge of the text as well as genuine thought and reflection of the internship experience. It will also include reflection on the completion (or lack thereof) of the internship objectives that were established prior to registering for the internship. The paper will be free of grammatical, punctuation, and formatting errors and meet the page requirement. Points will be deducted for the absence of the aforementioned qualities.

Late Policy: Papers submitted after the established deadline will lose 1% off the final grade of the paper, per day late. (EX: If you earn a 20/25 on the paper, but it was submitted three days late, your final grade on the

paper will be 17/25.)

STUDENT RATINGS

While not a graded portion of this course, students are encouraged to complete the “student ratings” available through the BYU website at the end of the semester or term. Without your responsible input, we cannot effectively assess and improve teaching performance and student learning. Please be honest, fair, and constructive as you complete your evaluations.

SITE VISIT/SUPERVISOR CONTACT

Purpose: The site visit (or supervisor contact) allows the faculty advisor to assess the work environment and evaluate whether or not the internship provider should be permitted to continually host interns for academic credit. The visit/contact gives you an additional opportunity to express any concerns you may have. The goals for the site visit are:

- To gather systematic feedback on the progress of the internship to date from the perspective of all three parties in the partnership (i.e. feedback from the student, on-site supervisor and faculty adviser);
- To reassess and plan for the second half of the internship;
- To provide an academic presence in the workplace and gather needed information for continued development of the program.

Visit Information: It is the *faculty adviser’s responsibility* to schedule a 30-45 minute site visit meeting (or conference call) with the on-site supervisor, student, and himself or herself. The site visit is similar to a midterm evaluation and should be ***scheduled after roughly 140 hours at the internship have been completed.*** The faculty adviser will meet with the on-site supervisor separately from the student, but likely in the same visit. If for some reason a site visit cannot be conducted, students should still request the on-site supervisor to provide them feedback on their work thus far. If performance improvements are needed, student and employer should make necessary adjustments to improve the internship experience for all parties.

Grading: THIS IS NOT PART OF THE INTERNSHIP COURSE GRADE and is merely to inform students of the possibility of a site visit/contact.

FREQUENTLY ASKED QUESTIONS

1. What do I do if the content I produced at my internship is not available publicly yet or is currently under an NDA?
 - a. We never ask students to violate an NDA they have signed with a company. Prepare your résumé and portfolio as normal and then provide a supplementary page (in the PDF or on your website) that summarizes who you worked for and what you spent your time on. Point out that you are currently under an NDA or that your work has not been made public yet. For this assignment, specifying this information is more beneficial than just leaving it out.
2. What should I do if the work I helped with is published under someone else’s name?
 - a. Context is key! If you provide an example of work and explain your role on the project then it doesn’t matter whose name it is published under. As an intern, we cannot expect your name to be put on anything and therefore we must be flexible.
3. My internship provider is concerned with me receiving both academic credit as well as monetary compensation. What should I tell them?
 - a. Brigham Young University and the Department of Communications take no issue with students receiving monetary compensation simultaneously while receiving academic credit for an internship experience. All we ask is that the student intern is compensated in accordance with the Fair Labor Standards Act regarding internships and federal minimum wage laws.
4. My internship extends past the semester I’m registered for; do I need to register again? How does that work with grading?

- a. No, you do not need to register again. You will receive a T-grade in the interim while awaiting a final letter grade. Your grade will be changed upon completion of the 280 internship hours, submission of all remaining assignments, and the completion of faculty grading. Please email the internship director with your estimated internship date of completion of hours to ensure that your internship is graded quickly after finishing. For additional information regarding T-grades, visit our website (<https://cfac.byu.edu/comms/internships-careers/register/>).

PROFESSIONALISM STANDARDS

Social Media: All social media use is transparent and accessible by employers unless privacy settings are established. With that in mind, all communication especially during an internship should be conducted in a professional manner without the informalities common on some social media sites. The intern should also request to see if there is a social media use policy already set by the organization for purposes of compliance.

Dress & Appearance: Students should dress professionally in accordance with the standards set by the internship site.

Academic Etiquette: Just as in any professional setting, there is a standard of behavior expected at BYU; this includes using proper salutations. When considering how you should address a member of our faculty or staff, it is best to default to either “professor” or “brother” or “sister.” Those holding doctorates may prefer to be addressed as “doctor.” You should not address an instructor or staff member by his or her first name, unless that individual has invited you to do so. Neither is it proper to address an instructor or staff member by only his or her last name.

ACCREDITATION

The BYU Department of Communications is accredited by ACEJMC, the Accrediting Council on Education in Journalism and Mass Communication. As a member of this body, the Department is committed to student learning that achieves core professional values and competencies such as freedom of speech, ethics, diversity, writing, research, critical thinking, and the application of tools and technologies of the field. More information is available at: <https://cfac.byu.edu/comms/accreditation/>

Department of Communications Diversity Statement

The Brigham Young University Department of Communications embraces its responsibility to create and maintain an environment of inclusiveness that engenders appreciation for diversity and unity. In addition to the promotion of academic excellence and life-long learning, BYU’s mission is to pursue the full realization of human potential. Our belief that human potential is of divine origin motivates us to respect all people and to value the rich diversity of the human family. We believe diversity strengthens our academic community and enriches the educational experience for all our students.

We seek a learning environment that reflects the diverse nature of our sponsoring institution, the Church of Jesus Christ of Latter-day Saints. As we do so, we recognize that despite our differences in cultures, ethnicities, languages, or social or economic backgrounds, “what unites us is far more than what differentiates us.” Thus, recognizing that diversity and unity can be mutually reinforcing, we seek a community, brought about not through similar attributes or backgrounds, but rather through mutual respect and charity towards all, so that we are “no more strangers and foreigners, but fellow citizens with the saints, and of the household of God.”

While we will not support practices contrary to doctrines of the LDS Church or policies of BYU, we categorically oppose prejudice and reject behavior that excludes, marginalizes or is derisive of others and we unreservedly affirm principles of justice, inclusion and equity. Faculty, staff, and students have a shared responsibility to promote a positive environment that is welcoming of all peoples.

Please Read the Following Statements Issued by BYU

Student Agreement: The student hereby agrees to the following:

1. Be enrolled as an internship student.

2. Comply with all Experience Provider rules, policies and procedures.
3. Complete the internship during the dates specified unless modified by the Experience Provider and BYU. Students who feel they must leave or not start an internship for which they have registered must do the following: (1) Consult the BYU department/college internship coordinator or faculty member supervising the internship and explain their reasons for wanting to discontinue the internship. (2) If the department agrees with the student's decision, the internship provider must be given appropriate, timely notice about the discontinuance. (3) If the decision to discontinue comes after the drop deadline, the student must petition to quit the internship. (4) If the student has received money from a BYU college or department to help defray expenses associated with the internship, the student may be required to give back an amount commensurate with the time not spent in the internship. Students who leave internships early without notifying their BYU supervisor and the internship site supervisor may receive a low or failing grade for the internship and may be blocked from registering for future internships.
4. Work conscientiously under the direction of the supervisor assigned by the Experience Provider, submitting all reports and assignments as required.
5. Report serious problems, including physical, safety and personnel, to the Experience Provider supervisor and the BYU Internship Coordinator.
6. Complete all BYU academic assignments and course work as outlined by the applicable department.
7. Adhere to BYU's Honor Code and the Experience Provider's Standards of Personal Conduct and Dress and Grooming Standards.
8. Receive and read a copy of the Internship Master Agreement between BYU and the Experience Provider. I acknowledge that it is incorporated by reference into this Agreement and that I am bound by such terms and conditions therein which specifically apply to interns.
9. Consult with my personal physician in regard to necessary immunizations and any other medical matters relating to my participation in the internship program.
10. Authorize BYU's designated representative to grant permission for my necessary medical treatment for which I will be financially responsible if, during my participation in the program, I become incapacitated or otherwise unable to provide consent to medical treatment and advance consent cannot be obtained from my family.
11. Participation as an intern may involve risks not found in study at BYU. These include risks involved in traveling to and returning from place of internship; different standards of design, safety, and maintenance of buildings, public places, and conveyances; local medical and weather conditions. I represent that I have made my own investigation and am willing to accept these risks.
12. Be personally responsible for all housing, transportation, study, and other arrangements in connection with my internship and personally bear all associated costs. In addition, be personally responsible for any financial liability and obligation which I personally incur and for any injury, loss, damage, liability, cost or expense to the person or property of another which is caused or contributed to by me during my participation in the internship program. I understand that BYU does not represent or act as an agent for, and cannot control the acts or omissions of, any host institution, host family, transportation carrier, hotel, tour organizer, or other provider of goods or services involved in the internship. I understand that BYU is not responsible for matters that are beyond its control, including, without limitation, strikes, war, loss, or theft of personal belongings, delays, weather, acts of God, governmental restrictions or acts, errors, or omissions of third party providers of goods or services.
13. Abide by all applicable laws. I understand I must personally attend to any legal problems I encounter or incur as an intern.
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Academic Honesty: The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught, "character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Honor Code: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and the expectation for this course, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

COMMS 496R SYLLABUS - PUBLIC RELATIONS

After securing an internship and registering*, students are ready to start the internship course. Below are the course requirements.

Course Information & Purpose: Communications 496R is a 4-credit**, graded internship experience required to be completed prior to graduation for all emphases. The internship course requirement is designed to provide students with the opportunity to use classroom knowledge in a practical/real-world setting with the support of a faculty advisor and a communications professional. While the internship and career services office is a resource, students are required to locate and secure their own internship. This provides students the practical experience of preparing application materials (résumé, cover letter, and portfolio), applying, and interviewing with employers for potential internships and jobs. These skills will be vital during their post-graduation search for employment.

*registration instructions can be found at: commsinternships.byu.edu

**Students admitted between Fall '10 and Winter '13 have a different requirement. See internship office for details.

Learning Outcomes: The academic assignments are specifically designed with the intent to enrich the learning experience throughout the internship. The learning outcomes for the internship course are as follows:

1. Students will demonstrate proficiency in research, writing, creativity, and technical abilities.
2. Students will demonstrate professionalism by conducting themselves appropriately, meeting deadlines, and demonstrating a positive attitude and high level of commitment.
3. Students will demonstrate ethical and legal behavior and show sensitivity to diversity.

Course Assignments and Grading: The chart below lists the required assignments that must be completed throughout the internship. All assignments are mandatory. Assignments should be submitted online through the communications internship website (commsinternship.byu.edu). This is a graded internship. Grades will be lowered for late or missing assignments.

Assignment descriptions and grading procedures are detailed in this syllabus.

MEASURE	ASSIGNMENT & CRITERIA	% OF GRADE
Internship Attendance & Progress	Internship Reports <ul style="list-style-type: none"> • Frequency (8 Reports, 5% each) • Quality of information & reflection • Hours reported (total required: 280 hours) 	40%
Internship Performance	Employer Evaluation Updated Portfolio <ul style="list-style-type: none"> • Organization, content, attention to detail • Résumé 	15% 20%
Learning & Reflection	Student Evaluation Reflection Paper <ul style="list-style-type: none"> • Length, grammar/proofreading, reflection 	5% 20%
Total		100%

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INTERNSHIP REPORTS

Purpose: The internship reports are the primary place for demonstrating meaningful reflection as students address the learning objectives of the course; resolve problems and challenges; and document observations and feelings related to his/her internship. The goals of these reports are to:

- Provide a forum for reflection on the internship experience (i.e. observations, projects/tasks, challenges, etc.);
- Provide an opportunity to highlight the progress towards achieving the course learning objectives;
- Provide a report of successes and failures in trying and adopting new creativity practices;
- Provide a venue for consistent monitoring, coaching and assessment of the internship experience.

Assignment Requirements: Reports should be submitted at the conclusion of every 35 hours of work. A total of eight reports should be submitted over the course of the internship. Each report should comment on at least three tasks/projects worked on during the past 35 hours of work. **PR students are also required to purchase and use *The Imagineering Workout*, a book written and produced by The Disney Imagineers.** For every reporting period, a student should select two exercises from the book and try them out at work. By the end of the internship a student will have tested 16 new ideas to stimulate creative thinking. These individual experiments will be summarized at the end of the internship in a reflection paper on creativity.

Internship reports must address the topics below (if applicable).

- Specifics about jobs/tasks/projects accomplished
- Problems encountered with job assignments or work environment and efforts towards resolution
- Application to classroom knowledge
- Progress towards achieving Learning Objectives: What did you learn and how?
- Concerns you may have that need to be addressed by your professor
- Report on your creativity experiments

Deadline: Reports should be submitted at the conclusion of every 35 hours of work. Reports are due **by 11:59 p.m** the day that the 35 hours have been completed. The eight reports should be submitted in the following increments:

Report #	Hours Completed	Report #	Hours Completed
1	35	5	175
2	70	6	210
3	105	7	245
4	140	8	280

Submission Instructions: Reports should be submitted online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “students” tab, select your internship, and click on “internship reports.” Add a new internship report according to the schedule above. Fill out the report thoroughly and click the save button.

Tip: Keeping a brief daily log that documents your experience will be very beneficial. Not only will it aid in your internship report, but as the weeks fly by you will have a small record of your experience for future reflection. Consider addressing the following questions on a daily basis:

1. What did I learn today?
2. What challenges or frustrations did I encounter today?
3. How did I use critical thinking or problem solving to address this issue?
4. Was I creative?

Grading: Each report will be worth 5% of your grade. Only eight reports are required. If your internship is less than eight weeks long, you are still required to submit eight reports. If your internship is 18 weeks long, you

will still only need to submit eight reports. Collectively, all the reports will make up 40% of your grade. Reports are due no later than 11:59 p.m. following the completion of the hours you will be reporting on.

Late Policy: Reports submitted after the deadline will receive zero points. If you miss a report, please account for the hours worked in your next report.

REQUIRED INTERNSHIP HOURS & GRADE SCALE

Students are required to complete a total of 280 hours at the approved internship experience. **Hours cannot be counted until students are registered for course credit.** In the event that the full 280 hours are not completed, your overall grade will be lowered according to the following scale:

For every 10 hours not completed, you will lose 3% off your overall grade (see corresponding chart to the right).

Example: after your professor has graded all assignments, if you are missing 15 hours of work, your grade will be lowered 6%. Therefore, if you received a 91% (A-), your grade would be lowered to an 85% (B).

If the lack of hours is due to a nonacademic extenuating circumstance that arises after the discontinuance deadline the student can arrange with the internship director to receive an “incomplete” in the course. Please refer to the Registrar’s Office website (<http://registrar.byu.edu/registrar/records/incompletes.php>) for policies and procedures on obtaining and filing an “incomplete” contract.

NOTE: BYU requires a minimum of 42 hours worked at the internship experience per credit hour registered. Therefore, students will not receive a passing grade in the internship course if they are missing more than 112 hours. NO EXCEPTIONS.

Hours Missing	Percentage Deducted
1-10	3%
11-20	6%
21-30	9%
31-40	12%
41-50	15%
...	...
Grade	Percentage
A	94% +
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
...	...

EMPLOYER EVALUATION

Purpose: The evaluation is an assessment tool for the on-site supervisor to provide his or her feedback regarding the student’s performance during the internship experience. The on-site supervisor is strongly encouraged to discuss the evaluation with the student upon completion.

Assignment Requirements: It is the **student’s responsibility** to request* an employer evaluation prior to the conclusion of his or her internship hours. The request for the employer evaluation should coincide with the completion of 240 hours or in the last two weeks of your internship. At that time, your on-site supervisor should fill out the employer evaluation. This allows 1-2 weeks for the employer to complete the evaluation before the required 280 hours are up.

Deadline: The employer evaluation must be submitted within one week after completing the required 280 hours or 3 business days before the grade submission deadline – *whichever comes first*.

***Submission Instructions:** Evaluations should be submitted online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “student” tab, select your internship, click on “employer evaluation,” and click on “send email.” This will email your on-site supervisor and remind him or her to fill the evaluation out. Please consistently check online to ensure the evaluation is completed in a timely manner.

Tip: It is strongly encouraged that you write a “thank you” letter to your on-site supervisor for the internship experience. Please contact your internship instructor if you need information on how to write a “thank you” letter.

Grading: The employer evaluation is part of your internship performance measure and is worth 15% of your overall grade. Evaluations will receive full credit when completed fully, with good marks, and on time. A poor

evaluation from the supervisor will result in a lowered grade on this assignment.

UPDATED PORTFOLIO (INCLUDING RÉSUMÉ)

Purpose: Your portfolio can help you market yourself to employers. It can be one of the most beneficial tools you use when applying for jobs and interviewing. You can support what you tell an employer in an interview with items from your portfolio. As you are talking about specific projects or skills, you can refer back to your portfolio.

Assignment Requirements: The portfolio should showcase both the work done on your internship and your best lab and/or class work related to your professional goals. Six to eight deliverables or elements that show your breadth of talent as well as depth would be appropriate. The portfolio should include a downloadable/printable résumé (PDF format). Résumés should be kept to one page. A professional look and organization is important as well.

Deadline: The portfolio/resume must be submitted within one week after completing the required 280 hours or 3 business days before the grade submission deadline – *whichever comes first*.

Formatting Requirements: The portfolio can be presented in a PDF document or on a website. Many students provide them in both formats, though a website is more commonly used. Regardless of format (PDF or website) the portfolio and résumé should be easily navigable, aesthetically pleasing, and represent your professional goals/endeavors. Résumés should be kept to one page.

Submission Instructions: Portfolios should be submitted online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “student” tab, select your internship, click on “portfolio & résumé,” and submit your assignment as indicated. You can either upload a PDF portfolio or paste a link to your website. NOTE: When uploading a file, **only** PDF files are accepted. No other file types will upload successfully.

Grading: Your portfolio will be evaluated on its design, navigation, and clarity. Make sure you provide adequate context for each element you include. The portfolio and resume should be free from grammatical, punctuation, and spelling errors. All links should be in working order and files should be easily viewable. Points could be deducted in each of these areas.

Tip: *Meet with the internship director for a resume/portfolio critique before turning this assignment in for a professional review of your work – this could help you get a higher grade!*

Late Policy: Portfolios submitted after the established deadline will lose 1% off the final grade of the portfolio, per day late. (EX: If you earn a 20/20 on the portfolio, but it was submitted three days late, your final grade on the portfolio will be 17/20.)

FOR SAMPLES OF THIS ASSIGNMENT, VISIT OUR WEBSITE!

<https://cfac.byu.edu/comms/internships-careers/samples/>

STUDENT EVALUATION

Purpose: The student evaluation is an assessment tool for the student to provide feedback regarding his or her internship experience. It will help the School of Communications determine how to better prepare students for internships as well as whether or not certain internships should continue to be approved for academic credit.

Assignment Requirements: It is the **student’s responsibility** to complete the evaluation form on the internship website (commsinternship.byu.edu). The student should fill out the evaluation completely and answer each question accurately and honestly.

Deadline: The student evaluation must be submitted within one week after completing the required 280 hours or 3 business days before the grade submission deadline – *whichever comes first*.

Submission Instructions: Evaluations should be filled out online via the communications internship website

(commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “student” tab, select your internship, click on “student evaluation,” fill out the evaluation form, and click submit.

Grading: The student evaluation is part of your learning and reflection measure and is worth 5% of your overall grade. Evaluations will receive full credit when completed thoroughly, thoughtfully, and on time.

Late Policy: Late evaluations will not be accepted. An evaluation submitted later than the established deadline will automatically lose the full 5%.

REFLECTION PAPER

Purpose: The reading assignment was carefully selected to help PR students increase their creative thinking and implementation skills. The faculty recognize a need to assist PR students in further exploring and developing their ability to find creative solutions to PR challenges and opportunities. As a result, we have required a creativity workbook as the reading assignment for your internship.

Assignment Requirements: PR students must obtain a copy of *The Imagineering Workout* by The Disney Imagineers (ISBN #078685554-1). For every internship reporting period a student should select two exercises from the book and try them out at work. By the end of the internship a student will have tested 16 new ideas to stimulate creative thinking. These individual experiments will be summarized at the end of the internship in a reflection paper on creativity. The student should carefully assess their work and determine what if any of the activities helped them be more successful. We are also interested in how students feel about the role creativity plays in PR and how well prepared they feel to enter the workforce after completing their internship. Your creativity reflection paper should be 3-4 pages in length.

Formatting Requirements: Assignments that do not follow the format listed below will be subject to a lower grade. Your reflection paper submission must appear as indicated:

- Papers should be double-spaced, 12 pt. font, Times New Roman, with 1” margins on all sides. All pages should have the following right-aligned header: Last name, first name - pg #. Papers should be saved as a PDF and have the following file name: Last Name, First Name-Reflection Paper. MS Word (.doc, .docx) or Pages files will NOT be accepted.
- Grammar, spelling, punctuation, language usage, and citations should follow AP style.

Deadline: The Reflection Paper must be submitted within one week after completing the required 280 hours or 3 business days before the grade submission deadline – *whichever comes first*.

Submission Instructions: Reports should be submitted online via the communications internship website (commsinternship.byu.edu). Use your BYU net ID and password to login. Under the “student” tab, select your internship, click on “reflection paper,” and follow the instructions to upload/submit your assignment.

NOTE: When uploading a file, **only** PDF files are accepted. No other file types will upload successfully.

Grading: The Reflection Paper will make up 20% of your grade. A paper that will earn full credit should show an earnest application and testing of at least 16 creativity techniques taken from the book and your internship experience. It will also include reflection on the role of creativity in PR. Finally we’d like to hear how prepared you feel you are to enter the workforce as an entry-level Public Relations Professional. The paper must be free of grammatical, punctuation, and formatting errors and meet the page requirement to earn full points.

Late Policy: Papers submitted after the established deadline will lose 1% off the final grade of the paper, per day late. (EX: If you earn a 20/25 on the paper, but it was submitted three days late, your final grade on the paper will be 17/25.)

STUDENT RATINGS

While not a graded portion of this course, students are encouraged to complete the “student ratings” available through the BYU website at the end of the semester or term. Without your responsible input, we cannot effectively assess and improve teaching performance and student learning. Please be honest, fair, and constructive as you complete your evaluations.

SITE VISIT/SUPERVISOR CONTACT

Purpose: The site visit (or supervisor contact) allows the faculty advisor to assess the work environment and evaluate whether or not the internship provider should be permitted to continually host interns for academic credit. The visit/contact gives you an additional opportunity to express any concerns you may have. The goals for the site visit are:

- To gather systematic feedback on the progress of the internship to date from the perspective of all three parties in the partnership (i.e. feedback from the student, on-site supervisor and faculty adviser);
- To reassess and plan for the second half of the internship;
- To provide an academic presence in the workplace and gather needed information for continued development of the program.

Visit Information: It is the *faculty adviser’s responsibility* to schedule a 30-45 minute site visit meeting (or conference call) with the on-site supervisor, student, and himself or herself. The site visit is similar to a midterm evaluation and should be ***scheduled after roughly 140 hours at the internship have been completed.*** The faculty adviser will meet with the on-site supervisor separately from the student, but likely in the same visit. If for some reason a site visit cannot be conducted, students should still request the on-site supervisor to provide them feedback on their work thus far. If performance improvements are needed, student and employer should make necessary adjustments to improve the internship experience for all parties.

Grading: THIS IS NOT PART OF THE INTERNSHIP COURSE GRADE and is merely to inform students of the possibility of a site visit/contact.

FREQUENTLY ASKED QUESTIONS

1. What do I do if the content I produced at my internship is not available publicly yet or is currently under an NDA?
 - a. We never ask students to violate an NDA they have signed with a company. Prepare your résumé and portfolio as normal and then provide a supplementary page (in the PDF or on your website) that summarizes who you worked for and what you spent your time on. Point out that you are currently under an NDA or that your work has not been made public yet. For this assignment, specifying this information is more beneficial than just leaving it out.
2. What should I do if the work I helped with is published under someone else’s name?
 - a. Context is key! If you provide an example of work and explain your role on the project then it doesn’t matter whose name it is published under. As an intern, we cannot expect your name to be put on anything and therefore we must be flexible.
3. My internship provider is concerned with me receiving both academic credit as well as monetary compensation. What should I tell them?
 - a. Brigham Young University and the Department of Communications take no issue with students receiving monetary compensation simultaneously while receiving academic credit for an internship experience. All we ask is that the student intern is compensated in accordance with the Fair Labor Standards Act regarding internships and federal minimum wage laws.
4. My internship extends past the semester I’m registered for; do I need to register again? How does that work with grading?
 - a. No, you do not need to register again. You will receive a T-grade in the interim while awaiting a final letter grade. Your grade will be changed upon completion of the 280 internship hours, submission of

all remaining assignments, and the completion of faculty grading. Please email the internship director with your estimated internship date of completion of hours to ensure that your internship is graded quickly after finishing. For additional information regarding T-grades, visit our website (<https://cfac.byu.edu/comms/internships-careers/register/>).

PROFESSIONALISM STANDARDS

Social Media: All social media use is transparent and accessible by employers unless privacy settings are established. With that in mind, all communication especially during an internship should be conducted in a professional manner without the informalities common on some social media sites. The intern should also request to see if there is a social media use policy already set by the organization for purposes of compliance.

Dress & Appearance: Students should dress professionally in accordance with the standards set by the internship site.

Academic Etiquette: Just as in any professional setting, there is a standard of behavior expected at BYU; this includes using proper salutations. When considering how you should address a member of our faculty or staff, it is best to default to either “professor” or “brother” or “sister.” Those holding doctorates may prefer to be addressed as “doctor.” You should not address an instructor or staff member by his or her first name, unless that individual has invited you to do so. Neither is it proper to address an instructor or staff member by only his or her last name.

ACCREDITATION

The BYU Department of Communications is accredited by ACEJMC, the Accrediting Council on Education in Journalism and Mass Communication. As a member of this body, the Department is committed to student learning that achieves core professional values and competencies such as freedom of speech, ethics, diversity, writing, research, critical thinking, and the application of tools and technologies of the field. More information is available at: <https://cfac.byu.edu/comms/accreditation/>

Department of Communications Diversity Statement

The Brigham Young University Department of Communications embraces its responsibility to create and maintain an environment of inclusiveness that engenders appreciation for diversity and unity. In addition to the promotion of academic excellence and life-long learning, BYU’s mission is to pursue the full realization of human potential. Our belief that human potential is of divine origin motivates us to respect all people and to value the rich diversity of the human family. We believe diversity strengthens our academic community and enriches the educational experience for all our students.

We seek a learning environment that reflects the diverse nature of our sponsoring institution, the Church of Jesus Christ of Latter-day Saints. As we do so, we recognize that despite our differences in cultures, ethnicities, languages, or social or economic backgrounds, “what unites us is far more than what differentiates us.” Thus, recognizing that diversity and unity can be mutually reinforcing, we seek a community, brought about not through similar attributes or backgrounds, but rather through mutual respect and charity towards all, so that we are “no more strangers and foreigners, but fellow citizens with the saints, and of the household of God.”

While we will not support practices contrary to doctrines of the LDS Church or policies of BYU, we categorically oppose prejudice and reject behavior that excludes, marginalizes or is derisive of others and we unreservedly affirm principles of justice, inclusion and equity. Faculty, staff, and students have a shared responsibility to promote a positive environment that is welcoming of all peoples.

Please Read the Following Statements Issued by BYU

Student Agreement: The student hereby agrees to the following:

1. Be enrolled as an internship student.
2. Comply with all Experience Provider rules, policies and procedures.

3. Complete the internship during the dates specified unless modified by the Experience Provider and BYU. Students who feel they must leave or not start an internship for which they have registered must do the following: (1) Consult the BYU department/college internship coordinator or faculty member supervising the internship and explain their reasons for wanting to discontinue the internship. (2) If the department agrees with the student's decision, the internship provider must be given appropriate, timely notice about the discontinuance. (3) If the decision to discontinue comes after the drop deadline, the student must petition to quit the internship. (4) If the student has received money from a BYU college or department to help defray expenses associated with the internship, the student may be required to give back an amount commensurate with the time not spent in the internship. Students who leave internships early without notifying their BYU supervisor and the internship site supervisor may receive a low or failing grade for the internship and may be blocked from registering for future internships.
4. Work conscientiously under the direction of the supervisor assigned by the Experience Provider, submitting all reports and assignments as required.
5. Report serious problems, including physical, safety and personnel, to the Experience Provider supervisor and the BYU Internship Coordinator.
6. Complete all BYU academic assignments and course work as outlined by the applicable department.
7. Adhere to BYU's Honor Code and the Experience Provider's Standards of Personal Conduct and Dress and Grooming Standards.
8. Receive and read a copy of the Internship Master Agreement between BYU and the Experience Provider. I acknowledge that it is incorporated by reference into this Agreement and that I am bound by such terms and conditions therein which specifically apply to interns.
9. Consult with my personal physician in regard to necessary immunizations and any other medical matters relating to my participation in the internship program.
10. Authorize BYU's designated representative to grant permission for my necessary medical treatment for which I will be financially responsible if, during my participation in the program, I become incapacitated or otherwise unable to provide consent to medical treatment and advance consent cannot be obtained from my family.
11. Participation as an intern may involve risks not found in study at BYU. These include risks involved in traveling to and returning from place of internship; different standards of design, safety, and maintenance of buildings, public places, and conveyances; local medical and weather conditions. I represent that I have made my own investigation and am willing to accept these risks.
12. Be personally responsible for all housing, transportation, study, and other arrangements in connection with my internship and personally bear all associated costs. In addition, be personally responsible for any financial liability and obligation which I personally incur and for any injury, loss, damage, liability, cost or expense to the person or property of another which is caused or contributed to by me during my participation in the internship program. I understand that BYU does not represent or act as an agent for, and cannot control the acts or omissions of, any host institution, host family, transportation carrier, hotel, tour organizer, or other provider of goods or services involved in the internship. I understand that BYU is not responsible for matters that are beyond its control, including, without limitation, strikes, war, loss, or theft of personal belongings, delays, weather, acts of God, governmental restrictions or acts, errors, or omissions of third party providers of goods or services.
13. Abide by all applicable laws. I understand I must personally attend to any legal problems I encounter or incur as an intern.
14. Acknowledge and agree that BYU is acting as an internship facilitator only and that BYU will be neither responsible for nor held liable for any claims, disputes, losses, damages, injuries, adverse events or outcomes arising out of or caused by the internship, including but not limited to such claims, disputes,

losses, damages, injuries, adverse events and outcomes caused by Experience Provider's actions, inactions or negligence, even if BYU has been advised of the possibility of such.

15. Acknowledge and agree that as an Intern, I am placed with the Experience Provider in order to receive educational experience as part of my academic curriculum; my duties performed as an Intern are not performed as an employee of the Experience Provider but rather in fulfillment of the academic requirements of my educational experience and are to be performed under direct supervision by the Experience Provider's personnel. To the extent allowed under state and/or federal law, neither the Experience Provider nor BYU is required to provide worker's compensation coverage for my participating in this educational experience.
16. Acknowledge that all creative work performed as part of my internship shall be considered a "work made for hire," and that all copyright and other intellectual property rights in any such original creative work produced by me shall be owned entirely by the Experience Provider. Further, I agree not to utilize, incorporate, or otherwise make use of any pre-existing intellectual property and/or trade secrets of Brigham Young University in the creative work or internship performance without the express written permission of Brigham Young University.

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Student Teaching / Internship Handbook

Department of Counseling Psychology &
Special Education
Brigham Young University

August 2016

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Foreword

Foreword

Student teaching has long been the capstone experience of teacher education programs. This experience is viewed as a transition period, during which the pre-service teacher candidate moves from the role of “student” to the role of “teacher.” Student teachers are in the process of becoming teachers as they analyze teaching, develop a personal philosophy of teaching, and put into practice the methods, techniques, and concepts related to teaching.

BYU’s Special Education program has placed students in worthwhile classroom settings in our partnership school districts for many years. During this time, those involved in the student teaching process have asked questions concerning the tasks and responsibilities which insure the successful completion of this cooperative undertaking. This handbook, while not comprehensive in answering all possible questions or concerns, is intended to be of service to all parties involved: the student teacher, the cooperating teacher, the school principal, and the university supervisor.

NOTE: This manual is for student teachers and interns. Throughout this manual, the term student teacher will be used to represent interns and student teachers. Similarly, the term cooperating teacher will refer also to those officially designated to mentor interns and student teachers.

**Purpose,
Objectives,
and Portfolio
Entries**

Purpose, Objectives, and Portfolio Entries

Purpose of Student Teaching

The purpose of student teaching in special education is to demonstrate competency in collaborating with others in the provision of special education services to students with disabilities. The student teacher's performance is evaluated by formal observations by the university supervisor and cooperating teacher; and by examination of the student teacher's portfolio. Details regarding the portfolio are below.

Portfolio

You have ten standards to meet during your student teaching experience, each of which is recorded in a student teaching portfolio. This portfolio is a collection of, and reflection on, materials that best represent your philosophy of teaching and the related competencies needed to be an effective special educator.

Your portfolio entries are to be typed, not handwritten, with the FBA/BIP as the one exception. Your university supervisor will grade the portfolio on content, punctuation, spelling, grammar, and appearance of each section. The following are the steps for completing your portfolio:

- You and your university supervisor will determine a schedule for completing each portion of the portfolio. Use the "Schedule for Portfolio Requirements" form.
- It is your responsibility to edit each section carefully before turning it in to your university supervisor.
- You are required to self-evaluate your portfolio objectives. You must first evaluate your portfolio work by completing the Student Teaching Portfolio Evaluation. Your university supervisor will then use the same form to evaluate your work.
- Due date of portfolio competencies and final portfolio are determined by your university supervisor, no later than December 1 for Fall student teachers and April 1 for Winter student teachers and interns.

DATE DUE: _____

The Utah Effective Teaching Standards (UETS)

You will be expected to demonstrate competency in the following standards from UETS during your student teaching assignment.

The Learner and Learning

Standard 1: Learner Development

The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.

Standard 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

Instructional Practice

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structure of the discipline.

Standard 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

Standard 6: Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content area, Core Curriculum standards, instructional best practices, and the community context.

Standard 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

Professional Responsibility

Standard 8: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

Standard 9: Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, and colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

Standard 10: Professional and Ethical Behavior

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

The Interstate New Teacher Assessment and Support Consortium (InTASC) Standards

You will be expected to demonstrate competency in the following InTASC standards during your student teaching assignment.

The Learner and Learning

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum pedagogy, as well as knowledge of learners and the community context, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Special Education Professional Ethical Principles

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.

Approved by the CEC Board of Directors, January 22, 2010

Schedule for Portfolio Requirements

Student Teacher's Name:

Source of Evidence	UETS Standard	InTASC Standard	Date Due	Date Completed	Points Earned
LEARNER DEVELOPMENT AND LEARNING DIFFERENCES (Evidence is embedded in other assignments)	1, 2	1, 2			
LEARNER DEVELOPMENT AND LEARNING ENVIRONMENTS (Evidence is embedded in other assignments)	1, 3	1, 3			
CONTENT KNOWLEDGE A. PRAXIS Exam and/or Department Special Education Exit Exam	4	4, 5			
TWS: A. Contextual Factors B. Learning Goals C. Assessment Plan D. Design for Instruction E. Instructional Decision Making F. Summative Report of Student Learning G. TWS Final Document Scoring Guide	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10			/93
FBA/BIP	3	3			/60
ASSESSMENT A. Achievement Battery or Criterion Referenced Battery B. Curriculum Based Assessment C. Behavior Observation D. Comprehensive Education Assessment Report	5	6			/60
INSTRUCTIONAL PLANNING A. Participation in IEP B. Developing, Writing, & Conducting an IEP	6	7			/45
REFLECTION AND CONTINUOUS GROWTH AND PROFESSIONAL AND ETHICAL BEHAVIOR A. Reflection on Professional Practice 1. Teacher Observation B. School/Professional Involvement	8, 10	9			/21 /12
LEADERSHIP AND COLLABORATION A. Training of Paraeducators or Others 1. Training B. Collaborative Meeting Assignment	9	10			/42
Portfolio Score Rating Scale: 95-100% = 5 87-94% = 4 80-86% = 3 73-79% = 2 59-72% = 1	Portfolio Score:				/333

Student Teaching Portfolio Evaluation

Student teachers/interns need to complete this form and submit it with their portfolio. **Please do not use page protectors.** Due date of portfolio competencies and final portfolio are determined by the University Supervisor.

Student teachers/interns should **self-evaluate** each portfolio section prior to submitting it to their supervisor. Then, University Supervisors will provide a score for each section. **Each indicator is scored as 2 points UNLESS otherwise indicated in the respective rubrics.**

Student Teacher/Intern: _____ Semester: _____

University Supervisor: _____ Setting: _____

Overall Portfolio Evaluation: _____

Please check for the following:

Paperwork to be placed in Front of Portfolio

- _____ Schedule for Portfolio Requirements
- _____ Log of Student Teaching Attendance Hours
- _____ Student Teacher/Intern & Cooperating Teacher Contact Sheet

Paperwork to be submitted on mYlink

- _____ UPTOP (University Supervisor)
- _____ UPTOP (Cooperating Teacher)

UETS Standards 1 & 2: Learner Development and Learning Differences

(InTASC Standards 1 & 2: Learner Development and Learning Differences)

You are expected to show evidence of attending to student development and differences throughout your student teaching experience. The related assignments and corresponding standards are listed below:

Assignment	UETS Standard
1. Philosophy of Education	4
2. Comprehensive Educational Assessment	5
3. Individualized Education Program	6
4. Implementation of Instructional Program for IEP Goals	5,6,7
5. Collaboration and School Involvement	8,9,10

UETS Standards 1 & 3: Learner Development and Learning Environments

(InTASC Standards 1 & 3: Learner Development and Learning Environments)

You are expected to show evidence of student development and how to create supportive learning environments throughout your student teaching experience. The related assignments and corresponding standards are listed below:

Assignment	UETS Standard
1. Comprehensive Educational Assessment	5
2. IEP Development	6
3. Implementation of Instructional Program	7
4. Classroom/Behavior Management Plan	3

UETS Standards 1 through 10 - Teacher Work Sample (TWS)

(InTASC Standards 1 through 10)

This unit may be designed for multiple groups: 1 student, small group, whole class.

NOTE: Read the scoring rubric in advance.

The Renaissance Partnership for Improving Teacher Quality

The June 2002 Teacher Work Sample, prompt and scoring rubric was revised by representatives from the 11 Renaissance Partnership Project sites: California State University at Fresno, Eastern Michigan University, Emporia State University, Idaho State University, Kentucky State University, Longwood College, Middle Tennessee State University, Millersville University, Southeast Missouri State University, University of Northern Iowa, Western Kentucky University.

Notice: The materials in this document were developed by representatives of the Renaissance Partnership Institutions and may not be used or reproduced without citing The Renaissance Partnership for Improving Teacher Quality Project <http://www.wku.edu/rtwsc/>.

The Renaissance Partnership for Improving Teacher Quality is a Title II federally funded project with offices at Western Kentucky University. Director: Roger Pankratz (roger.pankratz@wku.edu).

In September 2003, The Department of Teacher Education at Brigham Young University made some modifications to the original Renaissance Teacher Work Sample document to reflect the specific outcomes relative to the Educator Preparation Programs (EPP) at BYU. In addition, the Interstate New Teacher Assessment and Support Consortium (InTASC, 1992) principles/Standards have been incorporated in the Teacher Work Sample. Permission to modify was granted by Roger Pankratz, August 2003, in a verbal conversation and via e-mail. In August 2006 the prompts and rubrics were further refined and the evaluation scale was broadened to 0-5. It is anticipated that revisions will continue to be made periodically to continue to reflect the EPP at Brigham Young University.

*Reference: InTASC's *Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue* (1992) www.ccsso.org.

Overview of Teacher Work Sample (TWS)

1. Identify a topic/unit that aligns with what you are expected to teach during student teaching or internship.
2. Prepare a work sample:
 - a. Describing the **contextual factors** that may influence student learning.
 - b. Identifying **learning goal(s)** based on state and/or district content standards.
 - c. Creating an **assessment plan** designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) the sample lessons.
 - d. **Design instruction** (lessons) based on your overall learning goal.
3. Teach the lessons you have prepared.
4. Report results:
 - a. **Describe** your instructional decision making.
 - b. **Report** student learning using the results from the post-assessments.
 - c. **Reflect** upon and evaluate your teaching and **analyze** what caused students to learn.
5. Finalize the preparation of your TWS using the format guidelines below.
 - a. **Cover Page.** Include 1) your name and BYU ID#; 2) grade level and subject taught; 3) major; 4) date; 5) your university.
 - b. **Table of Contents.** List the sections and attachments in your TWS document with page numbers.
 - c. **Charts, Graphs and Attachments.** Charts, graphs and assessment instruments are required as part of the TWS document. A few samples of student work may also be included. Be selective and make sure your attachments provide clear evidence of your performance or student learning.
 - d. **Length.** A suggested page length is given at the end of each section. The total length of your document (excluding items in the Appendix A) typically will be 18-20 pages, double-spaced, 12-point font, 1" margins.
 - e. **References and Credits.** If you referred to another person's ideas or material in your narrative, you should cite these in a separate section at the end of your narrative under *References and Credits*. The American Psychological Association (APA) style is required (explained in the manual entitled "Publication Manual of the American Psychological Association").
 - f. **Anonymity.** To ensure the privacy of students in your class, do not include any identifying information (e.g., name, birthdate, IEP classification) in any part of your TWS.
 - g. **Comprehensiveness of the TWS.** All TWS must be submitted in complete form including required appendices, charts, graphs, student work samples, etc. Incomplete TWS's will be returned to the candidate ungraded.
6. Submit an e-copy of the TWS, titled "Teacher Work Sample" **on mYlink** by the due date.

Seven Teaching Processes Assessed by the Renaissance Teacher Work Sample

Teaching Processes, TWS Standards, and Indicators	
A summary of the requirements is listed in the rubric of each component	
<p>Contextual Factors <i>The teacher uses information about the learning-teaching context and student individual differences in setting learning goal(s) and planning instruction and assessment.</i></p>	<ul style="list-style-type: none"> • Knowledge of community, school, and classroom factors. • Knowledge of characteristics of students. • Implications for instructional planning and assessment.
<p>Learning Goals <i>The teacher sets significant, challenging, varied and appropriate learning goal(s) based on state/district content standards.</i></p>	<ul style="list-style-type: none"> • Clarity of learning goals. • Alignment with national, state, or local standards (Common Core State Standards). • Complexity of thinking (i.e., Bloom’s Taxonomy). • Appropriateness of objectives for students.
<p>Assessment Plan <i>The teacher uses multiple assessment modes aligned with learning goal(s) to assess student learning before, during, and after instruction.</i></p>	<ul style="list-style-type: none"> • Multiple modes. • Clarity of criteria and standards for performance. • Adaptations based on the individual needs of students. • Quality of Assessments.
<p>Design for Instruction <i>The teacher designs instruction for specific learning goal(s) that address characteristics and needs of students, and the learning context.</i></p>	<ul style="list-style-type: none"> • Use of contextual information. • Quality of the instructional strategies. • Alignment to IEP Goals and the Core Curriculum. • Use of Technology. • Adaptations based on the individual needs of students. • Unit Outline.
TEACH YOUR UNIT	
<p>Instructional Decision-Making <i>The teacher uses ongoing analysis of student learning to make instructional decisions.</i></p>	<ul style="list-style-type: none"> • Modifications based on analysis of student learning from pre-assessments. • Evidence based practice.
<p>Report of Student Learning <i>The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.</i></p>	<ul style="list-style-type: none"> • Clarity and accuracy of profile. • Summary of the tables/charts. • Evidence of impact on student learning.
<p>Reflection and Self-Evaluation <i>The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.</i></p>	<ul style="list-style-type: none"> • Interpretation of student learning. • Insights on effective instruction and assessment. • Implications for future teaching. • Implications for professional development.

TWS 1: Contextual Factors

(UETS Standard #2 and InTASC Standard #2)

Purpose: To help you identify contextual factors in your classroom that will influence your instruction.

- Use the Utah State Office of Education website to identify relevant data on the racial/ethnic breakdown of your school.
- Use city websites, documents, etc. to identify your community’s history and relevant data for community. You need to know information about your school’s larger community.
- Interview your cooperating teacher to identify relevant contextual factors that affect the classroom and possibly your instruction. Also peruse your school’s website to glean additional information on the school contextual factors.
- Write the Contextual Factors narrative. Submit the narrative on mYlink.

Interview your Cooperating Teacher, Facilitator, or Mentor: Arrange to have an interview with your cooperating teacher. This interview will help you to get more information regarding student demographics, needs, and characteristics.

Cooperating Teacher Name: _____

Fill out this chart using information from your cooperating teacher:

Classroom Breakdown	Your Individual Classroom Data
Total Number of Students in Your Class	
Number of African American Students in Your Class	
Number of American Indian Students in Your Class	
Number of Asian Students in Your Class	
Number of Hispanic Students in Your Class	
Number of Pacific Islander Students in Your Class	
Number of White Students in Your Class	
Number of English Language Learners in Your Class	
Number of Students with Disabilities in Your Class <i>(Students with active IEPs, Students with physical/mental/emotional disabilities with 504 status)</i>	
Number of Students in Accelerated Programs in Your Class <i>(Gifted and Talented, Honors, Advanced Placement)</i>	

Discuss the following questions with your Cooperating Teacher:

1. How do the location of the school, the community and school populations, the socio-economic profile, and the racial/ethnic demographic influence the classroom environment?
2. What types of support does the school receive from parents and from the community?
3. What specific help does your school have from the district or Federal Government to help with special populations in your school?
4. How do the following factors affect the instructional process? How do they enhance or detract from the effectiveness of the instruction?
 - a. Physical features of the school or classroom.
 - b. Access to technology and equipment.
 - c. School and class rules, schedules, and routines.
 - d. Student characteristics *(levels of development, achievement, and prior knowledge)*.
 - e. Exceptional students.
 - f. Students’ varying learning modalities.

5. How is curriculum developed because of the above factors?
 - a. In what areas of the class curriculum do the students excel?
 - b. In what areas of the class curriculum do the students struggle?
 - c. On which areas of the class curriculum should I focus my attention when deciding upon a possible teaching unit for my teacher work sample?
 - d. Which areas of the class curriculum should I avoid when deciding upon a possible teaching unit for my teacher work sample?

Narrative: Using the information compiled thus far about the classroom, school, and community you are student teaching or completing your internship in, write up a 1-2 page detailed narrative explaining the data gathered on the contextual factors. Describe how the data gathered affects your instructional choices.

TWS 2: Learning Goals

(UETS Standard #'s 1, 2, and 6; InTASC Standard #'s 1, 2, and 7)

Purpose: To help you create a framework for your teaching unit informed by the contextual factors and student needs that you have previously identified.

- Use PLAAFP and IEP Goals to determine a unit of study.
- Name the unit and determine the length of time needed to teach the unit.
- Craft overall educational learning goals and daily lesson objectives for your unit.
- Align the unit goals and objectives with the National Standards for your content area.
- Label and briefly describe the learning levels (i.e., Bloom's Taxonomy, see appendix A) represented in the unit goals.
- Complete a daily teaching plan with topics for each day of instruction. Daily teaching plan should include one month of instruction for student teachers and two months of instruction for interns.
- Write the learning goals narrative.

Learning Goals: List the learning goals and objectives that will guide the planning, delivery, and assessment of your unit on the Weekly Teaching Plan(s). Number each learning goal so you can reference them later.

Alignment: Using the Weekly Teaching Plan show how the goals are aligned with local, state, or national standards. Identify the source of the standards.

Level of Thinking of Each Goal: Describe the level (e.g., Bloom's Taxonomy, see Appendix A) of each learning goal.

Narrative: In 1-2 pages describe how your learning goals align with local, state, or national standards. Discuss how it will address the needs of students as outlined in their PLAAFP and IEP goals. Discuss the variety of levels of learning that are addressed by the goals. Discuss how your defined goals are appropriate for the expected developmental levels of the students and their cultural backgrounds.

Weekly Teaching Plan

(Include as many as you need to teach your unit)

State Core Standard		
PLAAFP		
IEP Goal		Bloom's Taxonomy Level
Unit Goal		
Daily Lesson Objective #1		
Daily Lesson Objective #2		
Daily Lesson Objective #3		
Daily Lesson Objective #4		
Daily Lesson Objective #5		

Daily Teaching Schedule

- Include one for student teachers and two for interns.
- Your unit must fall somewhere within the daily teaching plan.
- You must determine the number of days of instruction that are appropriate for your unit.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					

TWS 3: Assessment Plan

(UETS Standard #'s 1, 4, and 5; InTASC Standard #'s 1, 4, and 6)

Purpose: To help you develop a variety of methods for assessing the learning goals for your teaching unit and align the assessments with the level of learning of each goal.

- Identify how you will assess students' learning and growth as it relates to each learning goal.
- Align the assessment with the level of learning of each goal.
- Identify appropriate performance criterion for the assessment method.
- Discuss potential adaptations you will need to consider for each assessment based on contextual factors and student needs.
- Defend the quality of your assessments in narrative.

Assessing the Learning Goals: Determine how you will use a pre-assessment, formative, and a post-assessment during your unit to adequately measure student growth. In the narrative include a discussion of how you will learn what prior knowledge students have and how you will determine whether or not the students have mastered the learning goal.

Alignment: The assessment method aligns with the level of learning of the identified learning goal.

Narrative: Write a 1-2 page narrative explaining your assessment plan. Why did you choose the particular method of assessment? Does it assess what you want your students to learn? Does it help you see where your students are at the beginning of the unit (pre-assessment, screening for prior knowledge, or discovering misconceptions)? How will the assessment show growth in the students? In addition, complete the assessment plan questions below and include this information in your narrative. *Responses to the assessment plan do not replace the narrative requirement.*

Assessment Plan

1. What curriculum-based assessment(s) will you use to evaluate students at the beginning and end of the unit? What is the performance criterion for your students to demonstrate mastery on the unit objective?
2. What formative or progress monitoring data will you use during the unit (e.g., daily lesson data, DIBELS® data, math CBM data)?
3. What data will you use to make decision before each lesson?
4. What formative lesson data (during modeling and guided practice) will you use to make decisions during each lesson? What are the performance criteria during guided practice to determine if students are ready for independent practice?
5. What cumulative lesson data (during independent practice) will you use to make decisions after each lesson? What is the performance criterion for independent practice to demonstrate mastery of the learning objective?

6. Discuss why the assessment modes are appropriate for the content area and objectives (e.g., observation, performance task, game, oral exam, paper/pencil quiz, etc.).

7. What possible adaptations will you need to make based on contextual factors and specific student needs?

TWS 4: Design for Instruction

(UETS Standard #'s 2, 3, 6, and 7; InTASC Standard #'s 2, 3, 7, and 8)

Purpose: To help you design your unit instruction related to learning goals, students' characteristics and needs, and the specific learning context.

- Design lessons that address contextual factors and student needs.
- Select appropriate instructional strategies that focus on student learning.
- Include technology that will enhance the instruction and that students can use as part of the learning process.
- Describe how your instruction will align with the curriculum taught in the general education classroom.
- Identify adaptations to customize your instruction for specific special needs and exceptional students in your classroom.
- Write your lesson plans for the entire unit. Include materials and assessments with the lesson plans.

Prepare Lesson Plans: Create each lesson and lesson materials that will support the unit goals already developed. Use appropriate instructional strategies. Include technology that will enhance the instruction and that students can use as part of the learning process. Describe how your instruction will align with the curriculum taught in the general education classroom.

Review for Integration and Adaptations: After designing your lessons, examine the sequence of events or steps in your lesson plans and determine where integration with other content areas might occur, technology might enhance student learning, literacy strategies used and adaptations in instruction for special needs.

Narrative: Write a 1-2 page narrative analyzing your lessons based on how they support unit goals, integrate with other content areas, utilize technology, and include literacy strategies. Discuss the ways in which your instruction is designed to meet the needs of all learners including students with disabilities and English Language Learners.

TWS 5: Instructional Decision-Making

(UETS Standard #'s 4 and 7; InTASC Standard #'s 5 and 8)

Based on Analysis of Screening for Prior Knowledge or Misconceptions of Students, or Pre-requisite Skills and Formative Assessments.

Purpose: To describe the ways you modified your original design for instruction based on formative assessment. Be specific in what caused you to modify your teaching "midstream."

Formative Assessment: How did formative assessment help you identify which concepts the student(s) were getting and which concepts required intensive instruction?

Changes to Instruction: How did you modify instruction or use supplemental instruction to improve student learning?

Narrative:

Incident #1

1. Screening for Prior Knowledge or Misconceptions of Students
 - a. **Modifications Based on Analysis of Formative Assessment** – In a narrative, describe how you modified your instruction based on analysis of your pre-test data.
 - b. **Sound professional Practice** – Continue your narrative and explain why your modifications should have improved student progress based on your understanding of evidence based instruction. Describe the outcome. Did you get the results you anticipated from making the modification?

Incident #2

2. Formative Assessment of Students.
 - a. **Modifications Based on Analysis of Formative Assessment** – In a narrative, describe how you modified your instruction based on your formative assessment of progress monitoring during your unit.
 - b. **Sound Professional Practice** – Continue your narrative and explain why your modification should have improved student progress based on your understanding of sound professional practice. Describe the outcome. Did you get the result you anticipated from making the modification?

TWS 6: Summative Report of Student Learning

(UETS Standard #5 and InTASC Standard #6)

Purpose: To analyze student assessment data, including screening and formative assessments to determine students' progress related to the unit learning goals. Use graphic representations and narrative to communicate the performance of student(s). Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

Collect and Analyze Data of Student Learning: To analyze the progress of your student(s) create a graphic summary that shows the extent to which your student(s) made progress (from initial instruction to final instruction) toward the performance criterion that you identified for each learning goal and objective identified in your Assessment Plan section.

Narrative: Write a 1-2 page summary of the students' learning during your unit of instruction. Summarize what the graph tells you about students' learning in this unit for the student(s). Answer the following questions in your narrative:

1. What do these data show about student learning?
2. What objectives did the student(s) meet? Which did they not meet?
3. What actions should be taken for objectives the student(s) did not meet? What are the next steps?

TWS 7: Reflection and Self-Evaluation

(UETS Standard #'s 8, 9, and 10; InTASC Standard #'s 9 and 10)

Purpose: To evaluate your performance as a teacher and link your performance to student learning results.

Narrative: Write a 3-4 page narrative that will reflect on your performance in teaching the unit and identify future actions that could improve your teaching and professional growth. You can use the following prompts to help you construct your narrative:

- Select the learning objective where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.
- Select the learning objective where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.
- Reflection on possibilities for professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

Appendix A: Bloom's Taxonomy

Competence	Skills Demonstrated	Question Cues	Teaching Uses
Remembering (knowledge from long-term memory)	<ul style="list-style-type: none"> • Observation and recall of information • Knowledge of dates, events, places • Knowledge of major ideas • Mastery of subject matter 	List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, repeat, specify, relate, recognize, recall, state	CD's, films, videos, models, events, media, diagrams, books, written records, etc.
Understanding (determining meaning)	<ul style="list-style-type: none"> • Understanding information • Grasp meaning • Translate knowledge into new context • Interpret facts, compare, contrast • Order, group, infer causes • Predict consequences 	Summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, explain, put in your own words, express, retell, compare, paraphrase, demonstrate, outline	Trends, consequences, tables, cartoons, etc.
Applying (making use of the knowledge)	<ul style="list-style-type: none"> • Use information • Use methods, concepts, theories in new situations • Solve problems using required skills or knowledge 	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, use dramatize	Collection of items, diary, photographs, sculpture, illustration, etc.
Analyzing (taking apart the known)	<ul style="list-style-type: none"> • Seeing patterns • Organization of parts • Recognition of hidden meanings • Identification of components 	Analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer, choose, organize, investigate	Graph, survey, diagram, chart, questionnaire, report, etc.
Evaluating (judging outcomes)	<ul style="list-style-type: none"> • Compare and discriminate between ideas • Assess value of theories, presentations • Make choices based on reasoned argument • Verify value of evidence • Recognize subjectivity 	Assess, decide, rank, grade, test, measure, recommend, convince, select judge, explain, discriminate, support, conclude, compare, summarize	Letters, discussion panel, court trial, survey, self-evaluation, value, allusions, etc.
Creating (putting things together in another way)	<ul style="list-style-type: none"> • Use old ideas to create new ones • Generalize from given facts • Relate knowledge from several areas • Predict, draw conclusions 	Synthesize, combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite	Article, radio show, video, puppet show, inventions, poetry, short story, etc.

Benjamin S. Bloom, *Taxonomy of Educational Objectives*.
Published by Allyn and Bacon, Boston, MA. Copyright © 1984 by Pearson Education

A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives
Edited by Lorin W. Anderson, David R. Krathwohl, Benjamin Samuel Bloom
Published by Longman Publishing Group (December 2000)

UETS Standards 1 through 10 - Teacher Work Sample (TWS)

(InTASC Standards 1 through 10)

Objective	Advanced Competence (Above Basic Requirement) (3)	Basic Competence (Meets Requirement) (2)	Deficient (Requires Intervention) (1)	Missing (0)	Score
A. Contextual Factors					
1. Contextual, School, & Classroom Factors.	Candidate displays detailed knowledge of key relationships between characteristics of the community, school, and classroom that may affect learning.	Candidate displays relevant knowledge of the characteristics of the community, school, and classroom that may affect learning.	Candidate displays minimal, biased, or irrelevant knowledge of the community, school, and classroom that may affect learning.	Candidate omits item.	/3
2. Student Characteristics.	Candidate clearly displays comprehensive understanding of student difference (e.g., development, interests, culture, abilities/ disabilities) that may affect learning.	Candidate displays an adequate understanding of student differences (e.g., development, interests, culture, abilities/ disabilities) that may affect learning.	Candidate displays inadequate understanding of student differences that may affect learning.	Candidate omits item.	/3
3. Instructional Implications.	Candidate thoroughly describes and explains interlinking implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Candidate adequately provides implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Candidate provides inappropriate implications for instruction and assessment based on contextual factors.	Candidate omits item.	/3
Subtotal:					/9
B. Learning Goals					
1. Unit Goals.	Goal statements manifest clear connection to and sequence within a “big idea” in the discipline.	Goals generally reflect a “big idea” in the discipline.	Goals do not reflect ideas in the discipline.	Candidate omits item.	/3
2. Alignment.	Goal statements clearly and precisely align with identified local, state, or national standards.	Goals generally address identified local, state, or national standards.	Goals do not align with identified local, state, or national standards.	Candidate omits item.	/3
3. Levels of Learning.	Goals carefully align levels of learning (e.g., Bloom’s Taxonomy) with content and students’ learning needs.	Goals generally reflect a variety of levels of learning (e.g., Bloom’s Taxonomy).	Goals do not reflect a variety of levels of learning.	Candidate omits item.	/3
4. Appropriateness.	Goals specifically focus on each student’s particular learning needs as described in present levels of academic achievement and functional performance.	Goals are appropriate for most of the students.	Goals are not appropriate for the students.	Candidate omits item.	/3
Subtotal:					/12

UETS Standards 1 through 10 - Teacher Work Sample (TWS)

(InTASC Standards 1 through 10)

(Continued)

Objective	Advanced Competence (Above Basic Requirement) (3)	Basic Competence (Meets Requirement) (2)	Deficient (Requires Intervention) (1)	Missing (0)	Score
C. Assessment Plan					
1. Pre-, Formative, and Post-Assessments.	The plan includes logically clear pre-, formative, and post-assessments that accurately and precisely measure student growth for each learning goal.	The plan includes pre-, formative, and post-assessments that measure student growth for each learning goal.	Assessments are not aligned, or do not specifically measure learning goals.	Candidate omits item.	/3
2. Alignment with Levels of Learning.	Assessments correspond to each level of learning (e.g., Bloom's Taxonomy) described in identified learning goal.	Assessments generally align with the levels of learning (e.g., Bloom's Taxonomy) of the identified learning goal.	Assessments do not align with levels of learning.	Candidate omits item.	/3
3. Performance Criterion.	Each assessment includes a criterion that specifically defines students' performance and includes a clear indicator of skill or concept mastery.	Each assessment method includes a general criterion that defines students' performance and a general indicator of skill or concept mastery.	Assessments are ambiguous, inadequately define students' performance, or lack performance criterion and indicator of proficiency.	Candidate omits item.	/3
4. Adaptations Based on Student Need.	Assessment adaptations facilitate clear and accurate assessment of each student's learning.	Assessment adaptations are identified that are generally appropriate to assess individual student progress.	Assessment adaptations are inappropriate to assess progress.	Candidate omits item.	/3
Subtotal:					/12
D. Design for Instruction					
1. Contextual Information.	Lessons fully blend contextual factors with clear understanding of each student's unique learning needs.	Lessons generally address contextual factors and student needs.	Lessons inadequately address contextual factors and student needs.	Candidate omits item.	/3
2. Instructional Strategies.	Instructional strategies precisely link learning activities with each student's learning needs and modality strengths.	Instructional strategies generally link learning activities with each student's learning needs and modality strengths.	Instructional strategies do not focus on student learning.	Candidate omits item.	/3
3. Technology.	Technology targets specific aspects of lessons to enhance student performance without being superfluous.	Technology targets general aspects of lessons to enhance student performance during the learning process.	Technology inadequately enhances the instruction or learning process.	Candidate omits item.	/3

UETS Standards 1 through 10 - Teacher Work Sample (TWS)

(InTASC Standards 1 through 10)

(Continued)

Objective	Advanced Competence (Above Basic Requirement) (3)	Basic Competence (Meets Requirement) (2)	Deficient (Requires Intervention) (1)	Missing (0)	Score
D. Design for Instruction (Continued)					
4. Integration.	Instruction includes specific objectives that align with the curriculum taught in the general education classroom.	Instruction generally aligns with the curriculum taught in the general education classroom.	Instruction does not align with curriculum taught in general education classroom.	Candidate omits item.	/3
5. Instructional Adaptations.	Adaptations clearly target specific aspects of instructional and learning activities to enhance each student's learning.	Adaptations target general aspects of instructional and learning activities to enhance each student's learning.	Adaptations do not meet each student needs.	Candidate omits item.	/3
6. Overall Unit Plan.	Lessons are logically sequenced; student interest/engagement is high. A sufficient number of lesson plans are included to meet the unit objectives. Lesson plans are included in Appendix B.	Lessons are generally logically sequenced; student interest/engagement is adequate. A minimum number of lesson plans are included to meet the unit objectives. Lesson plans are included in Appendix B.	Lessons are not logically sequenced, or do not elicit interest or engagement. An insufficient number of lessons plans are included to meet the unit objectives.	Candidate omits item.	/3
Subtotal:					/18
E. Instructional Decision Making					
1. Modifications Based on Analysis of Pre-Assessment.	Modifications logically derive from pre-assessment data and clearly target individual student learning needs.	Appropriate modifications of the instructional plan are made to address pre-assessment data and generally target individual student learning needs.	Modifications are inappropriate for the instructional plan.	Candidate omits item.	/3
2. Modifications Based on Formative Assessment.	Instructional decisions specifically and accurately link decisions about instruction or learning activities to specific formative data.	Instructional decisions reported are generally appropriate based on formative assessment data.	Instructional decisions are not based on formative assessment.	Candidate omits item.	/3
Subtotal:					/6
F. Summative Report of Student Learning					
1. Data Summary.	Each student's progress is specifically summarized and graphed, and conclusions are aligned with unit learning goals and/or objectives.	Each student's progress is generally summarized and graphed, and general conclusions are aligned with unit learning goals and/or objectives.	Summary is incomplete, is inaccurate, or conclusions are missing or not supported by data.	Candidate omits item.	/3

UETS Standards 1 through 10 - Teacher Work Sample (TWS)

(InTASC Standards 1 through 10)

(Continued)

Objective	Advanced Competence (Above Basic Requirement) (3)	Basic Competence (Meets Requirement) (2)	Deficient (Requires Intervention) (1)	Missing (0)	Score
F. Summative Report of Student Learning (Continued)					
2. Impact on Student Learning.	Evidence plainly and accurately details the impact of instruction on each student's progress toward each goal and/or objective.	Adequate evidence is provided about the impact of instruction on each student's progress toward each learning goal and/or each objective.	Inadequate evidence indicating student progress toward goal/objective.	Candidate omits item.	/3
				Subtotal:	/6 (x3)= /18
G. Reflection and Self-Evaluation					
1. Interpretation of Student Learning.	Articulates, and illustrates with assessment data, explicit reasons for why students did or did not meet each learning goal or objective.	Provides adequate reasons for why students met or did not meet the learning goal and objectives.	Reasons are inadequate or irrelevant.	Candidate omits item.	/3
2. Insights on Effective Instruction and Assessment.	Identifies the most and least successful activities and assessments, and explores plausible reasons for their success or failure.	Identifies most and least successful activities and assessments based on student performance.	Provides inadequate or irrelevant reasons for success or failure.	Candidate omits item.	/3
3. Implications for Personal Professional Improvement.	Identifies three or more areas for improvement and lists and describes specific professional activities to improve in these areas.	Identifies two areas for improvement and lists and describes specific professional activities to improve in these areas.	Identifies one area for improvement.	Candidate omits item.	/3
				Subtotal:	/9
H. TWS Final Document Scoring Guide					
1. Mechanics of Writing.	Spelling, grammar, capitalization, punctuation, sentence structure, and all other mechanics of writing are correct.	One or two errors in spelling, grammar, capitalization, punctuation, sentence structure, and other mechanics of writing.	Three or four errors in mechanics of writing.	Five or more errors in mechanics of writing.	/3
2. Organization and Clarity.	Sections are well organized, sequential, and required information is clearly presented and easy to find.	Sections are in sequence and required information is included.	Sections are disorganized, or information is ambiguous or difficult to find.	Candidate omits item.	/3
3. Overall TWS Quality.	TWS reflects professional thought and effort clearly exceeding expectations for a culminating teacher education assignment.	TWS reflects the typical professional thought and effort expected in a culminating teacher education assignment.	TWS reflects inadequate professional thought and effort.	TWS quality is non-existent.	/3
				Subtotal:	/9
				TOTAL:	/93

UETS Standard 3: Learning Environments

(InTASC Standard 3: Learning Environments)

2. Functional Behavioral Assessment/Behavioral Intervention Plan (FBA/BIP)

Objective	Meets Expectation (3)	Partially Meets Expectation (2)	Expectation Not Met (1)	Score
Complete Functional Behavior Assessment				
1. Completes FBA form in its entirety.	FBA form is accurately completed.	FBA is incomplete and/or has few inaccuracies.	The FBA is missing most items, has several inaccuracies, or is not included.	/3
2. Include direct and indirect assessment data.	Includes multiple forms of assessment data.	Includes only one form of assessment data.	Assessment data are missing.	/3
3. Function statement, and target replacement behavior written in observable measurable terms.	Target replacement behavior is written in observable and measurable terms and linked to function (or explanation is provided).	Target replacement behavior is not operationalized or is not linked to function (with no explanation provided).	Target replacement behavior and/or function statement not included.	/3
Subtotal:				/9
Complete Behavior Improvement Plan				
1. Completes the BIP in its entirety, including setting and instructional interventions.	BIP is aligned to the FBA. All parts of the BIP are accurately completed in sufficient detail.	BIP is partially aligned to the FBA. BIP is incomplete and/or inaccurately completed, most items are addressed.	BIP is not aligned to the FBA. The BIP is missing most items or BIP is not included.	/3
2. Reinforcement and correction procedures, and implementation details.	Implementation procedures are clearly outlined.	Implementation procedures are outlined, but lack detail and clarity.	Implementation procedures are missing.	/3
3. Describes monitoring system consisting of data collection system, raw data sheets, sufficient graphed baseline and intervention data, date of projected review meeting and details.	Data collection system is appropriate, data displays are accurately completed and sufficient data are provided; details relating to review meeting are complete.	Monitoring system is incomplete and/or inaccurate, most items are included.	The monitoring system is missing most items or is not included.	/3
Subtotal:				/9

UETS Standard 3: Learning Environments

(InTASC Standard 3: Learning Environments)

2. Functional Behavioral Assessment/Behavioral Intervention Plan (FBA/BIP) (Continued)

Objective	Meets Expectation (3)	Partially Meets Expectation (2)	Expectation Not Met (1)	Score
Follow LRBI Guidelines				
1. Obtains approval from cooperating teacher to use any techniques not considered positive reinforcement; follows policies outline in USOE handbook, "Selection of Least Restrictive Behavioral Interventions for use with Students with Disabilities."	USOE guidelines relating to behavioral interventions are followed without exception.	Some observed classroom practices are in question, relative to professional guidelines (e.g., using punishment or extinction procedures without considering behavioral function).	Observed classroom practices clearly deviate from professional guidelines (e.g., using punishment or extinction procedures without documenting previous intervention attempts).	/3
2. Behavior Intervention Plan includes generalization and maintenance procedures.	Procedures to promote generalization and maintenance of the intervention effects are explicitly stated.	Although not explicitly stated, there is some indication that generalization and maintenance procedures have been considered.	No reference is made to procedures promoting generalization and maintenance of the intervention effects.	/3
3. Writes brief summary report based on FBA and BIP data.	The summary report is complete and accurate. The FBA and BIP data are referenced.	Report is incomplete and/or only partially accurate.	Report is not included or is inaccurate.	/3
4. Edit type-written report for punctuation, spelling, and grammar.	Type-written report contains no errors in punctuation, spelling, and grammar.	Type-written report contains 1-3 errors in punctuation, spelling, and grammar.	Type-written report contains 4 or more errors in punctuation, spelling, and grammar.	/3
Subtotal:				/12
TOTAL:				/30 (x2)= /60

UETS Standard 4: Content Knowledge

(InTASC Standards 4 & 5: Content Knowledge & Application of Content)

Objective	Meets Expectation (3)	Partially Meets Expectation (2)	Expectation Not Met (1)	Score
PRAXIS Exam				
Take the PRAXIS II Exam required for highly qualified teacher status	Passing score on first attempt.	Passing score on second attempt.	Score is below passing.	/3
Special Education Exit Exam				
Take the BYU Special Education Exit Exam	Passing score of $\geq 80\%$ on first attempt.	Passing score of $\geq 80\%$ on final attempt.	Score is below passing.	/3
Total:				/6

UETS Standard 5: Assessment

(InTASC Standard 6: Assessment)

Objective	Meets Expectation (3)	Partially Meets Expectation (2)	Expectation Not Met (1)	Score
Achievement Battery or Criterion Referenced Battery				
1. Administers achievement or criterion referenced battery, completes test protocol with student's name removed; provides hypothetical demographic information.	Administration of an appropriate test, protocol completed accurately, personally identifiable information removed.	Testing information is inaccurate or incomplete, or name of student or all personally identifiable information is not removed.	Inappropriate test administered or no test administered.	/3
Subtotal:				/3
Curriculum Based Assessment				
1. Administers and develops CBA according to CPSE 452/453 standards.	CBA is developed and administered accurately; all personally identifiable information removed.	CBA administered; some procedures are inaccurate, unclear, or incomplete. Name of student or all personally identifiable information is not removed.	Inappropriate test administered or no test administered.	/3
2. Provides accurately written PLAAFP with MAG; aligns MAG with PLAAFP.	PLAAFP and MAG are accurately written and alignment is clear; all essential components are included.	PLAAFP and MAG do not align or are inaccurate or incomplete.	PLAAFP and/or MAG are not included.	/3
3. Aligns CBA results to the PLAAFP and MAG and to the standardized testing; allows multiple trials and generalization.	Alignment between the CBA, PLAAFP, and MAG is apparent and accurate. Data sheets provided to track the generalization of knowledge or skills.	Alignment between the CBA, PLAAFP, and MAG is unclear, or incomplete, or CBA is not aligned to standardized testing.	Components are incomplete or missing.	/3
Subtotal:				/9
Behavior Observation				
1. Completes behavior observation using an appropriate method, describes the observed behavior in measurable terms, and collects peer comparison data in an approved setting to	Behavioral data are collected in an approved setting; the observation form is filled out correctly, and completely, providing useful information.	Observation form is incomplete or filled out incorrectly.	Observation not attempted or completed incorrectly.	/3

assess behavior and the environmental context in which it occurs.				
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UETS Standard 5: Assessment (Continued)

(InTASC Standard 6: Assessment)

Objective	Meets Expectation (3)	Partially Meets Expectation (2)	Expectation Not Met (1)	Score
Comprehensive Education Assessment Report				
1. Provides a written report that includes: - hypothetical student data, - testing conditions, - reason for referral, - tests administered, scores, and - assessment results interpreted as PLAAFPS.	Report contains all components; data presentation and test interpretation are clear. Personally identifiable information removed.	All components are included, but some components are incomplete or inaccurate.	Components are missing.	/3
2. Makes programming recommendations on the basis of identified strengths and weaknesses.	Recommendations are consistent with an individualized approach to decision-making and instruction; two strengths/weaknesses identified from each assessment.	Programming recommendations are not clearly linked to assessment results; some information missing/represented inaccurately.	Strengths and weaknesses are not identified or programming recommendations are not included.	/3
3. Describes how the needs of culturally or linguistically diverse students were addressed in the assessments.	Description is detailed and suggests steps were taken to conduct an unbiased and meaningful assessment.	Description suggests minimal effort was made to conduct unbiased assessment.	No reference to this issue.	/3
4. Explains how the CBA extends the standardized testing.	Includes a rationale for administering the CBA and detailed description of the way in which the CBA extends the standardized testing.	The description of the way in which the CBA extends the standardized testing is unclear.	No description or explanation provided.	/3
5. Edit type-written report for punctuation, spelling, and grammar.	Type-written report contains no errors in punctuation, spelling, and grammar.	Type-written report contains 1-3 errors in punctuation, spelling, and grammar.	Type-written report contains 4 or more errors in punctuation, spelling, and grammar.	/3
Subtotal:				/15
TOTAL:				/30 (x2)= /60

UETS Standard 6: Instructional Planning

(InTASC Standard 7: Planning for Instruction)

Objective	Meets Expectation (3)	Partially Meets Expectation (2)	Expectation Not Met (1)	Score
Participate in IEP Process				
Attend and contribute to at least one IEP meeting that a cooperating teacher conducts. Write a report that includes the following elements:				
1. The child's hypothetical name, classification, and why the process was instigated are included. Also, who was present during the IEP meeting?	All elements are included and reported clearly. All participants' names and roles are reported.	Some, but not all elements are included, or hypothetical name not used. Some, but not all names and roles are reported.	Many elements are not included, or are reported inaccurately and hypothetical name not used. Few or no names and roles are reported.	/3
2. An outline of the order of the IEP meeting.	Outline clearly reports the order of the meeting.	Outline reports some, but not all of the parts of the meeting.	Outline is unclear or missing.	/3
3. A description of how participants collaborate to address problems and concerns.	Description of collaboration clearly includes how participants addressed problems and concerns.	Description of collaboration includes brief information regarding how participants addressed problems and concerns.	Description of collaboration does not clearly indicate how participants addressed problems and concerns.	/3
Subtotal:				/9
Developing, Writing, and Conducting an IEP				
Design and collaboratively write at least one IEP for a particular student. You will also conduct the IEP meeting associated with this IEP. Write an IEP that includes the following elements:				
1. All sections of the IEP are complete and written on the form used by the school or district.	All sections of IEP are complete and district-approved form is used.	Most, but not all sections of the IEP are included and district-approved form is used.	Many sections of the IEP are not included, or district-approved form is not used.	/3
2. The student data from standardized/criterion reference/CBA and/or behavioral assessments that are used to design all IEP components.	All IEP components are designed using relevant assessment data.	Most, but not all IEP components are designed using relevant assessment data.	Few or no IEP components are designed using relevant assessment data.	/3
3. Copies of all district forms (e.g., permission to test, notice of meeting, eligibility).	All district forms are included.	Most, but not all district forms are included.	Few or no district forms are included.	/3

UETS Standard 6: Instructional Planning (Continued)

(InTASC Standard 7: Planning for Instruction)

Objective	Meets Expectation (3)	Partially Meets Expectation (2)	Expectation Not Met (1)	Score
Developing, Writing, and Conducting an IEP (Continued)				
Design and collaboratively write at least one IEP for a particular student. You will also conduct the IEP meeting associated with this IEP. Write an IEP that includes the following elements:				
4. The removal of student and family names in each occurrence.	Each occurrence of student and family names are removed.	Most, but not all occurrences of student and family names are removed.	Few or no occurrences of student and family names are removed.	/3
5. Test results that are interpreted as PLAAFPs, and specific programming recommendations are based upon standardized and informal assessment results (e.g., behavior observation checklists, IRI, CBAs).	Each PLAAFP statement is derived from standardized or informal assessment results.	Most, but not all PLAAFP statements are derived from standardized or informal assessment results.	Few or no PLAAFP statements are derived from standardized or informal assessment results.	/3
6. Goals that correlate with all parts of the PLAAFPs.	Each goal is derived from PLAAFP statements, and each PLAAFP statement is evidenced in the goals.	Most, but not all goals are derived from PLAAFP statements, or most, but not all PLAAFP statements are evidenced in the goals.	Few or no goals are derived from PLAAFP statements, or most, but not all PLAAFP statements are evidenced in the goals.	/3
7. Goals and/or objectives/benchmarks that include specific measurable behaviors, conditions (e.g., setting, materials, resources), criteria, and appropriate evaluation procedures.	Each goal and/or objective/benchmark includes specific measurable behaviors, conditions, criteria, and appropriate evaluation procedures.	Most, but not all goals and/or objectives/benchmarks include specific measurable behaviors, conditions, criteria, and appropriate evaluation procedures.	Few or no goals and/or objectives/benchmarks include specific measurable behaviors, conditions, criteria, and appropriate evaluation procedures.	/3
8. Functional goals.	Each goal is designed to lead to functional outcomes.	Most, but not all goals are designed to lead to functional outcomes.	Few or no goals are designed to lead to functional outcomes.	/3
9. Goals and services that respond to culturally or linguistically diverse (CLD) students as appropriate.	Goals and services are included that respond to unique needs of CLD students.	Goals or services are included that respond to unique needs of CLD students.	No goals or services are included that respond to the unique needs of CLD students.	/3

UETS Standard 6: Instructional Planning (Continued)

(InTASC Standard 7: Planning for Instruction)

Objective	Meets Expectation (3)	Partially Meets Expectation (2)	Expectation Not Met (1)	Score
Developing, Writing, and Conducting an IEP (Continued)				
Design and collaboratively write at least one IEP for a particular student. You will also conduct the IEP meeting associated with this IEP. Write an IEP that includes the following elements:				
10. Plans for skill maintenance and generalization, and if appropriate, home involvement.	Plans include skill maintenance and generalization, and if appropriate, home involvement.	Plans include some skill maintenance or generalization, and if appropriate, home involvement.	Plans do not include skill maintenance or generalization or home involvement.	/3
11. Documented evidence of progress on the student's IEP goals that align with daily instructional data.	Samples from daily instructional data are provided to document the student's progress on each IEP goal.	Samples from daily instructional data are provided to document the student's progress on most, but not all IEP goals.	Samples from daily instructional data are provided to document the student's progress on few or no IEP goals.	/3
12. Edit type-written report for punctuation, spelling, and grammar.	Type-written report contains no errors in punctuation, spelling, and grammar.	Type-written report contains 1-3 errors in punctuation, spelling, and grammar.	Type-written report contains 4 or more errors in punctuation, spelling, and grammar.	/3
Subtotal:				/36
TOTAL:				/45

UETS Standards 8 & 10: Reflection and Continuous Growth & Professional and Ethical Behavior

(InTASC Standard 9: Professional Learning and Ethical Practice)

Objective	Meets Expectation (3)	Partially Meets Expectation (2)	Expectation Not Met (1)	Score
A. Reflection on Professional Practice				
A1. Observation and Evaluation of Self				
1. Include signed permission-to-videotape form for each student and submit videotape to university supervisor.	Includes signed form for each student included in video and submits video tape to university supervisor.	Includes signed forms for some students included in video.	Does not include signed forms and does not submit videotape to university supervisor.	/3
2. Self-evaluate using direct instruction observation form.	Completes and submits self-evaluation of videotaped lesson.	Partially completes and submits self-evaluation of videotaped lesson.	Does not complete and submit self-evaluation of videotaped lesson.	/3
3. Submit written reflection on strengths and areas for improvement.	Completes and submits written self-reflection.	Partially completes and submits written self-reflection.	Does not complete and submit written self-reflection.	/3
Subtotal:				/9
A2. Teacher Observation				
1. Describe setting, grade level, students, teacher's background, and physical environment.	Describes setting, grade level, students, teacher's background, and physical environment.	Partially describes setting, grade level, students, teacher's background, and physical environment.	Does not describe setting, grade level, students, teacher's background, and physical environment.	/3
2. State the teacher's instructional objective and curriculum content.	States the teacher's instructional objective and curriculum content.	Partially states the teacher's instructional objective and curriculum content.	Does not state the teacher's instructional objective and curriculum content.	/3
3. Describe 5 observed strengths.	Describes 5 observed strengths.	Describes 3-4 observed strengths.	Describes 2 or fewer observed strengths.	/3
4. Explain how observed strengths might be incorporated into personal teaching.	Clearly explains how observed strengths might be incorporated into personal teaching.	Incompletely explains how observed strengths might be incorporated into personal teaching.	Does not explain how observed strengths might be incorporated into personal teaching.	/3
Subtotal:				/12

UETS Standards 8 & 10: Reflection and Continuous Growth and Professional and Ethical Behavior (Continued)

(InTASC Standard 9: Professional Learning and Ethical Practice)

Objective	Meets Expectation (3)	Partially Meets Expectation (2)	Expectation Not Met (1)	Score
B. School/Professional Involvement				
1. Submit a written description of meetings attended that are associated with the school other than IEP/TAT/Child Study meetings.	Submit a written description of each type of meeting attended that is associated with the school other than IEP/TAT/Child Study meetings.	Submit a written description of some types of meetings attended that are associated with the school other than IEP/TAT/Child Study meetings.	Does not submit a written description of meetings attended that are associated with the school other than IEP/TAT/Child Study meetings.	/3
2. Include date, time, name of meetings, and brief summary of how you furthered professional activities in your setting.	Includes date, time, names of meetings, and brief summary for each type of meeting listed.	Includes date, time, name of meetings, and brief summary for some types of meetings listed.	Does not include date, time, name of meetings, or brief summary for meetings listed.	/3
3. Edit type-written report for punctuation, spelling, and grammar.	Type-written report contains no errors in punctuation, spelling, and grammar.	Type-written report contains 1-3 errors in punctuation, spelling, and grammar.	Type-written report contains 4 or more errors in punctuation, spelling, and grammar.	/3
Subtotal:				/9
TOTAL:				/33

UETS Standard 9: Leadership and Collaboration

(InTASC Standard 10: Leadership and Collaboration)

Objective	Meets Expectation (3)	Partially Meets Expectation (2)	Expectation Not Met (1)	Score
A. Training of Paraeducators or Others				
A1. Roles and Responsibilities Document				
1. Submit a role description for paraprofessional, other staff, peer tutor, parents or other volunteers.	Submits a role description including attendance policy, method of addressing concerns, dress code, classroom behavior management, and confidentiality.	Submits a role description that omits attendance policy, method of addressing concerns, dress code, classroom behavior management, or confidentiality.	Role description omits several items or does not submit a role description.	/3
A2. Training				
1. Develop lesson plan that includes: Objectives, Training Steps, Training Schedule, Monitoring System, Training Data, Performance Report, Feedback Summary, and Hypothetical Names.	Lesson plan includes all required elements.	Lesson plan omits 1 required element.	Lesson plan omits 2 or more required elements.	/3 (x8)= /24
2. Edit typed report for punctuation, spelling, and grammar.	Typed report contains no errors in punctuation, spelling, and grammar.	Typed report contains 1-3 errors in punctuation, spelling, and grammar.	Typed report contains 4 or more errors in punctuation, spelling, and grammar.	/3
Subtotal:				/30
B. Collaboration with Families, General Education Teachers, and Cooperating Teachers				
Collaborative Meeting Assignment				/3
Subtotal:				/3
TOTAL:				/42

General Information

General Information

BYU Special Education Programs

Mission Statement

We maximize the potential of diverse learners with individualized educational needs to elevate their quality of life. We accomplish this by supporting the mission and aims of a BYU education as we integrate teaching, research, and service. We specifically:

- Prepare competent and moral educators who select, implement, and evaluate research-based effective teaching practices and appropriate curriculum for learners with special needs.
- Prepare master special educators who will provide collaborative leadership to foster the moral development and improve learning and social competence of exceptional children with challenging behaviors.
- Add to the knowledge base of special education and related disciplines through research.
- Serve and advocate for learners with individualized educational needs and others who support them.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. The BYU policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at (801) 422-5895 or (888) 238-1062 (24 hours); or contact the Honor code Office at (801) 422-2847. Please see information that defines sexual harassment and inappropriate gender-based behavior and recommends actions that you can take to deal with such behavior on the following website: <https://titleix.byu.edu/>.

Students with Disabilities

BYU is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this program successfully, please contact the University Accessibility Center (801) 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the University Accessibility Center.

If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at (801) 422-5895, D-282 ASB. Please see information about resources, guidelines, orientation, and technology available on the following website: <https://uac.byu.edu/>.

Diversity and Unity Policy

The CPSE Department, the MSE, and BYU are committed to preparing teacher candidates to serve effectively in a diverse society and to promote respect for individual differences. In each course teacher candidates will learn methods and materials that may be adapted to various settings and contexts. In this program teacher candidates are expected to demonstrate the knowledge, skills, and dispositions to effectively apply the course content when working with individuals and groups with varying abilities and with diverse linguistic and cultural backgrounds. To assist you in this preparation, the Educational Growth and Unity Association was organized. For more information about the McKay School's resources on Diversity and Unity, see <http://education.byu.edu/diversity>.

Student Teacher's Commitment to the Student

The teacher strives to help each student realize his or her potential as a worthy and effective member of society. The teacher, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly
 - a. Exclude any student from participation in any program.
 - b. Deny benefits to any student.
 - c. Grant any advantage to any student over another.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of a professional service, unless disclosure serves a compelling professional purpose or is required by law.

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

Code of Ethics for Educators of Persons with Exceptionalities

Council for Exceptional Children

We declare the following principles to be the Code of Ethics for Educators of Persons with Exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles.

Members of The council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
4. Practicing collegially with others who are providing services to individuals with exceptionalities.

5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
6. Using evidence, instructional data, research and professional knowledge to inform practice.
7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
8. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
9. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
11. Engaging in the improvement of the profession through active participation in professional organizations.
12. Participating in the growth and dissemination of professional knowledge and skills.

Academic Integrity

Students at Brigham Young University have a moral responsibility to perform and act in accordance with the student honor code and standards. All students attending BYU have agreed to do so. If you abide by the code and standards you should meet your commitments as a student teacher or intern. This behavior should transfer to the schools in which you are working.

Educator Preparation Program Outcomes

This course is part of your preparation for licensure in a major or minor that is part of the BYU Educator Preparation Program (EPP). This course will help you fulfill the EPP Outcomes (http://education.byu.edu/epp/core_assesments.html) required for accreditation. Advisors in Education Student Services (ESS), located in 350 MCKB, (801) 422-3426, can answer questions you have about the licensure requirements (<http://education.byu.edu/ess/licensing.html>) for your teaching major or minor.

Student Teaching/Internship Placements

Placement into Student Teaching Sites

The faculty of each specialty area examine all student teaching applications for the following semester. Sites have been selected according to the following criteria:

1. “Evidenced-based Practices” for teaching, management, and service delivery are modeled.
2. The cooperating teacher is recognized by the school administrator and by fellow teachers as a “master teacher.”
3. The cooperating teacher is fully certified to teach the student population and has at least one year of experience (at least three years is preferred and required by some districts).
4. After considering the above criteria we will strive to make the location as convenient as possible for the students.

A list of approved student teaching sites is generated by partnership school districts and by BYU faculty. If teachers and districts agree to host a student teacher, then the placement is made. When placements are approved, the student teacher is informed. Student teachers are not permitted to arrange their own student teaching placements. Those completing licensures with their departments (i.e., Teacher Education, Early Childhood) must inform the Special Education Student Teaching Coordinator about this licensure.

Intern candidates that do not receive an internship will be automatically placed in student teaching.

Student Teaching/Internship in Private or Charter Schools

Student teachers or interns are not placed in private or charter schools.

Policy for Obtaining an Internship

Special Education Internships in the Partnership School Districts have been supported for several decades. The Special Education program endorses internships for undergraduate teacher candidates only in our partnership school districts. Generally, these interns are paid half-salary and full benefits and work a full school year. However, salary can be negotiated based upon the needs of the district (e.g., full salary).

Process for Obtaining an Internship

Undergraduate teacher candidates who are interested in the internship experience and have passed their classes and practicum experiences with at least a B- grade, and have demonstrated professional habits necessary for success in the internship (e.g., timely completion of assignments, attendance, initiative, ability to work with others) are recommended. If teacher candidates are offered a contract but do not pass summer practicum, then the district cannot honor the contract. The BYU Special Education Program Coordinator and Internship Coordinator provide names of recommended teacher candidates to district administrators in the Special Education Partnership Advisory Council (SPEDPAC).

District administrators are given the opportunity to interview teacher candidates who have been approved by the faculty. Districts should not interview, offer letters of intent, or offer contracts prior to this interview day

Appropriate Internship Placements

Since the teacher candidates who will be fulfilling internship duties are not likely to be highly skilled teachers, internship placements should meet the following conditions:

1. Substantial mentoring should be provided by a district-approved qualified special educator, particularly during the first part of the school year. Qualified mentors are on-site special educators who hold the same license as the intern (e.g., Mild/Moderate or Severe disabilities).
2. The composition of the class of students is manageable both in the type of disability as well as case-load (e.g., Behavior Disorder units and Autism units present unique challenges that may be difficult for interns).
3. Policy for Student Teaching/Interning in Non-Partnership Schools. The BYU Special Education program has a long history of working collaboratively with our partnership school districts (Alpine, Jordan, Nebo, Provo, and Wasatch) in the training of special educators. Part of this partnership entails training in accredited settings which receive both district and university support. Schools that are not in the partnership do not have the history of developing and adhering to the policies and procedures related to student teachers/interns from BYU, nor have they been involved in frequent partnership meetings to plan and evaluate successful experiences for student teachers/interns. As a result, these schools may not be sufficiently prepared to mentor student teachers/interns.

It is critical that your internship placement be one that will allow you to be successful as a special educator. Therefore, districts will submit the School Intern Request form(s) to the ESS Office to apply for approval of anticipated internship sites. Established requirements must be met at each site in order for districts to receive approval, and teacher candidates will only be allowed to intern at the sites where approval has been given.

All teacher candidates completing an internship are required to register for internship hours (12 credits in the Fall).

Policy for Student Teaching Outside of the BYU-Public School Partnership

Placements outside of the BYU-Public School Partnership are generally not approved by the University. Petition for exception must be addressed to the special education program coordinator.

Grading Procedures

Final grades are based on the supervisor's evaluations, the cooperating teacher's evaluations, and completion of teaching obligation. The university supervisor determines the final grade for student teachers and interns using several evaluations:

1. University Supervisor Evaluations

- a. Direct Instruction Observations (6-8 completed)
- b. Teacher Candidate's Portfolio
- c. Once Formative UPTOP
- d. Once Final UPTOP (incorporating information from the observations and portfolio)

2. Cooperating Teacher Evaluations

- a. One formative UPTOP
- b. One UPTOP

3. Completion of Teaching Obligation

Minimum Grade for Student Teaching/Interning

The grading policy states that student teachers/interns will receive a pass/fail grade. In order for students to pass their Student Teaching/Internship experience, it will be necessary to meet the following criteria:

1. Receive a minimum overall score of "3" on a "5" point scale on the final direct instruction observation form; and no items scored at a 1.
2. Receive a minimum score of "3" on the portfolio.
3. Receive a minimum score of 80% (53/66 points, 2.4 average) with no item scored a 0 on the final US UPTOP.

Student Teachers and Interns must earn a passing grade in order to be recommended to the Utah State Office of Education for licensure. Student teachers/interns who do not earn a passing grade may petition the faculty for a second student teaching/internship experience. The faculty will consider the request and inform the teacher candidate of the decision. Student teaching interning may be repeated only once. The requirements and length of the repeat experience are determined by the university supervisor, a university faculty member, and the cooperating teacher (if appropriate). The placement for this experience is arranged by the Special Education student teacher coordinator. If the teacher candidate does not earn a passing grade in the repeated student teaching/internship experience, he/she will not be permitted to continue the program and will not be recommended for licensure.

Interns will receive a "T" grade for Fall semester of their Internship. At the conclusion of the Internship, the Fall "T" grade will be changed to match the Winter/Spring grades.

Minimum Grades for the Special Education Program

After admission to the Special Education program, candidates are required to maintain a 3.0 GPA. In addition, candidates must achieve at least a C in each course in the four-semester program. Violation of either of these two standards results in suspension from the program until the deficiency is rectified. During the program, faculty regularly review each candidate's standing in (1) academics, (2) teaching, (3) interpersonal relations, and (4) professionalism. Patterns of deficiencies in any of these areas may result in suspension or termination from the program.

Graduation and Licensure Procedure

Requirements for graduation are available online for both Mild/Moderate: (<http://registrar.byu.edu/advisement/pdf/14/354221.pdf>) and Severe: (<http://registrar.byu.edu/advisement/pdf/14/354222.pdf>) tracks. These requirements must also be met in order to be recommended for licensure.

To be eligible for graduation and licensure, candidates are required to take and pass the Praxis test designed for their teaching major. In the event a passing score is not obtained on the Praxis test associated with the teaching major, the candidate must change to a non-teaching major. In this instance, if a teaching minor has been declared, the teaching minor must also be changed to a non-teaching minor, or dropped.

Certain teaching minors also require a passing score on a designated Praxis test. In the event a passing score is not obtained, the teaching minor must be changed to a non-teaching minor, or dropped.

Please see http://education.byu.edu/ess/praxis_approved_tests.html for a listing of required Praxis tests.

Graduation without Licensure

Candidates must successfully complete all courses, practica, and student teaching/internship to be recommended for licensure. If all courses and practica have been successfully completed, but the teacher candidate does not successfully complete student teaching/internship, the candidate may petition to graduate without licensure by submitting a written request to the program coordinator. This option is available under two conditions:

1. A change in personal circumstances for the candidate.
2. The recommendation of the faculty based up on candidate performance or professionalism.

This policy applies only to candidates at an advanced stage of their professional preparation. It is not an initial option for candidates but may be implemented in the two situations expressed in the preceding paragraph. The following conditions must be met:

1. All university requirements must be satisfied (GPA, general education, religion, and at least 120 credit hours).
2. All major requirements must be satisfied with the exception of student teaching/interning.
3. If a candidate receives a failing grade in a major course, that course must be repeated successfully in order to meet graduation requirements.
4. If the candidate performs below standard in a practicum course, the department may require a substitute course to meet graduation requirement.

Student Teaching/Internship Policies

Attendance policy for Student Teachers

Student teaching begins on the first day of the BYU semester. The last day will be the first Friday that occurs within university reading days or final exams, unless otherwise approved. Student teachers must follow the school district calendar for all other days. Student teachers are required to teach full days for one semester and log teaching hours on the “Attendance Log” found in the Assignment Forms section of this handbook. Student teachers/interns must be at school at least one half hour before school starts and one half hour after school ends, or during the district contract hours, whichever is greater. Student teachers are expected to be punctual and should not leave school early.

In the case of illness or an emergency that prevents teaching, it is the student teacher’s responsibility to notify both the cooperating teacher and the university supervisor. For illness or reason(s) which constitute an emergency, student teachers are allowed to miss up to 21 hours (3 days) but must still notify the

cooperating teacher and the university supervisor. Student teachers must make up time missed. If absent, the student teacher is required to provide the cooperating teacher with lesson plans and necessary materials for instructing pupils. Student teachers who desire exceptions to this policy must submit requests in writing to the BYU Special Education faculty, and the faculty must come to a joint agreement in order for the exception to be granted.

Attendance Policy for Interns

Interns begin on the first day of the district calendar and follow the calendar for the entire school year. As an intern, you are required to teach full days for the contracted school year. You are expected to follow the district attendance policies as outlined in your contract. Failure to do so would result in not passing CPSE 496R and not being recommended for licensure. Interns are expected to be punctual, following the teacher's schedule of when to arrive and leave.

Transportation

Student teachers must arrange their own transportation to and from assigned schools.

Teacher Job Actions (Strikes) and Student Teachers/Interns

BYU student teachers work in the classrooms of licensed cooperating teachers in their field assignments. In the event of a job strike action that results in cooperating teachers leaving the school buildings, the integrity of the student teaching site is compromised. All student teachers are released from their field assignments while the job action is in force at their schools whether or not cooperating teachers participate in the walk out. University supervisors may elect to hold a class or seminar on campus during the time student teaching is interrupted.

Student teachers are expected to resume their field assignments as soon as the full complement of teachers returns to the schools and the training sites are again intact.

BYU interns are contracted employees of the school district in which they teach for the full school year. In the event of a job action, interns, like other teachers under contract, have the choice to remain in the school or follow the action recommended by their local teachers association.

Nepotism and Anonymity

In order to provide the best experience possible, student teachers and interns may not be placed with a mentor teacher who is a relative or be supervised by a relative. This action is required to avoid any practice which might be interpreted as favoritism or discrimination.

Substitute Policy

Student teachers are not to serve as substitute teachers. If an emergency situation arise in the student teacher's classroom and a substitute teacher is not available, the student teacher may assume the substitute role without pay for not more than a **one-day** period. With joint approval from the BYU supervisor and the school principal, student teachers may assume teaching responsibilities in their own classroom while the mentor teacher attends partnership conferences or other professional assignments approved by the principal for a period not to exceed **two days**. Professional activities extending beyond a two-day period must be cleared through the Field Services office.

Compliance with District and School Policies

The student teacher/intern is required to adhere to district and school policies in the assigned district. This includes participation in faculty meetings, teacher in-services, IEP conferences, and other teacher responsibilities before and after school hours. Student teachers/interns must be at school at least one half

hour before school starts and one half hour after school ends, or during the district contract hours, whichever is greater.

Problems and/or Grievances

Should problems or grievances develop during the student teaching/intern experience, the cooperating teacher and/or university supervisor should be made aware of the situation as soon as possible. The student teacher/intern is encouraged to discuss professional problems at any time with his/her cooperating teacher, university supervisor, and then the student teaching coordinator.

**Role of the
Student Teacher,
Intern,
Cooperating
Teacher,
Principal,
University
Supervisor**

Role of the Student Teacher

Introduction

As the student teacher, you will begin as a participating observer. Cooperating teachers should share objectives, lesson planning, and evaluation procedures, and they should discuss individual pupil problems.

As you demonstrate the ability to assume teaching responsibilities, you will receive more assignments for designing and directing learning activities. It is recommended that you have the opportunity to observe lessons taught in each area of the curriculum before you teach that topic independently. This transfer of teaching should be scheduled so you are in complete charge of the classroom for a minimum of the last 4-5 weeks of student teaching. If you demonstrate the competence and initiative necessary to take charge earlier, you will be encouraged to do so.

Responsibilities

The student teaching experience is an opportunity for you to develop and demonstrate teaching, management, and other professional competencies acquired during the teacher preparation program. You are expected to demonstrate these competencies in daily work in the assigned school. In the student teaching portfolio, you will provide evidence of these competencies.

1. According to the specific aspects of the assignment, the student teacher will be available, when appropriate, to assist the cooperating teacher in the following instructional duties:
 - a. Teaching under the supervision of the cooperating teacher. The teacher candidate may occasionally teach when the cooperating teacher is temporarily away from the classroom, but may not serve as a substitute teacher. (Note: Interns are hired by the district; therefore, they are legal teachers. They have an assigned mentor, but mentors do not fill the same role as cooperating teachers assigned to the student teachers.)
 - b. Grading papers and keeping records.
 - c. Supervising playground, lunchroom, and bus loading/unloading.
 - d. Tutoring students who need special help.
 - e. Conferring with individual students and their parents under the supervision of your cooperating teacher.
 - f. Conducting home visits with your cooperating teacher.
 - g. Attending professional meetings.
 - h. Collaborating with paraeducators and other adults in the classroom.
 - i. Performing other work in the school building as assigned.
2. When possible, the student teacher will observe other classes and participate in teaching activities with other student teachers in the same building or district.
3. Responsibilities of the student teacher or interns to the school system are as follows:
 - a. To comply with the regulations of the building to which they are assigned.
 - b. To advise the principal of their presence in the building or their absence from assigned responsibility.
 - c. To follow the school system calendar within any given semester.
 - d. To follow the cooperating teacher's regular schedule.
 - e. To keep confidences and respect the rights of others at all times.
 - f. To secure information pertaining to legal responsibilities for the classroom.
 - g. To maintain a positive attitude and develop a positive learning environment for the children within the classroom and school setting.
 - h. To be responsible, courteous, and dependable.

- i. To dress professionally. Maintain a neat, clean, and appropriate appearance.
 - j. Use good judgment and act professionally when working with school personnel and parents.
4. The student teacher will become thoroughly acquainted with this *Student Teaching/Internship Handbook*.

Stages of Student Teaching

Stage 1: Observation

The student teacher observes the mentor teacher modeling good teaching practices. The student teacher should be able to clearly reflect understanding of the skills demonstrated before moving to the next stage. At the same time the student teacher should be anticipating and preparing for Stage 2.

Stage 2: Teaming

The student teacher and the mentor teacher plan and teach lessons cooperatively. The team teaching experience should provide opportunities for the student teacher to ask questions and for the mentor teacher to demonstrate specific techniques.

Stage 3: Independent Teaching with Observation

The student teacher teaches independently with the mentor teacher reviewing plans, observing the student teacher's instruction and conferencing after each lesson.

Stage 4: Independent Teaching

The student teacher teaches independently. This stage is important for the student teacher to gain independence and confidence. The classroom students learn to depend on the student teacher rather than on the mentor during this stage. Many opportunities to exercise judgment and learn from experience occur during independent teaching. Conferencing continues during this stage.

Stage 5: Student Teacher as Critical Observer

The cooperating teacher begins to assume more responsibility for the classroom as the student teacher's responsibilities shift. The student teacher may again become the observer, now from the vantage point of more knowledge, or may be invited to observe in other classrooms.

Prior to Student Teaching

You are required to contact your cooperating teacher as soon as you learn of your placement and to arrange a time to begin mutual planning and preparation for the student teaching experience. Your first visit to the school should include a stop at the office to meet the principal, and you should make arrangements to obtain a copy of the school handbook and any other pertinent materials. You should visit the school prior to the day you officially report to your student teaching placement in order to make contact with your teacher and to introduce yourself to the principal.

The First Day

Arrive early. Although your actual teaching responsibilities will begin gradually during the first few weeks of the semester, it is extremely important to begin interacting with the students on the first day in the classroom. Ideally the students should not perceive you as a person who sits in the back of the room observing, but as one who takes an active role in the classroom, even on the first day. You should take the initiative to ask the cooperating teacher how to participate and/or suggest responsibilities to be undertaken immediately. Listed below are responsibilities you could assume from the first day:

1. Distributing and collecting materials from students.
2. Taking attendance.

3. Correcting papers.
4. Reading announcements.
5. Helping individual students with assignments.
6. Escorting elementary children to the lunchroom, playground, restroom, or special classes.
7. Reading a story or conducting a sharing period in an elementary classroom.
8. Writing necessary material on the chalkboard.
9. Preparing computer assignments and activities.

Certainly you will be expected to observe the cooperating teacher as well as other teachers in the building. Elementary student teachers may wish to consider observing their students in art, music, or physical education to see how the children react to a different teacher. The purpose of observing, however, is not to learn how to do a teaching skill or curriculum, but rather to have some material upon which to reflect. This means a critical part of observation is its subsequent analysis. Each time you observe a teacher, be sure to take notes and record questions.

Suggested Weekly Sequence

When you begin teaching, **you are required to submit written lesson plans and/or unit plans to be pre-approved by your cooperating teacher.** (Interns approve plans with mentors and/or their university supervisor.)

The following sequence is **suggested** although individual student teachers and cooperating teachers may find that the pace is too slow or too fast for a particular student. The list **can be modified** according to individual needs. This schedule is based on a 16-week semester.

Weeks 1-2:

1. Participate in an initial 3-way meeting with your cooperating teacher and university supervisor.
2. Continue with activities suggested for the first day.
3. Become familiar with building staff and resources.
4. Learn school policies and procedures as stated in the school handbook.
5. Obtain a course of study for subjects taught in your class and become familiar with the objectives for the curriculum.
6. Observe your cooperating teacher and others in the building.
7. Schedule a daily time when you can evaluate the events of the day and plan with the cooperating teacher.
8. Make a list of questions for your cooperating teacher and university supervisor.
9. Plan to incorporate whatever instructional technology is available into your plans for teaching.
10. Develop a long-range plan for your gradual increase of teaching responsibilities.
11. **Submit Student Teaching Data Sheet to University Supervisor.**
12. Complete at least one portfolio assignment.

Weeks 3-11:

1. Continue daily debriefing and planning sessions with your cooperating teacher.
2. Begin teaching one subject or period with additional subjects or periods as directed by your cooperating teacher.
3. Evaluate each lesson you teach, preferably in writing, and discuss your self-evaluations with your cooperating teacher and supervisor.
4. Assume more administrative and classroom maintenance responsibilities.
5. Complete at least four portfolio assignments.

Weeks 12-16:

1. Continue daily conferences with your cooperating teacher.

2. Increase your teaching responsibilities to full days for at least four weeks.
3. Continue evaluating and analyzing your teaching.
4. Participate in a final three-way conference with your cooperating teacher and university supervisor to evaluate your progress.
5. Complete at least four portfolio assignments.

Focus on Teaching the Students

Your main concern should be helping students progress rather than making a favorable impression on the cooperating teacher or university supervisor.

Focus on Continual Improvement

Continually reflect on and formally evaluate each teaching experience, determining what went well, what needs to be improved, and how you can be more effective next time.

1. Stay aware of the importance of your work.
2. Select one or two areas at a time for self-improvement.
3. Focus on the things that you can control.

Focus on Student Teaching

Student teachers are cautioned not to overload themselves with additional university courses or other responsibilities such as outside work during the student teaching experience. The amount of other work you undertake during your student teaching experience has a direct relationship on your effectiveness as a teacher. Your teaching work is a responsibility that must come first. The obligation to the education of students cannot be taken lightly; therefore, responsibilities other than teaching should be kept minimal.

Role of the Intern

Responsibilities

See the Role of the Student Teacher section. In addition, the intern experience is an opportunity for you to develop and demonstrate teaching, management, and other professional competencies acquired during the teacher preparation program. You will assume all responsibilities of regular contracted teachers as directed by your district and school administrators. Typical duties include, but are not limited to:

1. Delivering instruction.
2. Managing the classroom.
3. Giving appropriate assessments.
4. Keeping up-to-date and accurate records
5. Meeting student needs.
6. Ensuring legal compliance.
7. Collaborating with others (faculty, service providers, paraprofessionals, parents, etc.)
8. Evaluating your own teaching as a means of evaluation.
9. Model professional social skills (parents, paraeducators, administrators).
10. Demonstrate proper skills in various instructional settings.
11. Provide leadership to the team and paraeducators.
12. Be inquisitive and proactive.
13. Ask questions in meetings with mentor.
14. Voice your opinion in the three-way meeting – speak up about concerns.
15. Analyze testing data to set goals.
16. Know various teaching methods and curriculum.

You are expected to demonstrate these competencies in daily work in the school. You will provide evidences of these in the student teaching portfolio. Remember to complete BYU coursework as necessary for your degree and your license.

Additional Requirements

1. Complete all required BYU coursework.
2. Sign a year-long contract with the school district.
3. Assume all responsibility of regular contracted teachers as directed by the individual district and school administrators. This includes signing a contract with the school district that begins at the beginning of the school year and ends at the completion of that year (not the university school year).
4. Register and pay Fall Semester tuition for CPSE 496 (12 credits) and CPSE 490 (1 credit).
5. Attend the Running Start Program. (Sponsored by the state, district, and BYU and occurs before the beginning of the school year – typically mid-August).

Role of the Cooperating Teacher/Mentor

The term cooperating teacher is used in a broad sense to include classroom teachers, counselors, and administrators who have direct supervisory responsibility for the student teacher working in the school system. (Note: Mentors fill a similar role for interns.) To be a cooperating teacher, a teacher must have the following qualifications:

1. Hold the appropriate standard license (not a provisional or probationary license).
2. Have at least one year experience in the current school system.
3. Be recommended by the building principal and district administration.
4. Consent to the principal's and administrator's recommendation.
5. Have release time for his/her regular responsibilities for a sufficient amount of time throughout the semester/year to ensure that he/she can observe the student teacher/intern at different times of the day, and have regular time for consultation.
6. Not have any other large district/school assignments that would take away from their ability to mentor.
7. Participate in a formal observation of the student teacher/intern with the university supervisor one to two times (the first of these being the first observation).
8. Know legal requirements and paperwork for IEP files.
9. Give feedback to the university supervisor for grading (the mentor's is not an evaluator role).
10. Model effective professionalism and evidence-based practice.
11. Be on-site and responsive to the student teacher/intern.
12. Daily conferences should occur with those who share a classroom with their student teacher. While those who mentor an intern will meet with their intern only weekly.

The role of the cooperating teacher is to provide leadership, mentoring, and modeling to the student teacher/intern in all aspects of the student teaching/internship assignment. The cooperating teacher also observes the student teacher's/intern's teaching and gives feedback to the student teacher/intern and university supervisor. The cooperating teacher is vital to the success of field-related experiences for pre-service teachers; therefore, it is critical that the cooperating teacher offer the university teacher candidate full opportunities to experience the teacher's role in both the classroom and the community. In addition, the university is relying on the cooperating teacher/mentor to give thorough and timely feedback to the university so that university supervisors may help when needed.

Responsibilities:

1. **Attend Fall Orientation and Complete Honorarium Information.**
2. **Read the Student Teacher/Internship Handbook.**

The handbook is also available online at http://education.byu.edu/cpse/bs/internship_info.html.

- 3. Meet with the University Supervisor and Student Teacher in a three-way Conference.**
Early in the assignment meet with the student teacher and the university supervisor, either in person or through on-line technology, to discuss requirements and expectations. This meeting is designed to enhance the professional development of the cooperating teacher in the supervisory role.
- 4. Help the Student Teacher Become a Part of the School Community.**
Prepare your students and their parents for the anticipated arrival of the student teacher. Introduce the student teacher to the class, and introduce the student teacher to other staff members. Provide a desk or work space for the student teacher, and share all bulletins and announcements pertaining to faculty meetings, school policies and procedures, and other school or district information. Discuss with the student teacher the extent of authority and scope of responsibility involved in student teaching. Help the student teacher become familiar with the curriculum and with the individual needs of the students. At open houses or parent conferences introduce the student teacher to the parents and allow the student teacher to take an active role in these events.
- 5. Schedule a Time for Daily Conferences.**
Keeping in close communication with the student teacher is important for purposes of planning lessons, modeling effective teaching, and evaluating the student teacher's progress. Guidance in helping the student teacher make defensible decisions about teaching is critical. Holding daily conferences is the best way to develop mutual understanding and foster a sense of trust between the cooperating teacher and the student teacher. (Weekly conferences are sufficient for interns.) These conferences are a time to approve written lessons or unit plans that the student teacher is preparing to teach. The student teacher is required to make note of these conferences on a weekly basis, and the cooperating teacher must sign the form at the completion of the assignment.
- 6. Provide Opportunities for the Student Teacher to Observe.**
The most critical part of student teaching is the opportunity to observe an exemplary teacher in action. Please allow the student teacher to observe your teaching on a frequent basis. During your daily conference discuss what the student teacher has observed. Although a large part of the student teacher's responsibility is to teach students with disabilities, blocks of time should be left for observing the cooperating teacher and other teachers in the building.
- 7. Allow the Student Teacher to Fulfill Program Area Requirements.**
At the beginning of the semester, the university supervisor will discuss with the cooperating teacher the specific program area requirements which the student teacher must complete to earn a "Pass" grade in student teaching. Please plan cooperatively with the student teacher to ensure the opportunity to fulfill all of these requirements. Please allow the student teacher to experiment with effective teaching methods. Before any lesson is taught, however, the student teacher should submit a written lesson plan for approval. If the lesson is well conceived and the objectives clear, allow the student teacher to try various methods. While student teaching is a time to practice what they have learned in their university courses and practicum, it is also a learning experience, where student teachers experiment to find methods and strategies that work best for their students to obtain the skills being taught.
- 8. Allow the Student Teacher to Assume Full-Time Teaching.**
Student teachers should assume total responsibility for planning, teaching, and evaluating student progress of an 8 week-long unit. The student teacher will follow the course of study that the cooperating teacher would normally follow during this period. The cooperating teacher may occasionally leave the room for certain periods to allow the student teacher to be totally in charge of the classroom. However, it makes good instructional sense for the cooperating teacher to remain in the classroom and work with individuals or small groups. The student teacher is considered to be teaching full-time even if the cooperating teacher remains in the classroom.
- 9. Observe and Evaluate Your Student Teacher/Intern.**

The cooperating teacher's main role is not as evaluator but their feedback is used in final evaluations that are completed by the university supervisor for the student teacher's grade. A cooperating teacher's comments and observations about the student teacher's performance are extremely important. Written comments noted while the student is teaching will serve as the basis for the later conference. Although you may leave the classroom occasionally when the student teacher is in charge of teaching, the cooperating teacher should remain in the classroom to observe the student teaching the majority of the time. We recommend that at least one observation be co-observed with the university supervisor as early on as possible in the semester/school year.

10. Communicate with the University Supervisor.

The cooperating teacher should find a few minutes to talk with the university supervisor at each visit to discuss the student teacher's progress. The cooperating teacher will have at least one joint observation (with the university supervisor) during the course of the student teaching/internship. The first observation by the university supervisor will be a joint observation with the cooperating teacher. In addition there will be a three-way conference with the cooperating teacher, university supervisor and student teacher/intern. Please block the requested period of time for these conferences. The university supervisor will make every effort to schedule the conference at a time compatible with the cooperating teacher's schedule. University supervisors will provide cooperating teachers with their phone numbers and e-mail addresses. Student teachers should not hesitate to call the supervisor should a problem arise. It is better to solve a small concern early than to allow it to grow into a major problem. If a problem exists that is not being successfully solved by the university supervisor, the cooperating teacher may contact the BYU Faculty Student Teaching/Intern Coordinator.

11. Hold Conferences with your Student Teacher.

Conferences between you and the student teacher/intern are essential to a successful student teaching experience. A number of factors may make effective communication difficult: daily schedules may leave no time for conferences; the student teacher, cooperating teacher, or both may feel insecure in their roles; the cooperating teacher may be overly concerned about hurting the student teacher's feelings; the student teacher may be defensive; and/or finding a place to talk in private may be difficult. Good communication will only occur when both the cooperating teacher and student teacher work hard to overcome such obstacles. **Effective communication is so important that it cannot be left to chance.**

Conferences are an important opportunity to develop and enhance effective communication. Planned, regularly schedule conferences are the basis for good communication. It is in the conference that the student teacher may become consciously aware of his/her instructional behavior as observed by the cooperating teacher. It is in the conference that he/she may begin to analyze student's academic and social progress. It is in the conference that the foundations of professional self-evaluation/reflection are laid. Thus it is imperative that both the immediate and long-term goals of conferences be kept in mind.

Daily short conferences between student teacher and cooperating teacher will give attention to matters of immediate consequence: adjusting plans, coordinating work schedules, identifying and solving daily problems, providing that needed "boost in morale," and in general keeping things functioning smoothly. The timing of such conferences may vary from day to day, but this should not be left to chance.

Weekly conferences between student teacher and cooperating teacher should also be schedule, and it is probably best to reserve about one hour for this purpose. These conferences may be used for long-term planning, cooperative evaluation of the student teacher's competence, analysis of the cooperating teacher's teaching procedures, and development of in-depth understanding of student behavior and community relations.

The following guidelines are offered for the consideration of cooperating teachers:

- a. The time and place of the conference should be planned in advance. It should be canceled or postponed only when essential, and it is not unreasonable to expect the student teacher to return to school for the weekly conferences. The setting should be informal, at a place where few interruptions are likely to occur. Regularly scheduled conferences will prevent the student teacher from thinking that conferences are called only when there are criticisms to be offered.
- b. A free exchange of ideas should occur during the conference. It is helpful if many of the topics involved a process of seeking answers to methodological or curriculum problems. Alternative solutions should be analyzed with both you and the student teacher/intern offering ideas.
- c. Analysis of the student teacher's performance or personal qualities should be characterized by an appropriate balance between strengths and weaknesses. Criticisms should be constructive, but falsely optimistic praise may be as unproductive as overt negativism. It is interesting that some student teachers complain, "My cooperating teacher never tells me how I can improve," while others state, "My cooperating teacher only mentions the things I do wrong."
- d. You should not hesitate to offer suggestions and teaching ideas. Student teachers are eager to learn "tricks of the trade" and sources of useful teaching materials. Be as specific as possible, to the extent of showing materials, modeling instructional and management techniques, and so forth.
- e. The conference should encourage the student teacher to become increasingly self-directed and self-evaluative. Ultimately, most teachers will be essentially on their own in classroom situations and many of the qualities and practices that result in continued professional growth begin during the student teaching semester.
- f. Three-way conferences may be centered on the overall evaluation of the student teacher's performance. Here is a recommended sequence for using these evaluations:
 - i. An initial conference to set expectations and review the evaluation instruments.
 - ii. A mid-placement conference to assess progress to date.
 - iii. A conference at the end of student teaching to explain the final evaluation and to discuss the expectations for future professional success.

12. Cooperating Teaching Honorarium

Individuals who serve as cooperating teachers receive an honorarium. Although the payment is regarded as a "token amount," your time and commitment to the teaching profession is probably much more adequately described as a professional courtesy for two reasons. First, the remuneration is small considering the amount of time and effort you spend working with the student teacher. Second, most cooperating teachers work with student teachers for highly professional reasons, such as a felt obligation to assist the improvement of their profession. The honorarium will be provided within a few weeks after W-9 forms are received by the ESS Office and required evaluations have been submitted.

13. Complete and Submit Student Teacher Evaluations

Final evaluation Utah Preservice Teacher Observation Protocol (UPTOP) due dates:

- December 7, 2016 for Fall Student Teachers
- April 11, 2017 for Winter Student Teachers and Interns

All evaluations must be submitted on mYlink. Instructions on how to complete the forms on mYlink will be e-mailed to the cooperating teachers near the midterm of the semester or year.

There is probably no task that is faced by cooperating teachers with more apprehension than writing of evaluations. "Am I being fair?" or "Will the reader understand what I mean?" are

typical concerns. Remember that student teaching is just one phase in the professional growth of the teacher and that this phase is focused on helping the student teacher move in the direction of professional maturity.

The following suggestions may be helpful in completing the final evaluation:

- a. Provide not only ratings, but written comments as well. The ratings serve as quantitative means by which student teachers can be compared. The written recommendations may be used to elaborate on or supplement the ratings. Very high and very low ratings should be explained with written comments.
- b. Provide evaluations which are honest and frank, particularly in regard to student teachers who may need intense mentoring as a first year teacher or who have not demonstrated the knowledge, skills, and dispositions necessary to be an effective special educator. Two common questions are often asked by cooperating teachers; “If I had a child with special needs, would I want this student teacher to be his/her teacher?” and “Would I willingly co-teach with this student teacher as employees in the same school?”
- c. Provide comments that are objective and as informative as possible. Generalities, inferences, and hidden meanings are pitfalls to clarity and objectivity.
- d. The Utah Preservice Teacher Observation Protocol, including the Clinical Practice Summary Statement (p. 64 and 67) must be completed at midterm (formative) and at the completion of the semester (final) for student teachers and interns. The final checklist has been merged with the Utah Preservice Teacher Observation Protocol (UPTOP) and is completed on mYlink and put in the teacher candidate’s placement file. Again, you must discuss your evaluations with the student teacher/intern, and both signatures are required.
- e. Keep all records of observations, anecdotal notes, and other written documentation of student teachers/interns who are not meeting expectations. Communicate these concerns to the student teacher/intern and university supervisor as soon as they arise. If the student teacher’s/intern’s performance does not improve, call a three-way meeting to develop a remediation plan. On rare occasions, if the student teacher/intern is not able to manage the classroom or provide sufficient instruction, even with intense mentoring by the cooperating teacher and university supervisor, the teacher or building principal may recommend that the student teacher/intern be removed from the assignment. Complete all written documentation honestly regarding the student teacher’s/intern’s performance.

Guidelines for Effective Mentoring: Cooperating Teacher Expectations

Strategies for Mentoring

1. Provide regular oral and written evaluation of teaching performance.
2. Present demonstration lessons using varied effective teaching strategies and discuss them with the student teacher.
3. Review all lesson plans and provide appropriate feedback.
4. Provide the student teacher with opportunities to prepare and develop original teaching plans, using a variety of effective strategies and materials.
5. Plan together for effective assessment of learning.
6. Guide the student teacher in planning assignments and homework that provide appropriate challenges.
7. Assist the student teacher in accommodating students with diverse needs.
8. Guide the student teacher in the use and care of school equipment and materials.
9. Provide feedback on classroom presence (e.g., moving throughout the classroom, voice effectiveness, appropriate professional appearance).

Human Relationships and Professionalism

1. Discuss with the student teacher the role and performance of a professional teacher, including discussions of students and colleagues outside the classroom.
2. Stress the importance of being a role model in the classroom, including respect for others, respect for diversity, and appropriate language and dress.
3. Involve the student teacher in parent conferences and other professional meetings.
4. Integrate the student teacher into the school as a professional colleague.

Suggestions for Collaborative Teaching

1. Team plan a unit or mini-unit, alternating instructors or team teaching.
2. Student teacher provides the main instructions; the cooperating teacher reviews difficult concepts or conducts tutorial sessions with individuals or groups.
3. Each teacher presents a mini-unit to a small group and then reverses groupings.

Addressing Concerns

1. If progress is not satisfactory, discuss the specifics of the concern with the student teacher as soon as the situation becomes apparent; document all discussions.
2. Work together to develop strategies to overcome the problem.
3. Notify the university supervisor and schedule a three-way conference.
4. In consultation with the teacher candidate and the university supervisor, decide up on a course of action.
5. Invite the assistance of a school or university administrator, if necessary.

Role of the Principal

The school principal recommends teachers for cooperating teachers who have demonstrated **superior teaching practice** and are eligible to serve in those roles. Principals must assure that the cooperating teacher has adequate time to serve as an effective mentor for the student teacher.

Principals then consult with eligible teachers regarding their willingness to work with university teacher candidates and university supervisors.

In addition, the principal should:

1. Provide the student teacher with an orientation to the school's philosophy, policies, and operating procedures.
2. Give the student teacher a tour of the school facility and a description of the community.
3. Include the student teacher as part of the regular staff.
4. Provide student teachers with copies of all staff memos and communications that are pertinent to their experience.
5. Give the student teacher a practice or mock interview for a teaching position, if requested.
6. Informally observe the student teacher while he/she teaches.
7. Consider writing a reference if the student teacher requests one.
8. Provide feedback to the McKay School of Education regarding program completers/alumni.

Role of the University Supervisor

The university supervisor assigned to work with the student teacher should fulfill the following duties:

1. Observe the **student teacher** at least **six times** during the semester and complete six formal, written evaluations in conjunction with these observations. You may observe in person or via technology, with approximately half being in person and half being online using GoReact. **At least one observation should be done with the cooperating teacher.** You can complete more than one observation during each visit.
 - a. Initial three-way meeting followed by an initial UPTOP.
 - b. Direct Instruction Observation #1.
 - c. Direct Instruction Observation #2.
 - d. Midterm UPTOP.
 - e. Direct Instruction Observation #3.
 - f. Final three-way meeting followed by a final UPTOP.
 - g. Submit the university supervisor Observation Record.
2. Observe the **intern** at least eight times during the school year and complete eight formal, written evaluations in conjunction with these observations. At least one observation should be done with the cooperating teacher. You can complete more than one observation during each visit.
 - a. Initial three-way meeting followed by an initial UPTOP.
 - b. Direct Instruction Observation #1.
 - c. Direct Instruction Observation #2.
 - d. Direct Instruction Observation #3.
 - e. Midterm UPTOP.
 - f. Direct Instruction Observation #4.
 - g. Direct Instruction Observation #5.
 - h. Final three-way meeting followed by a final UPTOP.
 - i. Submit the university supervisor Observation Record.
3. Communicate frequently with the student teacher and cooperating teacher.
 - a. Provide specific oral and written feedback to the student teacher/intern regarding his/her instructional, managerial, organizational, and professional behavior.
 - b. Communicate problems or concerns with district personnel and BYU student teacher/internship coordinator.
 - c. Confer with the cooperating teacher regarding the student teacher/intern's progress.
 - d. Consult with the student teacher regarding development of his/her portfolio.
 - e. Examine, critique, and evaluate the student teacher/intern's portfolio.
 - f. Assess the environment (is it a proper placement?).
 - g. Remind cooperating teacher of observations and due dates for forms.
 - h. Assign a Pass/Fail grade for student teaching and submit to Student Teaching/internship Coordinator by the due date.

Evaluation Forms

Direct Instruction Observation Form

Scoring Key
5 = Exceptional
3 = Competent
1 = Emerging

Name: _____ Date: _____ Observer: _____ Observation #: _____
 Teacher Candidate Teaching Goal(s): _____
 Teacher Candidate Met Teaching Goal(s): YES NO Describe: _____

Opening	1	2	3	4	5
<ul style="list-style-type: none"> • Have appropriate lesson plan prepared. • Copy of materials including data ready for observer. • Have all appropriate teaching materials ready and easily accessible. • Begin lesson on time. • Begin with anticipatory set and rationale, as related to daily objective. 	<ul style="list-style-type: none"> • <u>Review</u> maintenance and prerequisite knowledge to make logical connections between this lesson and previous learning. • State the instructional objective in “student” terms. • Daily learning objective challenges students appropriately to make progress toward IEP goal(s). • Teach or review expected behavior routines during all phases of lesson. 				
Comments:					
Modeling	1	2	3	4	5
<ul style="list-style-type: none"> • State new skills or knowledge in small manageable parts. • Demonstrate new skill or knowledge in small manageable parts. 	<ul style="list-style-type: none"> • Use age and ability appropriate examples and materials. • Check for student understanding; model again as needed. 				
Comments:					
Guided Practice	1	2	3	4	5
<ul style="list-style-type: none"> • Prompt students to say, write, or do skill with exercises or examples that align with instructional objective. • Prompt students to say, write, or do skill with sufficient number of exercises or examples (minimum of 3). • Prompt group responses, then individual responses. • Prompt responses in a mode appropriate for each student (e.g., sign language, pictures, single words, phrases). • Fade prompts as students’ master skills. 	<ul style="list-style-type: none"> • Reteach incorrect academic responses and practice as needed to advance to independent practice or reinforce correct responses. • Reteach inappropriate behavioral/social responses and practice as needed or reinforce appropriate responses. • Collect data on student readiness for independent practice. • Use data to verify mastery of skills to stated criterion before advancing to independent practice. 				
Comments:					
Independent Practice	1	2	3	4	5
<ul style="list-style-type: none"> • Assign practice exercises that align with current and/or previous instructional objectives. • Assign sufficient number of practice exercises for students to use skill independently (minimum of 5). • Circulate and monitor each student’s progress. • Reteach incorrect academic responses or reinforce correct responses. 	<ul style="list-style-type: none"> • Reteach inappropriate social/behavioral responses or reinforce appropriate responses. • Maintain adequate balance between general and specific praise. • Collect and record appropriate data on student mastery of instructional objective. • Use data to determine next lesson’s objective. 				
Comments:					

Direct Instruction Observation Form (Continued)

Scoring Key
5 = Exceptional
3 = Competent
1 = Emerging

Name: _____ Date: _____ Observer: _____ Observation #: _____
 Teacher Candidate Teaching Goal(s): _____
 Teacher Candidate Met Teaching Goal(s): YES NO Describe: _____

Closing	1	2	3	4	5
<ul style="list-style-type: none"> • Summarize learning by restating objective and describing student performance. 	<ul style="list-style-type: none"> • Preview next lesson to make logical connections between this lesson and the next. • Transition all students to the next activity. 				
Comments:					
General Classroom Procedures & Professionalism	1	2	3	4	5
<ul style="list-style-type: none"> • Supports an environment where students are able to assume appropriate levels of responsibility for themselves and others. • Establishes a positive atmosphere in the classroom (e.g., preventative strategies, age-appropriate decorations, interactions with staff and students, effective use of time). • Follows Least Restrictive Behavioral Interventions for preventing and dealing with challenging behaviors. • Assures that all students, paraeducators, volunteers, and/or peer tutors are engaged in meaningful work. 	<ul style="list-style-type: none"> • Uses a wide range of standards-based materials, resources, and technologies adapting them for effective ESL and/or content teaching. • Is positive, teachable, collaborative, dependable, and dressed appropriately. • Has made sufficient progress toward portfolio completion. • Self-assesses accurately through reflective strategies, then revises practice. 				
Comments:					

Response Opportunities and Reinforcement for Student Behavior (Collect during Modeling/Guided Practice)

Response Rate: _____ Time Began: _____ Time Ended: _____
 Standard: 0=0; 1=1; 2=2; 3=3; 4=4; ≥5=5; Number of Minutes Observed: _____
 Activity: _____ Number of Students: _____

	CORRECT RESPONSES	INCORRECT RESPONSES	FEEDBACK
GROUP			
INDIVIDUAL			

Response Rate (Number of responses/Number of minutes)= _____/minute
 Corrective Feedback (Number of incorrect responses: Number of corrective feedback)= _____:_____

Reinforcement Rate: _____ Time Began: _____ Time Ended: _____
 Standard: 0=0; 1=1; 2=2; 3=3; 4=4; ≥5=5; Number of Minutes Observed: _____
 Activity: _____ Number of Students: _____

	ACADEMIC REINFORCEMENTS	BEHAVIORAL REINFORCEMENTS
GENERAL PRAISE		
DESCRIPTIVE PRAISE		
NONVERBAL		

Direct Instruction Observation Form (Continued)

Scoring Key
5 = Exceptional
3 = Competent
1 = Emerging

Name: _____ Date: _____ Observer: _____ Observation #: _____
 Teacher Candidate Teaching Goal(s): _____
 Teacher Candidate Met Teaching Goal(s): YES NO Describe: _____

Response Rate and Reinforcement	1	2	3	4	5
<ul style="list-style-type: none"> • Elicit high rates of responses or response rate appropriate for age, ability, and instructional activity. • Maintain 1:1 ratio of incorrect responses to corrective feedback. • Maintain adequate balance between general and specific praise that is age/ability appropriate. 	<ul style="list-style-type: none"> • Reinforce correct academic responses. • Reinforce appropriate behavior/social responses. • Reinforce <u>each</u> student for academic and/or behavioral responses. 				
Comments:					

Overall Lesson Performance:

Emerging		Competent		Exceptional
1	2	3	4	5

Strengths, areas for improvement, and general comments:

Observer's Signature

Student Teacher/Intern's Signature

The Utah Preservice Teacher Observation Protocol – UPTOP

For use in practica, student teaching and internships, this system is designed to reflect a range of performance from unacceptable to proficient in skills and behaviors in teacher candidates based on the UETS and InTASC standards. Two documents make up the UPTOP evaluations:

1. Assessment Form (46 indicators)
2. Evaluation Form (10 indicators + summary statement)

Rubric: The 10 UETS Standards¹ and 10 InTASC Standards² for Beginning Teachers provide the foundation for the UPTOP. The rubric contains leveled descriptions of 42 indicators of teaching performance collaboratively developed by campus and field faculty.

Competency Scale		
0	Not Present	Practicum Experiences Only
1	Beginning	Requires Intervention
2	Emerging Competence	Requires Feedback
3	Preservice Effective/In-Service Emerging	Meets Requirement

Formative Evaluation Form (primarily used internally by programs):

This form is used for multiple observations and feedback conferences during the semester. The form is designed to keep a cumulative record by course of each candidate's performance. Many observers mark all observations for a course on the same form to provide a composite record for the candidate and for the supervisor.

1. During the observation – some of the UPTOP indicators (e.g., instructional strategies and management, etc.) can be marked as the candidate is teaching.
2. Pre/Post observation interview – other indicators should be filled out as the evaluator looks at materials provided by the candidate (e.g., lesson plans, discipline plans, etc.).
3. Over time – some indicators can only be observed and marked over time as the candidate adapts to the school community and interacts with colleagues and students (e.g., ethics, collaboration, professional development, etc.).

Final Evaluation

At the conclusion of each student teaching and internship experience, a final evaluation is completed by the school mentor(s) and one by the university supervisor(s). The candidate signs all final evaluation forms. The BYU Program Supervisor also reviews and signs all final evaluation forms. All final evaluations will be completed in mYlink.

The final evaluation should represent the team's consensus of the level of candidate performance at the conclusion of the clinical experience. As personnel directors and/or principals value the final evaluations in the hiring process, the summary statements must be typed, well-written, and should reflect the cumulative record of observations and interactions with the candidate. The quality of the final evaluation strongly influences the candidate's opportunity for an employment interview.

¹ "Utah Effective Teaching Standards." Further information about the standards can be found at the following website:

www.uen.org/k12educator/uets

² "Interstate New Teacher Assessment and Support consortium" and further information about the standards can be found at the following website: [http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_\(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html)

BYU Special Education University Supervisor Observation Record

Teacher Candidate: _____ Intern _____ Student Teacher _____ Mild/Moderate _____ Severe _____ ESL _____ Bilingual _____

Semester: _____ School: _____ Cooperating Teacher(s): _____ University Supervisor: _____

Observations of Teaching - Additional time not connected directly with a teaching observation (phone conferences included): _____

Date (Mo/Day/Yr)	Activity/Topic of Class (e.g., Reading, Math)	Duration of Observation (e.g., 10:10-11:10)	Duration of Conference (e.g., 35 min.)	Met with Cooperating Teacher or others (Yes or No)	Additional Collaboration Needed (e.g., Coop. Teacher? Student Teacher? Administrator? Practicum Coordinator?)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

To be submitted at the end of the semester to the Practicum Coordinator with final grades.

Student Teacher Evaluation of University Supervisor

Supervisors need feedback to improve their skills just as do teachers in training. Please complete this confidential form to provide that feedback by carefully evaluating the performance of your university supervisor. Return the completed form to the department secretary who will then type your responses to maintain anonymity.

Student Id #: _____ Supervisor's Name: _____
Semester: Fall _____ Winter _____ Spring _____ Summer _____ Year: _____

Please evaluate your supervisor by circling the appropriate number using the following scale:
1 = very strongly disagree; 2 = strongly disagree; 3 = disagree; 4 = somewhat disagree; 5 = somewhat agree; 6 = agree; 7 = strongly agree; 8 = very strongly agree

My supervisor:

1. Participated in an initial informal meeting to acquaint and inform me as to observation and portfolio requirements and due date.

1 2 3 4 5 6 7 8 N/A

2. Provided feedback in a three-way conference (student teacher, supervisor, mentor) concerning my progress and future professional success.

1 2 3 4 5 6 7 8 N/A

3. Formally observed at least three times during my student teaching experience (five times if an intern).

1 2 3 4 5 6 7 8 N/A

4. Consulted with me and provided constructive feedback regarding the development of my portfolio.

1 2 3 4 5 6 7 8 N/A

5. Provided specific constructive oral and/or written feedback and discussion in a timely fashion after each observation.

1 2 3 4 5 6 7 8 N/A

6. Recognized and voiced my strengths as an educator.

1 2 3 4 5 6 7 8 N/A

7. Discussed specific strategies/resources to improve my teaching.

1 2 3 4 5 6 7 8 N/A

Student Teacher Evaluation of University Supervisor (Continued)

Student Id #: _____ Supervisor's Name: _____
Semester: Fall _____ Winter _____ Spring _____ Summer _____ Year: _____

Please evaluate your supervisor by circling the appropriate number using the following scale:
1 = very strongly disagree; 2 = strongly disagree; 3 = disagree; 4 = somewhat disagree; 5 = somewhat agree; 6 = agree; 7 = strongly agree; 8 = very strongly agree

My supervisor:

8. Made me feel comfortable in approaching him/her with questions or problems.

1 2 3 4 5 6 7 8 N/A

9. Kept scheduled appointments.

1 2 3 4 5 6 7 8 N/A

10. Developed a respectful relationship with my cooperating teacher and district personnel.

1 2 3 4 5 6 7 8 N/A

11. Encouraged my feedback and considered my views on instructional techniques.

1 2 3 4 5 6 7 8 N/A

12. Provided leadership in problem solving and collaborative relationships with other professionals.

1 2 3 4 5 6 7 8 N/A

What did my supervisor do that was the most helpful?

What did my supervisor do that was the least helpful?

Do you have any suggestions for improvement of supervision?

Additional comments:

Assignment Forms

Log of Student Teaching Attendance

Student Teacher _____ Intern _____ Severe _____ Mild/Moderate _____ MM/ESL _____
 Name: _____
 Semester: _____ Year: _____ Total # of Hours: _____ School Name: _____
 Subject(s): _____ School District: _____ Grade Level: _____
 Cooperating Teacher: _____

HOURS TEACHING:

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
Total:						

Signature of Student Teacher/Intern: _____ Date: _____

Signature of Cooperating Teacher: _____ Date: _____

Student Teacher/Intern and Cooperating Teacher Contact Sheet

Week	Date	Topics of Discussion	Reviewed UPTOP	Type of Contact
1			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
2			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
3			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
4			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
5			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
6			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
7			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
8			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
9			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail

Signature of Student Teacher/Intern: _____ Date: _____

Signature of Cooperating Teacher: _____ Date: _____

Student Teacher/Intern and Cooperating Teacher Contact Sheet (Continued)

Week	Date	Topics of Discussion	Reviewed UPTOP	Type of Contact
10			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
11			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
12			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
13			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
14			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
15			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
16			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail

Signature of Student Teacher/Intern: _____ Date: _____

Signature of Cooperating Teacher: _____ Date: _____

Intern and Cooperating Teacher Contact Sheet (Continued)

Week	Date	Topics of Discussion	Reviewed UPTOP	Type of Contact
17			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
18			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
19			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
20			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
21			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
22			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
23			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
24			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
25			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail

Signature of Intern: _____ Date: _____

Signature of Cooperating Teacher: _____ Date: _____

Intern and Cooperating Teacher Contact Sheet (Continued)

Week	Date	Topics of Discussion	Reviewed UPTOP	Type of Contact
26			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
27			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
28			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
29			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
30			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
31			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
32			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> In person <input type="checkbox"/> Phone <input type="checkbox"/> E-mail

Signature of Intern: _____ Date: _____

Signature of Cooperating Teacher: _____ Date: _____

Student Teaching/Interning Data Sheet

Special Education Program
Brigham Young University

Note: Complete and submit to supervisor within the first week of student teaching/interning.

Name: _____ Area: Mild/Moderate _____ Severe _____
ESL _____ Bilingual _____

BYU ID: _____

Home Address: _____

Home Phone: _____ Home E-mail: _____

School Name: _____ District Name: _____

School Phone: _____ School E-mail: _____

School Address: _____ Room # _____ Grade Level: _____

Cooperating Teacher: Mrs. Miss Mr. _____

Principal: _____ Paraeducator(s): _____

University Supervisor: _____

Daily Schedule: Fill in the times that represent your daily schedule.

_____ Teachers arrive in a.m.	_____ Teachers arrive in a.m.
_____ Students arrive	_____ Students arrive
_____ Morning classes begin	_____ First period
_____ Morning recess begins	_____ Second period
_____ Morning recess ends	_____ Third period
_____ Lunch period begins	_____ Fourth period
_____ Lunch period ends	_____ Fifth period
_____ Afternoon recess begins	_____ Sixth period
_____ Afternoon recess ends	_____ Seventh period
_____ Students are dismissed	_____ Eighth period
_____ Teachers leave building	_____ Students are dismissed
	_____ Teachers leave building

Special Classes (Students Out):

Activity/Class: _____ Days: _____ Time: _____

Days School will be Closed:

_____ for _____

or provide school calendar

A-B-C Observation Form

Student: _____ Date: _____

Class/Teacher: _____ Observer: _____

Instructional Activity: _____ Other Relevant Information: _____

Time	Antecedents	Behavior	Consequences

Functional Behavioral Assessment (FBA) Teacher Form

Student Name: _____ Date: _____

School: _____ Grade: _____ Date of Birth: _____

WHEN does the behavior occur the most? (What time?)

<input type="checkbox"/> Morning	<input type="checkbox"/> Before/After School	<input type="checkbox"/> OTHER EVENTS or CONDITIONS occurring right before the behavior?
<input type="checkbox"/> Afternoon	<input type="checkbox"/> Lunch/Recess	<input type="checkbox"/> Teacher Request
		<input type="checkbox"/> Unexpected Schedule Changes
		<input type="checkbox"/> A Consequence has been Imposed
		<input type="checkbox"/> Other _____

WHERE does the behavior occur the most?

<input type="checkbox"/> Regular Classroom	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> WHO is present when the problem behavior is most likely to occur?
<input type="checkbox"/> Hallways	<input type="checkbox"/> Other _____	<input type="checkbox"/> Teacher
		<input type="checkbox"/> Aides
		<input type="checkbox"/> Peers
		<input type="checkbox"/> Other _____

HOW OFTEN does the behavior occur?

<input type="checkbox"/> Times per Day _____	<input type="checkbox"/> Times per Week _____	<input type="checkbox"/> Other _____
--	---	--------------------------------------

Motivation Assessment Scale

Directions: Read each question carefully and circle the **ONE** number that best describes your observation.

- | | | Never | Almost
Never | Seldom | Half the
Time | Usually | Almost
Always | Always |
|---|--|-------|-----------------|--------|------------------|---------|------------------|--------|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Would the behavior occur continuously, over and over, if this student was left alone for long periods of time? | | | | | | | | |
| 2. Does the behavior occur following a request to perform a difficult task? | | | | | | | | |
| 3. Does the behavior seem to occur in response to your talking to other students in the room? | | | | | | | | |
| 4. Does this behavior ever occur to get a toy, food, or activity that this student has been told he/she can't have? | | | | | | | | |
| 5. Would the behavior occur repeatedly, in the same way, for long periods of time, if no one was around? | | | | | | | | |

*FBA Teacher Form Page 1 of 3 – Adapted from Durand, V.M. (1988). In M. Hersen & A. Bellack (Eds), Dictionary of Behavioral Assessment Techniques • 6/00

Motivation Assessment Scale (Continued)

Directions: Read each question carefully and circle the **ONE** number that best describes your observation.

- | | Never | Almost
Never | Seldom | Half the
Time | Usually | Almost
Always | Always |
|--|-------|-----------------|--------|------------------|---------|------------------|--------|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Does the behavior occur when any request is made of the student? | | | | | | | |
| 7. Does the behavior occur whenever you stop attending to the student? | | | | | | | |
| 8. Does the behavior occur when you take away a favorite toy, food, or activity? | | | | | | | |
| 9. Does it appear to you that this student enjoys performing the behavior? | | | | | | | |
| 10. Does this student seem to do the behavior to upset or annoy you when you are trying to get him/her to do what you ask? | | | | | | | |
| 11. Does this student seem to do the behavior to upset or annoy you when you are not paying attention to him or her? | | | | | | | |
| 12. Does the behavior stop occurring shortly after you give this student the toy, food, or activity that he or she requested? | | | | | | | |
| 13. When the behavior is occurring, does the student seem calm and unaware of anything else going on around him or her? | | | | | | | |
| 14. Does the behavior cease shortly after you stop making demands of this student? | | | | | | | |
| 15. Does the student seem to initiate the behavior in order to get you to spend some time with him or her? | | | | | | | |
| 16. Does this behavior seem to occur when the student has been told that he or she can't do something he/she had wanted to do? | | | | | | | |

Motivation Assessment Scale (Continued)

*FBA Teacher Form Page 3 of 3

Transfer the numeric answer for each question to the blanks below. Scores are organized into columns by type of motivation. Add the total score and calculate the mean score of each motivation. Then, determine the relative ranking by assigning the number "1" to the motivation with the highest mean score, the number "2" to the motivation with the second-highest mean score, and so forth.

Sensory

1. _____
5. _____
9. _____
13. _____
Total Score: _____
Mean Score: _____
Relative Ranking: _____

Escape

2. _____
6. _____
10. _____
14. _____
Total Score: _____
Mean Score: _____
Relative Ranking: _____

Attention

3. _____
7. _____
11. _____
15. _____
Total Score: _____
Mean Score: _____
Relative Ranking: _____

Tangible

4. _____
8. _____
12. _____
16. _____
Total Score: _____
Mean Score: _____
Relative Ranking: _____

Behavior Intervention Plan (BIP)

Student: _____ Grade: _____ School: _____ Date: _____

Participants: _____

This BIP will be utilized for: Programming Purposes IEP Requirements

1 Setting Interventions	2 Instructional Interventions
<p>Preventative measure that will be put in place in hopes that the adjustments will reduce the occurrence of the problem behavior. (Refer to the Antecedent column of the FBA on page 86.) Mark "Yes" and fill in the statement if this preventative measure is needed.</p> <p style="text-align: center;">Not Needed</p> <p>Yes Not Needed</p> <p><input type="checkbox"/> <input type="checkbox"/> Adjustments could be made as to WHEN the problem behavior is likely to occur by: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Adjustments could be made as to WHERE the problem behavior is likely to occur by: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Adjustments could be made as to SUBJECT/ACTIVITY during which the problem behavior is likely to occur by: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Adjustments could be made as to the PEOPLE present when the problem behavior is likely to occur by: _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Clarifying and/or re-teaching expectations/routines. How? _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Modify task/assignment/curriculum. How? _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Increasing supervision. How? _____</p> <p><input type="checkbox"/> <input type="checkbox"/> Utilizing special equipment. How? _____</p>	<p>Skills the student will need to be taught in order to successfully demonstrate the REPLACEMENT BEHAVIOR (refer to the Replacement Behavior column of the FBA on page 87).</p> <p><input type="checkbox"/> Social Skill(s) _____</p> <p>_____</p> <p><input type="checkbox"/> Communication Skill(s) _____</p> <p>_____</p> <p><input type="checkbox"/> Study Skill(s) _____</p> <p>_____</p> <p><input type="checkbox"/> Academic Skill(s) _____</p> <p>_____</p> <p><input type="checkbox"/> Other Skill(s) _____</p> <p>_____</p> <p>How will the skills be taught?</p> <p><input type="checkbox"/> Individual Instruction <input type="checkbox"/> Group Instruction</p> <p><input type="checkbox"/> Demonstration/Modeling <input type="checkbox"/> Role Play</p> <p><input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice</p> <p>Who will provide the instruction? _____</p> <p>When will the instruction take place? _____</p> <p>Where will the instruction take place? _____</p> <p>How often will the instruction take place? _____</p> <p>How will opportunities for practice/rehearsal be provided? _____</p> <p>How will the student be prompted to utilize his/her newly acquired skills? _____</p>

Effective Meetings Assignment

To improve the effectiveness and efficiency of your professional collaborations, you will need to understand, identify, and incorporate the components of effective meetings in your work.

DORA

In order to improve the effectiveness of your meetings you will need to begin by understanding the components of an effective meeting. Observing a meeting and completing the DORA II evaluation form will help you become familiar with the components of an effective meeting.

Do the Following:

1. Attend a problem-solving meeting in which students' performance will be discussed and solutions will be offered (e.g., PBIS meeting, teacher assistance team meeting, PLC meeting, etc.).
2. Observe the meeting.
3. Complete the DORA II form.
4. Write a one-page response paper indicating what went well in the meeting and what could be improved on in the future meetings.
5. Add the completed DORA II form and your response paper to your portfolio.

TIPS

Researchers have identified a process for conducting effective problem solving meetings. In response to their findings, the Team-Initiated Problem Solving Model (TIPS) was developed. You can use the TIPS Meeting Minute Form and TIPS Fidelity Check list to help you incorporate the components of effective teaming in the meetings for which you are responsible.

Do the Following:

1. Conduct a problem-solving meeting in which students' performance will be discussed and solutions will be offered (e.g., PBIS meeting, teacher assistance team meeting, PLC meeting, SPED team meeting, staff meeting with paraprofessionals, etc.).
2. Participate in the meeting as appropriate.
3. Complete the TIPS II form as you participate in the meeting.
4. Write a one-page response paper indicating what went well in the meeting and what could be improved on in future meetings.
5. Add the completed TIPS II form and your response paper to your portfolio.

DORA (Decision Observation, Recording, and Analysis) II

Section 1. Demographic Information

School ID No.: _____ PBIS Team Members: _____ Observer Name: _____ Observer Type: Primary/Reliability
 Date: _____ Scheduled Start Time: _____ Scheduled End Time: _____

If there are research data complete the following: Group: _____ State: _____ Condition: _____ Data Wave No.: _____

Section 2. Foundations of Effective Team Problem Solving

START OF MEETING	DURING MEETING (ROLES)	END OF MEETING
<input type="checkbox"/> 01. Meeting started within 10 minutes of scheduled start time <input type="checkbox"/> 02. At least 75% of team members present at the start of the meeting <input type="checkbox"/> 03. Previous meeting minutes available <input type="checkbox"/> 04. Agenda available	<input type="checkbox"/> 05. Facilitator <input type="checkbox"/> 06. Minute Taker <input type="checkbox"/> 07. Data Analyst	<input type="checkbox"/> 08. Next meeting scheduled <input type="checkbox"/> 09. Meeting ended within 10 minutes of end time (includes a revised end time that team members agreed to) <input type="checkbox"/> 10. At least 75% of team members present at the end of the meeting

Notes:

Section 3. Team Problem-Solving Processes

Operational definition of a “problem” - At least one team member or meeting participant identifies a student social or academic behavior to change, AND the team selects/selected a solution to bring about the desired change.

<p>PRECISE PROBLEM & GOAL FOR CHANGE IDENTIFIED</p>	<p>SOLUTION IDENTIFIED AND IMPLEMENTATION PLAN CREATED & SOLUTION IMPLEMENTED WITH INTEGRITY</p>	<p>IMPACT OF SOLUTION MONITORED AND COMPARED AGAINST GOAL & SUMMATIVE EVALUATION DECISION MADE</p>
<p>Problem No. <input type="text"/> PR <input type="text"/></p> <p>Description of identified problem</p>	<p>Description of selected solution Write description of Solution below, including its individual components or “solution actions.”</p>	<p>5.1 Status of Problem Reported</p> <p>NA New Problem <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Description of status of problem (i.e., summary of findings from qualitative and/or quantitative data) or NA if New Problem</p>
<p>1.1 Problem Precision</p> <p>What <input type="checkbox"/> Who <input type="checkbox"/> Where <input type="checkbox"/> When <input type="checkbox"/> Why <input type="checkbox"/></p> <p>Problem Category</p> <p>Social Behavior <input type="checkbox"/> Academic Behavior <input type="checkbox"/></p> <p>Problem Features</p> <p>New <input type="checkbox"/> Old <input type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/></p> <p>1.2 Quantitative Data Use</p> <p>Social Behavior <input type="checkbox"/> Academic Behavior <input type="checkbox"/></p> <p>Description of data presented</p>	<p>3. Solution Implementation Plan</p> <p>NA <input type="checkbox"/> Old Prob. <input type="checkbox"/> New Prob. <input type="checkbox"/></p> <p>Imp. Person <input type="checkbox"/> Timeline <input type="checkbox"/> Integrity <input type="checkbox"/> What <input type="checkbox"/> When <input type="checkbox"/> G/R <input type="checkbox"/> Who <input type="checkbox"/> Integrity <input type="checkbox"/></p> <p>Description of implementation integrity plan</p>	<p>5.2 Status of Problem Compared against Goal</p> <p>(Note: Check “No” if team has not identified a goal)</p> <p>NA New Problem <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>6. Summative Evaluation Decision</p> <p>(Note: Check “No” if team did not report status of problem)</p> <p>(Note: Examples of summative evaluation decisions include (a) retaining, revising, or terminating (a) the solution, (b) the goal, (c) the precisely-defined problem, or (d) some combination of the preceding)</p> <p>NA New Problem <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Description of decision or NA if New Problem</p>
<p>2. Identified Goal</p> <p>What Change <input type="checkbox"/> By When <input type="checkbox"/></p> <p>Description of change to be achieved</p> <p><input type="checkbox"/> Postponed/out of time</p> <p><input type="checkbox"/> Old problem not discussed</p>	<p>4. Solution Implementation-Integrity</p> <p>NA <input type="checkbox"/> New Prob. <input type="checkbox"/> Not Started <input type="checkbox"/> Part. Imp. <input type="checkbox"/> Imp. w/ Integrity <input type="checkbox"/> Stopped. <input type="checkbox"/> Not reported/ DK <input type="checkbox"/></p> <p><input type="checkbox"/> Postponed/out of time</p>	<p><input type="checkbox"/> Postponed/out of time</p>

Meetings	Date	Time (beginning and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

Team Members (Place "X" to left of name if present)						

Today's Agenda Items (Place "X" to left of item after completed):

1.	6.	Agenda Items for Next Meeting	1.
2.	7.		2.
3.	8.		3.
4.	9.		4.
5.	10.		

Previously Defined Problems

Precise Problem Statement (What, When, Where, Who, Why, How Often)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
					<input type="checkbox"/> Not started <input type="checkbox"/> Partial imp. <input type="checkbox"/> Imp. w/fidelity <input type="checkbox"/> Stopped	<input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Imp. but not to Goal <input type="checkbox"/> Imp. & Goal met Current rate/level per school day = _____

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

New Problems

Precise Problem Statement (What, When, Where, Who, Why, How Often)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp. Measure (What/How/When/Who to measure/report)	Effectiveness of Solution (What/How/When to assess/report)

Evaluation of Team Meeting (Mark your ratings with an "X")

1. Was today's meeting a good use of our time?
2. In general, did we do a good job of actually *tracking* whether we're completing the tasks we agreed on at previous meetings?
3. In general, have we done a good job of actually *completing* the tasks we agreed on at previous meetings?
4. In general, are the completed tasks having the *desired effect* on student behavior?

Our Rating		
Yes	So-So	No

If some of our ratings are "So-So" or "No," what can we do to improve things?

TIPS Fidelity Checklist (TIPS-FC)

Directions: Use the TFC items below as a progress-monitoring tool for planning, implementing, and sustaining best practice meeting foundations and data based problem solving. The first 9 items on the left measure the status of meeting foundations, while items 10 through 18 on the left measure the thoroughness of the team’s problem-solving processes, as exemplified by the TIPS model. Each item is scored on a 0 to 2 scale with 0 = not started; 1 = partial; and 2 = full implementation. A criterion for partial implementation is provided on this shortened version. If a team exceeds the criteria, they should score a “2” for the item. If they do not meet the criteria as described as a “1” a score of 0 should be entered. Please refer to your full TIPS Fidelity Checklist (TIPS-FC) for a more detailed scoring. Once scored, sum the two areas as separate score areas (Meeting Foundations and Problem Solving) and then sum these for an overall TIPS-FC score. TIPS has been implemented with fidelity when the team scores 85% on Meeting Foundations AND 85% on Problem Solving.

Meeting Foundations			Problem Solving		
Item	Criteria for Median Score of 1	Score	Item	Criteria for Median Score of 1	Score
1. Primary and backup individuals are assigned to defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.	1 = Some primary and backup individuals are assigned to the defined roles and responsibilities of Facilitator, Minute Taker, and Data Analyst.		10. Team uses TIPS Meeting Minutes form or equivalent.	1 = Team uses part of TIPS Meeting Minutes form or Equivalent.	
2. Meeting participants have the authority to develop and implement problem-solving solutions.	1 = Meeting participants have the authority to develop but no implement problem solving solutions.		11. Status of all previous solutions was reviewed.	1 = Status of some previous solutions was reviewed.	
3. Meeting started on time.	1 = Meeting started less than 10 minutes late.		12. Quantitative data were available and reviewed.	1 = Quantitative data were available but not reviewed.	
4. Meeting ended on time, or members agreed to extend meeting time.	1 = Meeting ended 10 minutes over scheduled time.		13. At least one problem was defined with precision (what, where, when, by who, why, how often).	1 = At least one problem is defined by lack one or more precision elements.	
5. Team members attend meetings promptly and regularly.	1 = Although team members (with exceptions of administrator) attend meetings regularly, they are not always prompt and/or they leave early.		14. All documented active problems have documented solutions.	1 = some documented active problems have documented solutions.	

6. Public agenda format was used to define topics and guide meeting discussion <u>and</u> was available for all participants to refer to during the meeting.	1 = Public agenda format was not used to define topics and guide meeting discussion but agenda was available for participants to refer to during the meeting.			15. A full action plan (who, what, when) is documented/used for at least one documented solution.	1 = Partial action plan is documented for at least one documented solution.	
7. Previous meeting minutes were present and available during the meeting.	1 = Previous meeting minutes were present but not reviewed at start of the meeting.			16. Problems that have solutions defined have a goal defined.	1 = Some problems that have solutions defined have a goal defined.	
8. Next meeting was scheduled by the conclusion of the meeting	1 = next meeting was referred to but not scheduled.			17. A fidelity of implementation measure is documented/used for each solution, along with a schedule for gathering those data.	1 = Fidelity measure and schedule are defined and documented for some solutions.	
9. Meeting minutes are distributed to all team members within 24 hours of the conclusion of the meeting.	1 = Meeting minutes are distributed to all team members but not within the first 24-36 hours after the meeting.			18. A student social/academic outcome measure is documented for each problem, along with a schedule for gathering those data.	1 = Measure and regular schedule for student behavior/performance are documented for some solutions.	
Meeting Foundations Total Score		Percentage (out of 18)		Problem Solving Total Score		
Percentage (out of 18)		Percentage (out of 18)		Percentage (out of 18)		

Comprehensive Educational Assessment
Confidential

Name: _____ School: _____
Date of Test: _____ Grade: _____
Date of Birth: _____ Report Prepared by: Dr. Cregg Ingram,
C.A.: _____ School Psychologist

Tests Administered:

Wechsler Intelligence Scale for Children – Third Ed. (WISC-III)
Woodcock-Johnson Psycho-Educational Battery – Test, Achievement – Revised LWJA-R

Reason for Referral:

_____ was referred for an educational assessment to provide information for development of an I.E.P.

Test Results:

WISC-III Verbal I.Q. 88
 Performance I.Q. 94
 Full Scale I.Q. 90

WJA-R	<u>Grade Equivalent</u>	<u>S.S.</u>
Broad Reading	1.0	79
Broad Mathematics	2.2	100
Broad Written Language	1.0	88

Conclusions:

On this date, _____ received a Full Sale I.Q. of 90 on the WISC-III, placing him in the Average range of intellectual development for this test. His Verbal score of 88 was 6 points lower than his Performance score of 94, suggesting equal skill and development in these two areas.

Present Levels of Academic Achievement and Functional Performance

Cognitive

_____’s highest WISC-III scores were on Picture Arrangement (11), a measure of the ability to see the logical sequence of events, especially in social situations; Object Assembly (10), a measure of perceptual organization and planning ability; and Arithmetic (10), a measure of the knowledge and usage of basic arithmetic. His lowest scores were on Information (6), a measure of general knowledge; and Comprehension (7), a measure of social knowledge and judgment.

Academic

_____ scored in the Average range in Math on the WJR-A and in the Severe Deficit range for Reading and Written Language. He had good basic math skills. He lacked letter sound and recognition skills, and had few sight words. He did not know his address, phone number, and days of the week.

Behavior

_____ seemed to enjoy talking; however, his verbal conceptual skills were low. His general information was poor. He worked best on manipulative, hands-on tasks.

RECOMMENDATIONS

1. To help improve his general knowledge and verbal fluency, review basic concepts, such as days of the week, months, time, distances, and directions; have him report major current events by referring to pictures from magazines or the newspaper; teach similarities and differences of designs, transportation, etc.; have him make a scrapbook of pictures of animals, buildings, etc.; introduce words, dictionary work, and abstract words; have him repeat simple stories; and have him explain how story characters are feeling and thinking.
2. To help improve his visual-motor and spatial-visual skills, use paper-folding and finger-painting activities, use scissor-cutting exercises, have him string beads in patterns, use puzzles, have him follow a moving object with coordinated eye movements, use tracing exercises and have him copy from patterns and draw from memory.
3. Readiness exercises for academic development may be useful to him. Examples include: present him with different arrangements of blocks, geometric shapes, and familiar objects, and ask him to choose the one arrangement that is different from the others and explain why; write several letters on the chalkboard and while his eyes are closed, erase one letter – then ask him to identify the missing letter when he opens his eyes; have him view a pegboard, marble board, or bead design and then ask him to duplicate the design; have him trace various word templates and stencils.
4. To help him improve his verbal-conceptual ability use show-and-tell games; have him make a scrapbook of classifications, such as animals, vehicles, and utensils; have him match abstract concepts; have him find commonality in dissimilar objects; and review basic concepts such as days of the week, months, time, directions, and distances.

Educational Assessment

Confidential

Name: _____ School: _____

Date of Tests: _____ Grade: _____

Date of Birth: _____ Examiner: _____

Tests Administered:

Reason for Referral:

Test Results:

Test	Standard Score	Percentile	Age Equivalent

Present Levels of Academic Achievement and Functional Performance:

Recommendations:

Guidelines on Access to Schools and Students for Pre-service Teachers

I. Public Access

Because schools are established for the good of the community and financed primarily with tax dollars most people think of schools as public buildings; however, all school visitors and working professionals must obtain permission before entering classrooms or other areas of the building.

II. Access For Film/Video Projects by Pre-service Teachers

Use of schools for film/video projects, including motion pictures, digital photography, videotapes, documentaries, etc., may be considered under the following conditions:

1. The ultimate product will further the cause of education.
2. Normal school procedures and instructional programs will not be disrupted.
3. School involvement will enrich or enhance the curriculum.
4. Individual students and teachers will not be identified in the product.
5. Neither the school nor the district will be identified by name.
6. Individual privacy rights will not be violated.

Requests to use schools for film/video projects shall be forwarded by CITES to the superintendent for review and approval at the beginning of each school year.

Authorized film/video crews working on non-commercial projects may photograph normal routine school scenes. Such filming may include students moving from class to class, participating in regular education class work, working in the library, eating lunch, getting on and off school buses, watching or participating in sporting events, etc.

Filming of normal routine school scenes for non-commercial projects does not generally require releases from parents. However, releases must be obtained if students or activities outside the mainstream are to be included.

Parent approval must be obtained in advance if student instruction is to be interrupted in any way or if the film/video project is being produced for commercial gain or political use.

III. Images of Students

Pre-service teachers prepare professional portfolios to document their growth and development as teachers. Portfolios usually include videos for photographs of teaching episodes with students. Such portfolios may also be used in employment and licensing settings.

Pre-service teachers who obtain permission from the school administrator in advance may observe, photograph, and report on typical school scenes including regular education classes, events, and activities so long as they do not interfere with student learning.

Parent releases are not necessary when students are photographed or interviewed while participating in mainstream classes or activities.

Pre-service teachers may not photograph or interview students who are outside the mainstream without express written permission of the parents. This restriction applies to students in special schools, cluster units, resource rooms, youth in custody, and other programs where federal law protects student privacy rights.

*Based upon current access policy in the Jordan School District.

Parental Release Form (English)



Dear Parent(s):

We appreciate your child's participation in the Special Education Licensure program at Brigham Young University and hope it will be a very positive experience for your child. The teacher candidates benefit greatly by evaluating and improving their teaching skills. One important method for professional growth is viewing videotapes and/or photographs of their teaching interactions with the children. As we record these lessons, the children are often included, so we need your written permission to use their image for training purposes. No names will be associated with any of the images we use.

Please sign and return this form. Thank you for your help. We enjoy and appreciate the opportunity to work with your child.

Thank you,
BYU Special Education Faculty

-
- You may videotape/photograph my child _____ (student name) as part of the Special Education Licensure requirement.
 - You may not videotape/photograph my child _____ (student name) as part of the Special Education Licensure requirement.

Parent/Guardian E-mail Address: _____

Parent/Guardian Signature: _____

Date: _____

Parental Release Form (Spanish) Forma de Permiso Parental (Español)



Estimado Padre(s):

Agradecemos la participación de su hijo/a en el programa de Licenciatura de Educación Especial en la Universidad de Brigham Young y esperamos que sea una experiencia muy positiva para su hijo/a. Los profesores candidatos beneficiarán mucho al evaluar y mejorar sus habilidades de enseñanza. Un método importante para el crecimiento profesional es viendo cintas de vídeo o fotografías de sus interacciones de enseñanza con los niños. Mientras se están llevando a cabo las grabaciones, a menudo se incluyen a los niños. Necesitamos su permiso por escrito para utilizar estas grabaciones con fines de entrenamiento. Ningún nombre se asocia con cualquiera de las grabaciones que utilizamos.

Por favor firme y devuelva esta forma. Gracias por su ayuda. Disfrutamos y apreciamos la oportunidad de trabajar con su hijo/a.

Gracias,
Facultad de Educación Especial BYU

Usted puede grabar/fotografiar a mi niño _____ (nombre del estudiante)
como parte del requisito de Licencia de Educación Especial.

Usted no puede grabar/fotografiar a mi niño _____ (nombre del estudiante)
como parte del requisito de Licencia de Educación Especial.

Dirección de correo electrónico del padre/tutor: _____

Firma del padre/tutor: _____

Date: _____

University Supervisor Assignment Checklist

Student Teacher: _____	<u>Fall Due Date</u>	<u>Winter Due Date</u>
<input type="checkbox"/> Final UPTOP on mYlink (p. 75-78)	December 12	April 17
<input type="checkbox"/> Teacher Work Sample (TWS) on mYlink	December 12	April 17
<input type="checkbox"/> SpEd Standards Excel Spreadsheet to Riley Lovesee	December 12	April 17
<input type="checkbox"/> US Observation Record Form to Barbara Smith (p. 82)	December 12	April 17
<input type="checkbox"/> Schedule of Portfolio Requirements to Barbara Smith (p. 7)	December 12	April 17
<input type="checkbox"/> Final Fall/Winter Grade to Barbara Smith	December 12	April 17

Intern: _____	<u>Due Date</u>
<input type="checkbox"/> Final UPTOP on mYlink (p. 75-78)	April 17
<input type="checkbox"/> Teacher Work Sample (TWS) on mYlink	April 17
<input type="checkbox"/> SpEd Standards Excel Spreadsheet to Riley Lovesee	April 17
<input type="checkbox"/> US Observation Record Form to Barbara Smith (p. 82)	April 17
<input type="checkbox"/> Schedule of Portfolio Requirements to Barbara Smith (p. 7)	April 17
<input type="checkbox"/> Final Grade to Barbara Smith	April 17

Please submit this form to Barbara Smith

Cooperating Teacher Assignment Checklist

Student Teacher: _____	<u>Fall Due Date</u>	<u>Winter Due Date</u>
<input type="checkbox"/> Formative UPTOP, hardcopy (p. 66-74)	October 1	February 22
<input type="checkbox"/> Final UPTOP on mYlink (p. 75-78)	December 5	April 10

Intern: _____	<u>Fall Due Date</u>	<u>Winter Due Date</u>
<input type="checkbox"/> Formative UPTOP, hardcopy (p. 66-74)	December 5	
<input type="checkbox"/> Final UPTOP on mYlink (p. 75-78)		April 10

Please submit this form to University Supervisor

Student Teacher Assignment Checklist

Student Teacher: _____	<u>Fall Due Date</u>	<u>Winter Due Date</u>
<input type="checkbox"/> Teacher Work Sample (TWS) on mYlink	December 5	April 10
<input type="checkbox"/> Completed Portfolio submitted to Supervisor	December 1	March 31
<input type="checkbox"/> Electronically sign UPTOP-MT & UPTOP-US on mYlink	December 12	April 17
<input type="checkbox"/> Exit Exam on Qualtrics (taken in Testing Center)	September 22	February 9
<input type="checkbox"/> Exit Survey on Qualtrics (link sent via e-mail)	December 12	April 17
<input type="checkbox"/> Student Teacher Evaluation of University Supervisor On Qualtrics (link sent via e-mail)	December 12	April 17
<input type="checkbox"/> Exit Checklist completed and sent to SpEd Secretary (sent via e-mail)	December 12	April 17

Intern Assignment Checklist

Intern: _____	<u>Fall Due Date</u>	<u>Winter Due Date</u>
<input type="checkbox"/> Teacher Work Sample (TWS) on mYlink		April 11
<input type="checkbox"/> Portfolio Assignments as agreed upon with University Supervisor (minimum four competencies by December 1 and All competencies completed by April 1)	December 1	March 31
<input type="checkbox"/> Electronically sign UPTOP-MT & UPTOP-US on mYlink		April 17
<input type="checkbox"/> Exit Exam on Qualtrics (taken in Testing Center)		February 9
<input type="checkbox"/> Exit Survey on Qualtrics (link sent via e-mail)		April 17
<input type="checkbox"/> Student Teacher Evaluation of University Supervisor On Qualtrics (link sent via e-mail)		April 17
<input type="checkbox"/> Exit Checklist completed and sent to SpEd Secretary (sent via e-mail)		April 17



CPSE 688-R

School Psychology - Internship Fall 2016, Winter 2017 & Spring 2017

Tuesday 4:30 – 6:00 p.m.

Location: Orem Junior High (Media Center - Library) – Alpine School District

Instructor: Nancy Y. Miramontes, Ed.S., NCSP

e-mail: nancy_miramontes@byu.edu

(626) 393-2344 (cell – texts preferred)

Office hours

MCKB 261 (by appointment only)

NOTE: Faculty meetings are held on the 2nd and 4th Thursdays of each month from 10:00-12:00.

Course Description and Goals:

This course is designed to provide internship students with added supervision as they acclimate to working independently in the field. Interns should have received adequate instruction regarding the university requirements for internship, and internship applications should have been submitted by the intern to the Internship Coordinator by the start of internship. The goals of the course are designed to help the intern complete and submit required portfolio artifacts by university set deadlines in efforts to prepare graduating students to receive the NCSP endorsement by NASP. Support for field-based problem solving will also be provided in this group venue. Interns are encouraged to work together and exchange ideas to benefit all class members. The internship requires a minimum of 1200 hours of full-time involvement for a period of one year, or 600 minimum hours of part-time involvement in two consecutive years to be completed by June of the respective school year.

Class Requirements

1. **Portfolio:** Interns will compile a portfolio of their activities, documenting their competencies in each domain. (For each domain required and suggested activities are noted elsewhere in this document.) The portfolio is a variety of documents that provide evidence of professional competency. Each artifact (or collection of artifacts) should be connected to a **rationale** and **reflective statement**. This format facilitates students' connections between classroom and field-based experiences and encourages reflection and insight not typical in most traditional types of assessment. I, and another faculty member will review portfolios during the remainder of your internship year.

2. **Time Logs:** Interns are to maintain a time log documenting their activities (an excel file with formulas for the excel spreadsheet should have been provided previous to this course). Field-based supervisors will review and initial intern's logs during weekly supervision. Each month the logs will be reviewed and initialed by the university-based supervisor. At this time the university supervisor can also review the on-site supervisor's formative evaluation of the intern.

Logs are to be submitted (via email) for review once a month – see class schedule for due dates.

3. **Attendance:** Interns will regularly attend CPSE 688R. Missing **2 or more** class periods during the semester will result in a letter grade drop. *Class cancellations due to inclement weather will be announced via email no less than 1 hour before class. Cancelled classes due to weather will be made up on the following week.*

4. Interns will complete at least two case studies, as part of their portfolio, suitable in format and quality for submission for credentialing as a Nationally Certified School Psychologist. Guidelines for completing the case studies are available online at <http://www.nasponline.org/certification/casestudytips.aspx>.

5. Interns will act in an ethical manner as described by the NASP and APA ethical codes. Interns will maintain the standards outlined in the BYU Honor Code.

6. Interns will read and understand the Utah standards for licensure in school psychology.

Grading:

94-100%	= A	73-76%	= C
90-93%	= A-	70-72%	= C-
87-89%	= B+	67-69%	= D+
83-86%	= B	63-67%	= D
80-82%	= B-	60-62%	= D-
77-79%	= C+	0-59%	= E

Note: per CPSE policy, students earning below a B- must re-take the class.

Grade Distribution:

- 10% Class Participation
- 10% In-class Assignments
- 40% Class Attendance
- 40% Uploading Portfolio Domains and Primary Artifacts on time

Daily Class Itinerary:

- Prayer
- Lecture (20 min)
- Case Review/Problem Solving (20 min)
- **Break (10 min)**
- Tool/Intervention of the Week (10 min)
- Portfolio Artifact Time (25 min)
- Closing Spiritual Thought (5 min)

CLASS POLICIES

Plagiarism: Any student who represents the work of another person as his or her own on any of the papers or the presentations will receive zero (0) credit for that paper or presentation. Cheating, submitting work other than your own, or plagiarism may result in penalties ranging from an F in the course to expulsion from the university. All students are subject to the University Policy Statement on Academic Dishonesty in the current Catalog.

Grading: A letter grade consistent with the student's performance on assignments will be awarded upon completion of the requirements of this course. A grade of incomplete (I) may be awarded, but only in extraordinary cases. The expectation is that all work will be submitted on or before the date it is due. Insufficient time, poor time management, or course/work overloads are NOT sufficient reason for awarding an incomplete (I).

Drop/Withdrawal: Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being considered absent without leave from the class and the student shall be considered responsible for all work missed.

Course changes: The instructor reserves the right to modify or change any part or all of the syllabus or the course requirements at any time during the quarter. Students shall be notified of any such changes.

Honor Code: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Harassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at [801-422-2130](tel:801-422-2130); the Honor Code Office at [801-422-2847](tel:801-422-2847); the Equal Employment Office at [801-422-5895](tel:801-422-5895); or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

Student Disability: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Class Schedule

***Portfolio assignments are to be uploaded to Taskstream by the due date (unless otherwise noted). Faculty reviewers are entitled to a 2-week turn around period. Please be mindful of their workloads and submit your portfolio items by the due date. If you foresee unavoidable delays please communicate them to me.**

DATE	TOPIC	In-Class Assignments	Due Dates
8/30	Introduction Syllabus Review “How to fit it all in” – Organizing your work life.	Site Visit Sign ups	<u>University Deadline</u> <ul style="list-style-type: none"> • Internship Agreement (TS) • Intern & Supervisor Contact Sheet (TS)
9/6	The IEP: <i>Your Role and Presentation Style.</i> *Online Zoom Class		<ul style="list-style-type: none"> • Identify student for first case study (either academic or behavioral). Present case in class. • Internship Goals (email to Nancy)
9/13	RTI & Our Role in It: What it looks like in the field.	Spot check psych reports	<ul style="list-style-type: none"> • Field Demographics Sheet (TS)
9/20	Understanding Cognitive Profiles: What testing needs to be done when. *Online Zoom Class		<ul style="list-style-type: none"> • Upload 1st Domain to TS
10/4	Understanding Cognitive Profiles Part II: Explaining Results to Parents.	Spot Check Domains	<ul style="list-style-type: none"> • Psych Report Draft 1 (email to your portfolio evaluators) • Log of Hours (email to Nancy)
10/18	Portfolio Review: Domains 1,2,3	Site Visit Sign ups	<ul style="list-style-type: none"> • FBA/BIP #1 (email to Nancy) • Upload 2nd Domain to TS <p><i>Reminder for Continuing Interns:</i> <i>Taskstream accounts expire Nov. 15th. Please upload completed portfolio by Oct. 20th to avoid continuing account fees.</i></p>
11/1	Portfolio Review: Domains 4,5,6		<ul style="list-style-type: none"> • Case Study #1 (email to portfolio evaluators) • Log of Hours (email to Nancy)
11/15	Portfolio Review: Domains 7,8,9,10	Spot Check Domains	<ul style="list-style-type: none"> • Upload 3rd Domain to TS
11/29	How to get the most out of writing FBAs/BIPs in “the real world.”		
12/6	Stress Management: Putting on your oxygen mask before helping others *Online Zoom Class		<u>University Deadline</u> <ul style="list-style-type: none"> • Psych Report #1 Final (TS) • Case Study #1 Final (TS) • Log of Hours (email to Nancy) • You may upload these assignments by the end of the month. Merry Christmas! ☺

Fall Ends; Winter Semester Begins			
1/3	Tim	Site Visit Sign ups	<ul style="list-style-type: none"> • Internship Goals for Winter (TS)
1/17	Tim		<ul style="list-style-type: none"> • Upload 4th Domain to TS
1/31	Tim		<ul style="list-style-type: none"> • Email Log of Hours to Tim
2/14	Tim		<ul style="list-style-type: none"> • Upload 5th Domain to TS
2/28	Tim	Site Visit Sign ups	<ul style="list-style-type: none"> • Upload 6th Domain to TS
3/14	Tim		<ul style="list-style-type: none"> • Upload 7th Domain to TS • Email Log of Hours to Tim
3/28	Tim	Check spring break calendar for building availability. Class may meet at BYU this day.	<ul style="list-style-type: none"> • Case Study #2 (TS) • Psych Report #2 (TS)
4/11	Tim		<ul style="list-style-type: none"> • Email Log of Hours to Tim
Winter Ends; Spring Semester Begins			
5/2	Psychologist as Counselor: Series 1-2	Site Visit Sign ups	<p>University Deadline</p> <ul style="list-style-type: none"> ○ Upload final 3 Domains to TS for faculty review
5/16	Psychologist as Counselor: Series 2-3		<ul style="list-style-type: none"> ○ Upload revisions to Task Stream as needed
5/30	Psychologist as Counselor: Series 3-4		<ul style="list-style-type: none"> ○ Log of Hours (email) ○ Upload revisions to Task Stream as needed
6/13	Exit Interviews & Signing Party		<ul style="list-style-type: none"> ○ Upload revisions to Task Stream as needed
<p>FINAL PORTFOLIO (with all revisions addressed and domains MET) DUE BY: JUNE 15, 2016 (Spring Grads) JULY 10, 2016 (August Grads)</p>			

APPENDIX A

Intern Portfolio Checklist

* NOTE: This is a comprehensive list of the primary artifacts required in addition to the portfolio domain artifacts and rational/reflective statements. However, these primary artifacts may be used in your domains to demonstrate competency. If you are using one of these primary artifacts in your domains please highlight the appropriate sections that apply to the domain and upload a copy of the primary artifact to that specific domain – do not simply make reference to the artifact.

- Signed internship agreement
- Log of hours –year’s summary (signed by supervisors, intern, and university faculty). Pay particular attention to the site-based supervision hours. For 180 school days, an intern should have a minimum of 72 hours of individualized supervision from a site-based supervisor. Additionally, during the internship year, our program also requires a minimum of 25.5 hours of small group supervision (provided every other week by university faculty or adjunct faculty).
- Intern’s Contact Information and On-Site Supervisor Information
- Intern’s evaluation of internship site
- Intern’s evaluation of supervisor
- Field Experience Demographics Worksheet
- Program Evaluation
- CPSE End of Semester Evaluation
- Intern Goal Setting Chart. Documentation of goals should include: specific goals, activities to achieve goals, training & resources necessary to support goal acquisition. Include a written midterm or end-of-term summary evaluating your progress (in regard to your stated goals). 3 goals per semester for a total of 9 goals.
- 2 Case Studies. The reviewers will use the NASP Case Study Rubric for evaluating two case studies. Case studies incorporate numerous skills and competencies and may be referenced in several of the portfolio domains.
- 2 Psychological Reports. The reviewers will use the Assessment Report: Evaluation Form for evaluating the two psych reports.
- School Psychology Praxis results. Passing score is 148. You must include all pages of the Praxis test result summary (approximately 2 pages, front and back).
- Formal fall and winter semester evaluations (conducted & signed by sit supervisor and university faculty)

APPENDIX B

Internship Portfolio Cheat Sheet – What to include where**Domain I: Data-Based Decision-Making and Accountability**

- FBA/CBE
- Psychoeducational Reports
- Case Studies (1 behavioral, 1 academic)
- Program Evaluations

Domain II: Consultation and Collaboration

- Case Studies (documenting collaboration)
- Data regarding student progress as a result of collaboration/consultation
 - Student progress as a result of BIPs you've helped to write.
- Documentation of participation in team planning and decisions, and how student outcomes improved from participation.
 - Narrative of your participation in IEP meetings, parents meetings, etc... and how the collaboration affected student success, learning and progress.
- Documentation of effective collaboration with teachers, specialists, administrators, parents and family members, etc...
 - Letters of support from collaborators
 - 1 page narrative descriptions of your work with others

Domain III: Intervention and Instructional Support to Develop Academic Skills

- Data regarding student progress to academic interventions
 - Case studies
 - BIPs
 - CBE
- Description or copies of any learning aids, lessons or materials you've used to teach academic skills to students
- Documentation of involvement in school or district academic interventions

Domain IV: Interventions and Mental Health Services to Develop Social and Life Skills

- SOAP notes or other counseling and/or progress notes
- FBA/BIPs
- Descriptions or copies of social and life skills counseling, lesson, materials, systems and groups that were implemented.
- Documentation of involvement in PBS interventions or initiatives.
- Data regarding student progress to social, behavioral, and life skill interventions that identify appropriate developmental needs and expectations.

Domain V: School-Wide Practices to Promote Learning

- Description of involvement (and outcomes from being involved) in systems interventions and committees, etc..
 - Inservice agenda notes, summary of items discussed, how you helped to problem solve, any suggestions you made, etc....
- Evidence of integration of general and special education interventions and activities
 - Document interventions you have developed or help to develop to make positive systems change in your department or school overall.
- Evidence of contributions to team meetings and decisions.
 - Use the problem solving model and plug-in your experiences.
- Supervisor evaluation of effective relationships with school settings
 - Ask your intern supervisors to write a brief description of your participation in the school or watch you in a collaboration meeting and then write up some suggestions and comments for you.

Domain VI: Preventative and Responsive Services

- Evidence of development and implementation of preventative initiatives in mental health that appropriately meet the developmental and cultural needs of the students whom they serve.
 - Disseminating NASP approved parent handouts on specific topics that identify areas of need in your school.
 - Starting a teacher newsletter that informs teachers on interventions when working with anxious or behaviorally difficult students.
- Lesson plans for general or special education students that address mental health issues. (include: objectives and means of measuring student learning and include a foundation of empirical evidence).
- Data-based intervention plans for students who are challenged by mental health issues.
 - BIPs, Case Studies, etc...

Domain VII: Family-School Collaboration Services

- Evidence of meetings with families, in collaboration with field or university-based supervisor (you can schedule a parent meeting when I come for your visit and kill two birds with one stone this way!) and identifying family strengths and components of the family system that impact delivery of services and implementation of interventions.
- Documentation of school-based meetings that strengthen family systems.
 - Your participation in an IEP meeting or parent meeting. Use the problem solving model and plug in your experiences.
- Documentation of school-based initiative that respond to family needs.
 - Start an after school tutoring program.

- Start a newsletter that can be left in the main office for parents to get that addresses how to handle school truancy, school refusal, homework tips, etc... -- You can get these from NASP too.
- Documentation of collaboration with community resources (faith-based groups, community agencies, private mental health professionals, etc..)
 - Get the appropriate forms signed and collaborate with an outside counselor, bishop, etc.. about a child on your caseload.

Domain VIII: Diversity in Development and Learning

- FED form (data regarding school demographics, found in student handbook)
- ELL evaluations and outcomes that demonstrate culturally responsive evaluations and intervention practices.
- Translation of school materials into various languages
- Documentation of effective use of interpreters
- Documentation of research/information you've gathered about cultural issues in your school.
- Materials/references/resources/crisis intervention resources developed for teachers/parents/students/ with respect to cultural and linguistic issues.
- Evidence of your involvement with cultural experts in decision making that impacts students with unique needs and those from diverse backgrounds.
 - Think Autism, Homelessness, Truancy...all of these are multicultural related issues as much as ethic considerations are.

Domain IX: Research and Program Evaluation

- Evidence that interventions are evidenced-based by providing citations in your intervention plans.
- Summaries of your thesis that demonstrate contributions made to understanding human nature.
- Program evaluations using aggregated data if appropriate.
- Summary of how you used a particular research article to educate yourself on how to help a specific student.

Domain X: Legal, Ethical, and Professional Practice

- Summary of a situation that required using a problem solving model to determine an ethical approach to resolving a problem.
- Evidence of using legal knowledge to protect the rights of children and the organizations that serve them
- Summary of your personal roles and functions within your current setting.
- Evidence of completed professional development activities (inservices, district trainings) and document how the activity made a positive difference in the education of a child.

APPENDIX C

School Psychology Internship Portfolio – How it will be evaluated

Adapted from EdS Student Handbook 2013-2014 Edition

The intern is required to document experiences in each of the 10 domains listed in the internship syllabus. These domains are based on the NASP program training standards.

REVIEWING THE PORTFOLIO:

University Due dates:

The intern is responsible for uploading the portfolio to Task Stream where the Internship Coordinator will view it.

Review Process: Two university faculty members will be assigned to review the intern’s portfolio components throughout winter semester. Faculty reviewers will have two weeks to complete their reviews and students will have two weeks to complete revisions. Each domain of the portfolio contains selected samples of the intern’s work and provides evidence of developing professional competency.

The faculty reviewers rate each domain as Unsatisfactory (0), Basic (1), Proficient (2), or Distinguished (3). Interns will receive written feedback regarding their final portfolio during spring semester.

Portfolio Evaluation:

For each of the 10 domains of competency, the portfolio will be rated with the following rating guidelines:

0 Unsatisfactory	1 Basic	2 Proficient	3 Distinguished
(a) Materials missing, (b) Disorganized, (c) Evidence of poor performance, (d) Incomplete logs - not documenting hours, basic requirements, and supervision	(a) Materials incomplete, (b) Questionable organization or appearance, (c) Written communication is unclear, (d) Content lacks some information	(a) Materials generally complete, (b) Professional appearance and organization, (c) Clearly written, (d) Appropriate and sufficient content and documentation	(a) Materials complete, (b) Exceptional appearance and organization, (c) Well written and clearly documented, (d) Complete and detailed contents

Rubric for Rationale and Reflective Statements:

Assessment Criteria	0 Unsatisfactory	1 Basic	2 Proficient	3 Distinguished
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Rationale or justification for artifact(s)	No rationale is included or the rationale provided is judged as having no connection to knowledge, dispositions, or performance of the domain.	Rationale is included but connection to the knowledge, dispositions, or performance indicators of the domain is unclear to the reviewer.	Rationale provides a general connection to the knowledge, dispositions, or performance indicators of the domain.	Rationale represents domain and is presented so that there is a clear connection to the knowledge, dispositions, or performance indicators of the domain.
Reflective Statements	No reflective statement presented	Student writing lacks independent and original thought or expression of personal tone.	Student writes in a personal tone that is somewhat reflective of independent and original thought.	Student writes in a personal tone that is reflective of independent and original thought.

Remediation: In the case of an intern demonstrating weakness or deficiency (Unsatisfactory or Basic) in any of the 10 domains, work related experiences or activities will be assigned to assist the student in demonstrating competency.

Confidentiality: The portfolio must reflect an understanding and respect for confidentiality. All identifying information, including student (child/adolescent and family) names, should be blackened (unreadable), altered substantially, or removed from the work samples.

Portfolio Domain Summary Sheets:

Each domain should be prefaced with a “domain summary sheet.” This summary provides a global report of the intern’s experiences related to the specific domain and explains the work samples or experiences cited which provide support for demonstrating competency. Refer to the internship syllabus for an explanation of each domain and related activities that could be used as examples for demonstrating competency.

NOTE: Application for state licensure is NOT required for graduation nor to be included in this portfolio. Students can complete these packets after the degree is posted on the transcript. See the department secretary for paperwork.

Dance 399R Academic Internship
Brigham Young University
Course Syllabus
Janielle Christensen

Academic Internship programs are academic learning experiences that involve work-integrated learning experiences in the student's field of study.

Course Learning Outcomes:

- Off campus performance: Students will participate in an off-campus performance or administrative experience to enhance the student's academic training at the university
- Networking: Students will gain access to professional contacts and create a network beneficial to future career choices
- Skill Application: Students will acquire skills in a professional setting.

Definition

- An internship is an academic, curriculum-based practical work experience in a particular field of study that enhances student learning, and for which a student is enrolled. Primary supervision is by a qualified workplace supervisor; in addition, a discipline-specific faculty advisor monitors the student experience and academic assignments. Each internship experience counts for academic credit if it is guided by learning objectives set by the student and a faculty member.

Class Requirements:

- Meet with internship coordinator and fill out correct paperwork before beginning internship.
- Fulfill expectations of the "Experience Provider."
- Work a minimum of 42 hours for each credit earned.
- Send a monthly report describing assignments and learning via email to the internship coordinator.
- Prepare a 2 page paper describing the internship experience. Include responsibilities, value to the student and lessons learned from the experience. This paper must be received by the internship coordinator before the end of the semester.
- You should complete a post-internship Student Evaluation. The Student Evaluation should be submitted to the internship coordinator.
- A signed Employer Evaluation must be completed. The Employer Evaluation should be submitted to the internship coordinator. (The critical signature is the employer's. So, if you leave the internship before the evaluation is completed, it's OK if the form doesn't have your signature, but it **must** have the employer's signature to be considered valid

Grading:

- The final grade will be determined by evaluating performance on the job, hours dedicated to responsibilities, general attitude, professional behavior, and the required paper.

DES 496R- Academic Internship Experience

Dear Student:

Congratulations on the acceptance of your internship! We sincerely hope this will be a great opportunity for you and we look forward to learning more about your experience.

Your first step will be to visit with Stephanie Miller, the Department Internship Coordinator, if you have not done so already. She is located in E509E in the Harris Fine Art Center (HFAC), and her extension is 801.422.8773. She will explain how to fill out the IRAMS application found online and will help you in setting everything up for credit. She will help you with the Master Agreement Form (which is given to the provider if we have not done an internship previously with this company) that the provider will need to sign in order for you to participate in this internship. .

In order to receive a grade for your Internship the Department has three requirements:

1. PRIOR TO YOUR INTERNSHIP

An email is to be sent to Internship Coordinator detailing your internship as fully as possible. Please include information on where you will be working (the institution and department), your point of contact, your responsibilities (as you understand them to be), your expectations, etc. Also include who will be your faculty mentor and how many credit hours you are wanting to take for this class. (variable 1-6 credit hours)

1 credit hour is equal to 45 working hours. For example if you want to do 3 hours of credit you would be required to work a minimum of 12 hours a week for 13 weeks (fall/winter or roughly 135 hours in total). Spring and Summer require 17 hours a week for an 8 week semester.

2. DURING YOUR INTERNSHIP

The second requirement is to email the internship coordinator and your faculty mentor once a week about what you are doing in your internship (short paragraph) and how many hours you have worked each week. We request you to work hard, and to be diligent and responsible. Be mindful that as you carry out your work you will not only be an ambassador of the University, but also the area. Good relations will not only help you in your future endeavors but will also help us in placing qualified applicants in the years to come. In our experience one of the best ways of strengthening our program is through quality internships. Dress appropriately.

3. AFTER YOUR INTERNSHIP

Upon the completion of your internship, please submit a three to five-page summation of your experience (this is a requirement). Please tell us what your internship was like. Expound on your responsibilities, what worked, what didn't, what suggestions you would have for future interns. This document will not only be a good opportunity for you to encapsulate your experiences, but will help us in managing our internship program in the future. Your report is to be submitted to the Internship Coordinator on or prior to the **final day** of classes.

Along with that report, we ask that you submit 5 images that you took at your internship. Please include images of you doing artwork, you with your internship provider, working in the studio or other work environment, etc. We will use these for department marketing and reports. By sending us these images, you are agreeing to let us use them for department purposes.

We also require a **written evaluation from your provider**. The department will send the provider the evaluation form one week before the completion of your internship. In addition to an assessment of your service, this report should also specify the number of hours worked and an account of your duties.

A grade will only be issued after all three steps are completed and all documents are submitted to the Internship Coordinator in a timely manner.

Congratulations again and please let me know if you have any questions or concerns.
Stephanie Miller,

Department of Design, Internship Coordinator
E509E HFAC, Tel: 801.422.8773

stephanie_miller@byu.edu/byudesigndept@gmail.com

DES 496R

ACADEMIC INTERNSHIP

Summer 2016 • Section 001/002 • Credit Hours: 1-6 hours (variable)

Stephanie Miller
E509 HFAC
801-422-8773
Stephanie_miller@byu.edu

COURSE INFORMATION

Description

This course is individually-based with the internship provider and the student, and offers work experience in a professional setting evaluated by the supervisor. The hourly commitment is arranged with the provider.

1 credit hour is equal to 45 working hours. For example if you want to do 3 hours of credit you would be required to work a minimum of 12 hours a week for 13 weeks (fall/winter or roughly 135 hours in total). Spring and Summer require 17 hours a week for an 8 week semester.

Learning Outcomes

- Provide an opportunity to bridge the gap between academia and professional life.
- Broaden perspective with experiences outside the classroom.
- Gain confidence in the professional world.

Internship Procedure

- Meet with faculty mentor to discuss possible internship opportunities, and with the Internship Coordinator to discuss how to apply for an internship.
- Fill out the IRAMS application found online at intern.byu.edu. Upon approval of application, the internship office will notify the student to register for the class.

Grading Policy

A letter grade is issued upon completion of internship, summation of experience submitted and the intern evaluation form. The faculty mentor will review all documents to determine the grade for the internship and will notify the internship coordinator of the grade.

A T-Grade will be issued if the length of the internship extends beyond the semester/term grade submittal deadline and/or if all documents have not been submitted to the Internship Coordinator before the deadline. A T-grade indicates course work is in progress, and will be changed to a letter grade when all documents are submitted and evaluated.

Course Work

(See Academic Internship Experience document)

- Prior to the internship, email the Internship Coordinator the details of the internship: location of the internship, point of contact, responsibilities, expectations, faculty mentor and how many credits will be taken for the internship
- Students are expected to report weekly to the internship coordinator and faculty mentor once a week. The weekly report should include the tasks that have been performed that week as well as how many hours were worked.
- Upon completion of the internship, students are expected to submit a 3-5 page summations of the internship experience as well as 5 images taken during the internship to the Internship Coordinator.
- A written evaluation from the intern provider assessing the intern's service. The department will send the evaluation form to the intern provider.

DIGHT 496R - Technology Internship

Fall 2016

Section 001: TBA TBA on Th from 11:00 am - 11:50 am

Section 001: TBA TBA from 5:00 pm - 5:00 pm

Instructor/TA Info

Instructor Information

Name: Jeremy Browne

Office Location: 1163 JFSB

Office Phone: 801-422-7439

Office Hours: Mon, Tue, Wed, Thu 12:00pm-1:00pm

Or By Appointment

Email: jeremy_browne@byu.edu

txt:: 801-691-9323

Course Information

Description

DigHT 496R is internship credit that satisfies the capstone experience requirement for the DigHT minor.

Prerequisites

Students must have successfully completed a 300-level DigHT course to participate in DigHT 496R.

Materials

No materials

Learning Outcomes

Professional Environment

Students will be able to complete tasks related to DHT skills in a professional environment.

Professional Level

Students will be able to apply at least one DHT-related technology at a professional level.

Professional Traits

Student will be able to demonstrate professional traits such as promptness, positive demeanor, well-spokenness, etc.

Grading Scale

Grades	Percent
A	94%
A-	90%
B+	87%
B	83%

Grades	Percent
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Interns enrolled in DigHT 496R must complete weekly "exams" on Learning Suite. These exams consist of a weekly timecard and a short paragraph describing their experiences that week. Each weekly timecard exam is open for two weeks. The percentage of required hours completed is worth 50% of the final grade.

Once the intern has completed the required hours for their enrollment (1 credit = 42 hours of work), the internship coordinator will send them two link to post-internship evaluations. One link points to the intern's self-evaluation, and the intern will send the other link to their internship provider (whoever supervised the intern's work).

After those two evaluations have been submitted, the internship coordinator will schedule an exit interview with the intern.

The two evaluations and the exit interview are worth 50% of the final grade.

Participation Policy

Interns are expect to keep the internship coordinator informed of changes to their internship status and to alert the internship coordinator to any confusion or other issues that arise between the intern and the internship provider. The weekly timecard exams are provided to meet this need, but the internship coordinator is also available at anytime via email.

Although interns enrolled in DigHT 496R do not generally meet during the semester, it may be necessary to call a general meeting of the class. In such a case, the internship coordinator will accommodate each intern's schedule.

Assignments

Assignment Descriptions

Week 1 Timecard

Sep
12

Due: Monday, Sep 12 at 9:00 am

Use this timecard to submit your weekly hours.

Week 2 Timecard

Sep
19

Due: Monday, Sep 19 at 9:00 am

Use this timecard to submit your weekly hours.

Week 3 Timecard

Sep
26

Due: Monday, Sep 26 at 9:00 am

Use this timecard to submit your weekly hours.

Week 4 Timecard

Oct
03

Due: Monday, Oct 03 at 9:00 am

Use this timecard to submit your weekly hours.

Week 5 Timecard

Oct
10

Due: Monday, Oct 10 at 9:00 am

Use this timecard to submit your weekly hours.

Week 6 Timecard

Oct
17

Due: Monday, Oct 17 at 9:00 am

Use this timecard to submit your weekly hours.

Week 7 Timecard

Oct
24

Due: Monday, Oct 24 at 9:00 am

Use this timecard to submit your weekly hours.

Week 8 Timecard

Oct
31

Due: Monday, Oct 31 at 9:00 am

Use this timecard to submit your weekly hours.

Week 9 Timecard

Nov
07

Due: Monday, Nov 07 at 9:00 am

Use this timecard to submit your weekly hours.

Week 10 Timecard

Nov
14

Due: Monday, Nov 14 at 9:00 am

Use this timecard to submit your weekly hours.

Week 11 Timecard

Nov
21

Due: Monday, Nov 21 at 9:00 am

Use this timecard to submit your weekly hours.

Week 12 Timecard

Nov
28

Due: Monday, Nov 28 at 9:00 am

Use this timecard to submit your weekly hours.

Week 13 Timecard

Dec
05

Due: Monday, Dec 05 at 9:00 am

Use this timecard to submit your weekly hours.

Week 14 Timecard

Dec
12

Due: Monday, Dec 12 at 9:00 am

Use this timecard to submit your weekly hours.

Week 15 Timecard

Dec
19

Due: Monday, Dec 19 at 9:00 am

Use this timecard to submit your weekly hours.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-

2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

ECE 496R

Fall 2016

Section 001: ECE Students in Alpine and Nebo School Districts

Instructor/TA Info

Instructor Information

Name: Kathryn MacKay

Office Location: 206U MCKB

Office Phone: 801-422-7080

Email: kathie_mackay@byu.edu

TA Information

Name: Stacey Freeman

Email: sfreeman@alpinedistrict.org

Name: Cindy Sanders

Email: cindy.sanders@nebo.edu

Course Information

Description

This course is completed in K-3 elementary classrooms throughout the BYU-Public School Partnership.

You will serve as the teacher of record and will have all the same responsibilities of an elementary teacher. While working as an intern you will plan and teach all the lessons throughout the day. You will have additional responsibilities and expectations such as collaboration meetings, faculty meetings, and others determined by the principal and comparable to those of your colleagues. Your university supervisor partnership facilitator will observe

some of these lessons and will conduct a reflective conference with you at the conclusion of each observation. These observations and conferences will help you examine your teaching and encourage you to apply the teaching strategies modeled in your methods courses.

Regular intern seminars will be held throughout the school year. Attendance is mandatory. These seminars are intended to help you explore, explain, and clarify the experience while you are "in the moment" in order to help you make real-time connections. Support will also be provided for your TWS, and other pertinent topics such as parent-teacher conferences, getting a job, etc.

Students are expected to demonstrate the highest level of professionalism. Please review through expectations at this link: <http://education.byu.edu/sites/default/files/CPSE/documents/PIBS.pdf>

Prerequisites

Successful completion of all other courses required for the Early Childhood Education Major

Learning Outcomes

ECE 496R Course Outcomes

Participating in the Public School Setting

The intern will:

- reflect with the intent to improve practice.
- establish and maintain an effective learning environment.
- effectively manage children in all facets of a school setting.
- be a full-time teacher for one school year.
- apply knowledge from various content courses as they relate to teaching in an elementary classroom.
- apply knowledge of various pedagogical methods for planning, teaching, and assessing and when they are most appropriate.
- consistently engage collaboratively with colleagues and parents.
- demonstrate high levels of professionalism during their internship.

- create a Teacher Work Sample that measures their skills in using contextual factors, planning, assessment, lesson design, interpretation of student performance, and reflection.

Grading Scale

Grades	Percent
P	70%
E	0%

Participation Policy

Students are expected to be eager contributors and make significant contributions as interns. It is important you come prepared to teach your class and to engage in enthusiastic conversation and discourse with the students. Schools and mentors may vary in their expectations for planning; however, it is expected you will plan at least a week in advance of each lesson. Find ways to contribute to student learning, the overall classroom environment, the grade level team, and school.

Attendance Policy

As a contracted teacher, you are expected to maintain normal contract hours. This is a reflection of your professionalism and preparation. Arrive and leave the school at the assigned times; being on time means in the school ready to work, not pulling into the parking lot. While "typical" approved reasons for absences can be arranged and coordinated between you, the facilitator, and the school, please notify your CFA of any absences. Should you be away from your class, be certain adequate lesson plans are left for the substitute to ensure a quality day of instruction for your students.

The state requires a certain number of intern hours. Excessive time away from your classroom will jeopardize your graduation and licensure.

Assignments

University Policies

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Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases,

plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members

of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1	Column 2
M Aug 29 Monday		
T Aug 30 Tuesday		
W Aug 31 Wednesday		
Th Sep 01 Thursday		
F Sep 02 Friday		
M Sep 05 Monday	Labor Day	
T Sep 06 Tuesday	Add/Drop Deadline (Full Semester & 1st Term)	
W Sep 07 Wednesday		
Th Sep 08 Thursday		

F Sep 09

Friday

M Sep 12

Monday

T Sep 13

Tuesday

W Sep 14

Wednesday

Th Sep 15

Thursday

F Sep 16

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M Sep 19

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T Sep 20

Tuesday

W Sep 21

Wednesday

Th Sep 22

Thursday

F Sep 23

Friday

M Sep 26

Monday

T Sep 27

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W Sep 28

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Th Sep 29

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F Sep 30

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M Oct 03

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T Oct 04

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W Oct 05

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Th Oct 06

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F Oct 07

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Th Nov 17

Thursday

F Nov 18

Friday

M Nov 21

Monday

T Nov 22 **Friday Instruction**

Tuesday

W Nov 23 **No Classes**

Wednesday

Th Nov 24 **Thanksgiving Holiday**

Thursday

F Nov 25 **Thanksgiving Holiday**

Friday

M Nov 28

Monday

T Nov 29

Tuesday

W Nov 30

Wednesday

Th Dec 01

Thursday

F Dec 02

Friday

M Dec 05

Monday

T Dec 06

Tuesday

W Dec 07

Wednesday

Th Dec 08

Thursday

F Dec 09 **Fall Exam Preparation**

Friday **(12/09/2016 - 12/09/2016)**

M Dec 12

Monday

T Dec 13

Tuesday

W Dec 14

Wednesday

Th Dec 15

Thursday



EDLF 688R Intern Leadership Seminars
Fall Semester, 2016

Dr. W. Bryan Bowles
bryan.bowles@byu.edu
801-422-3600

Education is not the learning of facts but the training of the mind to think.
---Albert Einstein

EDLF Program Learning Outcomes

The mission and four learning outcomes of the School Leadership Program are grounded in the national standards of the field, including the Council for the Accreditation of Educator Preparation (CAEP), Educational Leadership: Administration and Supervision (Praxis), and the Interstate Leader Licensure Consortium Standards (ISLLC).

School Leadership Program Mission and Student Learning Outcomes:

Given that our program is designed to foster a vision and compelling sense of purpose for the continuous improvement of both schools and equitable learning for all students, our graduates are prepared with the necessary knowledge and skills to

1. *Lead with Professional Knowledge.* Understand and apply the disciplinary knowledge embedded in the graduate program coursework to the practice of school leadership.
2. *Lead Learning Communities.* Engage in, facilitate, and lead learning communities to improve teaching and the learning of each student.
3. *Lead Strategic Decision-making and Systemic Change.* Engage in, facilitate, and lead strategic inquiry, data-driven decision-making, and systemic change for school improvement.
4. *Lead with Effective and Caring Leadership.* Effectively lead with integrity and act on their knowledge in a caring and professional manner with all school stakeholders.

Internship Reflective Seminar

The purpose of this course is to provide opportunities for students engaged in school internships to reflect individually and collectively on their experiences as they relate to school leadership theory and practice. This course will be conducted as a seminar; therefore, students will engage in problem-based learning, sharing their own experiences as interns in the school as the grist for reflective dialogue.

Student Learning Outcomes

1. Students will form the habit of continuously refining their leadership skills through intrapersonal and interpersonal reflection in, on, and for practice.
2. Students will develop a growing identity of themselves as instructional leaders of schools.
3. Students will link educational leadership theory to the daily work of leading schools.
4. Students will strengthen their critical thinking abilities to find, frame, and solve problems.

Expectations

Attending and participating in seminars, maintaining your School Leadership Internship Notebook, and honoring due dates.

Requirements

School Leadership Internship Notebook

1. Internship Information
2. School Leadership Pre- and Post- Assessment (1.2; pp.1-5)
3. Leadership Activities and Summaries (2.1; pp. 25-74)
4. Internship Leadership Project (2.4; p. 75)
5. Networking List (2.5; p. 76)
6. Journal (3.6; pp. 127-128)
7. Daily Log (3.7; p. 128)
8. Professional Portfolio (4.4, 4.5, and 4.6; p. 132)
9. Comprehensive Presentation and Report (4.8; pp. 133-134)
10. Evaluations
11. Artifacts
 - Current educational issues
As a good school leader you need to be aware of current educational issues in Utah and elsewhere. Collect and bring news clippings and reports to class to share with others and to promote discussion of the event.
 - School artifacts and resources
 - Miscellaneous documents

Fall 2016 Schedule

EDLF 635R

7:30 PM @Mt. View High School

Tentative---always subject to change

Date	Topic	Assignment due
September 8	Introduction and Reflections	
September 22	Internship reflections	Written reflection
October 13	Internship reflections	Written reflection
October 27	Guest school administrator	Written reflection
November 10	Reflect on issues/experiences	Written reflection
December 1	Reflect on issues/experiences	Binder review

Grades

Attendance at every session

(35 points per session = 210 total)

Four self-reflections on notebook topics

(25 points each = 100 total)

Up-to-date binder reviewed last class of each semester

(90 total)

A 375-400
 A- 350-374
 B+ 325-349
 B 300-324
 B- 275-299
 C+ 250-274
 C 225-249
 C- 200-224

Log

Your log is your account of what happened and when it happened.

Journal

Your Journal is a reflection of what you think, feel, and believe about your school leadership experience. The key to any journal writing is to keep it up-to-date. Trying to remember how you felt about something days ago is often difficult and sometimes impossible.

Format: Your journal can follow several different formats. Spiral notebooks and planners are easily accessible and portable. College-ruled notebook paper or actual journal pages are also easy to use. You can choose to write journals on the computer and then place the printed copy in your notebook. Whatever format you use, be sure to place either the original journal or a copy in your notebook. If you copy your journal from your planner or notebook, please use standard 8.5x11-inch paper.

Frequency: Write at least one entry each week of your internship. Set aside a minimum of ten minutes per day for journal writing. You will soon find that you will be writing more frequently and longer.

Topics: Journal entries can be written on internship activities, events, situations, conferences, observances, and conversations. Focus your writing on leadership decision-making and problem-solving (yours and others). Include ideas that you learned and programs that are noteworthy.

Length: The length of a journal entry is situational. You should, however, write for at least ten minutes---more when needed. The important element is being as complete as possible.

Tips

Ask questions. You may never know what thoughts you will uncover unless you explore an idea from many different angles. Keep asking yourself questions as you write, such as “Why?,” “What if?,” “What could be?,” “What should be?,” “What could I have done better?, and/or “What should I do next time?”.

Write non-stop. You may find you gain the most from your writing when you write as much as you can in one sitting.

Read your entries. Go back and read previous entries. They will spark new ideas and thoughts. You may have new ideas about a previous entry after a period of time.

Reflections

Reflective essays develop a keener sense of thinking. You should write an analytical reflection beyond the mere surface of writing a journal entry. During the year of your internship, you will write on the most critical or meaningful experiences.

Topics: You will choose one of the assigned topics from your Binder Activity List and reflect more deeply on it. Focus on one or two particular aspects regarding that activity or issue.

Format: Two Parts --- First write a narrative about the activity. Describe the context, people involved, setting, previous history, if any, and conversations. Second, reflect on the activity and how it could be improved or how you would do it differently the next time.

- No title pages.
- Use 12-pt. font and double-space all text.
- After the first page, include your last name and page number in the upper right corner of each subsequent page.
- Margins should be one inch.
- The reflection should be about two pages in length.

Due dates: See your schedule.

Tips

Follow the writing process: pre-write, draft, edit, revise, re-write final draft, and proofread. Note: using a word processing program's spell-checker does not eliminate the need for proofreading.

Focus your writing on one situation and reflect on the leadership decision-making or problem-solving that was involved.

The paper should be introduced with a short summary. The reflective analysis is far more important than a detailed description.

Reflection involves answering questions about the situation, like "What was done well?," "What could have been done differently?," "What would I do?," or "What if x would have happened?"

Most common problems: A lack of focus on one issue. Often students write generally about a lot of issues and fail to focus/reflect on one specific issue.

A lack of reflection. Students periodically write several paragraphs describing the situation and limit their reflection to one simple paragraph. The description should be enough to describe the setting and individuals involved while the reflection should comprise the majority of the writing.

BYU Policy for Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

BYU Policy for Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

EL ED 496R - Academic Internship

Fall 2016

Section 001: ALPNE DIST on T B A from 5:00 pm - 5:00 pm

Instructor/TA Info

Instructor Information

Name: Teresa Leavitt

Office Location: 206F MCKB

Office Phone: 801-422-7570

Email: teresa_leavitt@byu.edu

TA Information

Name: Brittany Cochrane

Email: bcochrane@alpinedistrict.org

Name: Misty Hall

Email: mhall@alpinedistrict.org

Name: Nathan Crandall

Email: natecrandall@gmail.com

Course Information

Description

This course is completed in K-6 elementary classrooms throughout the BYU-Public School Partnership.

You will serve as the teacher of record and will have all the same responsibilities of an elementary teacher. While working as an intern you will plan and teach all the lessons throughout the day. You will have additional responsibilities and expectations such as collaboration meetings, faculty meetings, and others determined by the principal and comparable to those of your colleagues. Your university supervisor partnership facilitator will observe some of these lessons and will conduct a reflective conference with you at the

conclusion of each observation. These observations and conferences will help you examine your teaching and encourage you to apply the teaching strategies modeled in your methods courses.

Regular intern seminars will be held throughout the school year. Attendance is mandatory. These seminars are intended to help you explore, explain, and clarify the experience while you are "in the moment" in order to help you make real-time connections. Support will also be provided for TELL assignments, TWS, and other pertinent topics such as parent-teacher conferences, getting a job, etc.

Students are expected to demonstrate the highest level of professionalism. Please review through expectations at this link: <http://education.byu.edu/sites/default/files/CPSE/documents/PIBS.pdf>

Prerequisites

Successful completion of all other courses required for the elementary education major.

Learning Outcomes

EI Ed 496R Course Outcomes

Participating in the Public School Setting

The intern will:

- reflect with the intent to improve practice.
- establish and maintain an effective learning environment.
- effectively manage children in all facets of a school setting.
- be a full-time teacher for one school year.
- apply knowledge from various content courses as they relate to teaching in an elementary classroom.
- apply knowledge of various pedagogical methods for planning, teaching, and assessing and when they are most appropriate.
- consistently engage collaboratively with colleagues and parents.
- demonstrate high levels of professionalism during their internship.

- create a Teacher Work Sample that measures their skills in using contextual factors, planning, assessment, lesson design, interpretation of student performance, and reflection.

Grading Scale

Grades	Percent
P	70%
E	0%

Participation Policy

Students are expected to be eager contributors and make significant contributions as interns. It is important you come prepared to teach your class and to engage in enthusiastic conversation and discourse with the students. Schools and mentors may vary in their expectations for planning; however, it is expected you will plan at least a week in advance of each lesson. Find ways to contribute to student learning, the overall classroom environment, the grade level team, and school.

Attendance Policy

As a contracted teacher, you are expected to maintain normal contract hours. This is a reflection of your professionalism and preparation. Arrive and leave the school at the assigned times; being on time means in the school ready to work, not pulling into the parking lot. While "typical" approved reasons for absences can be arranged and coordinated between you, the facilitator, and the school, please notify your CFA of any absences. Should you be away from your class, be certain adequate lesson plans are left for the substitute to ensure a quality day of instruction for your students.

The state requires a certain number of intern hours. Excessive time away from your classroom will jeopardize your graduation and licensure.

Assignments

Assignment Descriptions

Due: Friday, Sep 30 at 9:00 pm

Please complete this indicating you have thoroughly read and understand the syllabus for this course.

Point Breakdown

Categories	Percent of Grade
Assignments	100%

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or

supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism- Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism- Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Examples of plagiarism include:

- Direct Plagiarism-** The verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism-** The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own.
- Plagiarism Mosaic-** The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- Insufficient Acknowledgement-** The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as

one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1	Column 2
M Aug 29		
Monday		
T Aug 30		
Tuesday		
W Aug 31		
Wednesday		
Th Sep 01		
Thursday		

F Sep 02

Friday

M Sep 05 **Labor Day**

Monday

T Sep 06 **Add/Drop Deadline (Full**

Tuesday **Semester & 1st Term)**

W Sep 07

Wednesday

Th Sep 08

Thursday

F Sep 09

Friday

M Sep 12

Monday

T Sep 13

Tuesday

W Sep 14

Wednesday

Th Sep 15

Thursday

F Sep 16

Friday

M Sep 19

Monday

T Sep 20

Tuesday

W Sep 21

Wednesday

Th Sep 22

Thursday

F Sep 23

Friday

M Sep 26

Monday

T Sep 27

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W Sep 28

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Th Sep 29

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F Sep 30

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M Oct 03

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T Oct 04

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W Oct 05

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Th Oct 06

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F Oct 07

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M Oct 10

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Thursday

F Nov 11

Friday

M Nov 14

Monday

T Nov 15

Tuesday

W Nov 16

Wednesday

Th Nov 17

Thursday

F Nov 18

Friday

M Nov 21

Monday

T Nov 22 **Friday Instruction**

Tuesday

W Nov 23 **No Classes**

Wednesday

Th Nov 24 **Thanksgiving Holiday**

Thursday

F Nov 25 **Thanksgiving Holiday**

Friday

M Nov 28

Monday

T Nov 29

Tuesday

W Nov 30

Wednesday

Th Dec 01

Thursday

F Dec 02

Friday

M Dec 05

Monday

T Dec 06

Tuesday

W Dec 07

Wednesday

Th Dec 08

Thursday

F Dec 09 **Fall Exam Preparation**
Friday **(12/09/2016 - 12/09/2016)**

M Dec 12
Monday

T Dec 13
Tuesday

W Dec 14
Wednesday

Th Dec 15
Thursday

**ENGL 399R: Secondary English Teaching Internship
Section 5, Fall 2016**

Contact Information

Instructor:	Dr. Dawan Coombs	Office phone:	801-422-1398
Office:	4097 JFSB	Cell phone:	503-779-7388
Email:	dawan_coombs@byu.edu	Office hours:	T/Th 1:00-2:00 PM

“An ounce of experience is better than a ton of theory...”

– John Dewey (*Democracy and Education*, 1916, p. 151)

ENGL 399R Course Description

English 399R will offer a place for you to make sense of your pedagogical knowledge as you learn through teaching and work experiences in your placement school. Course readings, assignments, and discussions are aimed at supporting, analyzing, and engaging these experiences. This course is designed for English teaching majors who have successfully completed ENGL 276R.

Objectives

Students will be able to:

- Analyze contextual factors in a school setting and discern instructional implications that arise from these factors.
- Write appropriate and effective learning objectives that correlate with state standards and facilitate learning.
- Develop assessments that measure the learning described in the objectives.
- Plan for and demonstrate effective methods for teaching writing, literature, and language.
- Make adjustments in teaching, objectives, and assessments based on students' needs and classroom context.
- Establish a teacher's presence in the classroom.
- Reflect on and critique planning and teaching approaches.

Course Expectations

This practicum will only be valuable if you dedicate the time and effort required. You will be expected to:

- Attend all practicum meetings on BYU campus.
- Spend a **minimum** of 50 hours in your assigned school/classroom.
- Be prompt turning in all assignments, especially lesson plans and recordings.
- Implement techniques and practices discussed in the practicum meetings.
- Be in your assigned classroom for the full practicum period on each of the days you're released for school placements—perfect and punctual attendance is required.

Core Readings

Reading will be available to you through the BYU eReserves.

Course Cautions

As part of an inquiry-based classroom, the framework that follows is a tentative outline of the semester rather than an official schedule. As we read, study, and discuss the issues that we all see as important, the reading assignments and discussions may change according to individual and mutual interests. Therefore, please understand that anything written here could change as the course progresses, knowing that such change would come only as the result of class negotiation, adequate warning, and a more beneficial curriculum for all.

Professionalism

Attendance, punctuality, preparedness, participation, and collegiality all contribute to professionalism. For this reason, I offer the following advice:

Attendance & Punctuality: Absenteeism is a problem in any professional position, including teaching. Late arrivals and early departures will be noted and two will count as one absence. Absences will affect your grade and because this is a pass/fail course, after the second absence you will fail. Please plan to attend every class on time and remain in class until the end of each session. If an absence is completely, entirely, absolutely, totally, and utterly unavoidable, please email me to let me know that you will be missing class and the reason for your absence. During the school practicum experience, you are required to call first your cooperating teacher and second, me, as soon as you know you will be absent or late.

Preparedness: Carefully and critically read all assigned readings prior to class and complete all assignments on time. Make note of your thoughts and reactions as you complete the readings. Successful class sessions depend on thoughtful and careful reading, attentive listening and participation in discussions and activities.

Participation & Collegiality: Your engagement in class, your willingness to do the assigned work, in addition to your ability to wrestle with the theories and ideas in a collegial environment, all play a part in your ultimate evaluation. Please plan to:

- Contribute regularly to class discussions without dominating those discussions.
- Regularly ask questions and make thoughtful comments as well as show evidence that you respectfully listen to and consider the ideas of your classmates.
- Do your part to advance a sense of classroom community by participating in activities, and providing appropriate, constructive feedback in class and small group discussion.
- Completely refrain from side-talking, working on other assignments during class, dozing off, or directing your attention elsewhere.
- Keep all cell phones out of sight and out of mind. Laptops can contribute to our learning or distract you from participating and engaging. I will ask you to put these away if I feel they are interfering with your ability or the ability of others to participate fully in class.

Requirements

Teaching Experiences: During the semester, you must teach at least five times in your practicum classroom. For each teaching experience you must have a detailed and appropriate lesson plan that follows the program lesson template available on Learning Suite. I am happy to offer feedback on your lesson plans, particularly as you prepare to teach your first few lessons in the school. After you have taught, the lesson plan with the reflection should be submitted on Learning Suite within 12 hours of your teaching experience.

Consecutive Teaching Experience: In addition to the five teaching experiences above, you will also create a lesson plan that will teach for two consecutive class periods. This lesson must also follow the required format and include a reflection particular to this teaching experience, focusing on changes you made in the second class period, based on what you learned from teaching the first class period. This lesson plan should be submitted on Learning Suite within 12 hours of your teaching experience.

There are not specific due dates for these lessons and although these teaching experiences may be completed at any time, please remember the final teaching experience should be completed by December 10th, so plan accordingly. Please submit your plans and reflections immediately after teaching in order to receive credit.

Recorded Teaching Experience #1 & #2: As outlined above, you are required to teach six lessons to real secondary students in a real classroom setting. Two of the lessons outlined above must be between 30 and 50 minutes long and must be recorded. These recorded sessions must be separate lessons taught on separate days. In your lessons you must demonstrate the principles of teaching we've studied in class and must be focused on some aspect of English/language arts. We will watch these recordings as a class and offer feedback. After receiving feedback, you will complete a reflection on this experience. As with the other reflections, your critiques must be thorough, honest, and specific. The specific criteria for this assignment will be discussed in class and available on Learning Suite.

Teacher Work Sample: The teacher work sample (TWS) is an opportunity for you to practice preparing the document you will be required to produce during student teaching and to renew your certification. The requirements will be addressed through separate handouts and in discussion during the practicum. There will be a number of days we will workshop this in class, but the final version must be submitted on Learning Suite on the final day of class.

Attendance Record: You will be required to submit a completed record of your attendance in your assigned school, signed by your cooperating teacher. This form is available on the Learning Suite site for this class. Attendance records will be due the final day of class and submitted to your professor.

Please note that you must also submit the following materials to the English internship coordinator by uploading them to the ENGL 399R Learning Suite page:

- Your attendance record (scan/photograph with signatures)
- Your TWS
- Your midterm and final evaluations from your cooperating teacher
- A 200-word description of the experience

Caution!! Read the following information carefully. Many school districts have strict policies against videotaping, photographing, or otherwise representing students visually. Check with your cooperating teacher to determine what the policies are in your school for sharing images of your students in campus classes, and adhere to these policies carefully. We must be highly aware of student confidentiality issues. In order to protect student confidentiality, you will need to obtain student and parent consent and to assign pseudonyms to all students you shadow or interview. These consent forms are available on Learning Suite. You will also need to remove student names from all collected work.

When you observe teachers in your school placement (your cooperating teacher or others), your goal is not to evaluate their teaching practices. You are merely to describe what you see and hear. You should feel comfortable showing all notes to the teachers you observe.

BYU Official Information

Honor Code Standards: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

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Educator Preparation Program Outcomes: This course is part of your preparation for licensure in a major or minor that is part of the BYU Educator Preparation Program (EPP). This course will help you fulfill the EPP Outcomes required for accreditation. Advisors in Education Student Services (350 MCKB/801-422-3426) can answer questions you have about the licensure requirements (<http://education.byu.edu/ess/licensing.html>) for your teaching major or minor.

English 399R Syllabus Spring-Summer 2016

Professor: Dr. Kristine Hansen
Office: 4177 JFSB
Phone: (801) 422-4775
Email: kristine_hansen@byu.edu

Course Objectives

1. Hone skills by applying academic concepts and principles in a real-world environment.
2. Provide feedback to BYU professors about the real-world suitability of academic learning so that instruction can be fine-tuned to help future students.
3. Expand your resume beyond academic experiences.
4. Evaluate specific companies or careers prior to committing to full-time employment.
5. Develop a network of associates and professionals who can aid you in later job searches.
6. Position yourself for faster advancement and growth within a company.
7. Increase your marketability. On average, only 30% of graduating seniors have job offers before graduation; after completing an internship, 58% get offers.
8. Meet the Aims of a BYU education by enlarging your intellect, strengthening your spirituality, developing your character, and preparing for lifelong learning and service.

Course Policies and Requirements

1. No internship credit may be granted retroactively (that is, you cannot apply for 399R credit after beginning or completing your internship—unless you will work at the internship more than 135 hours after enrolling in English 399R).
2. Complete the entire approval process (including IRAMS application) on or before the add deadline and not later than the discontinuance deadline for the semester or term of the internship and receive orientation from Dr. Hansen.
3. Complete at least 135 hours of work at the site for three credit hours. The BYU Internship standard is a minimum of 42 hours of work per credit hour, but the English Department requires 45 hours of work per credit hour.
4. Complete the Internships Objective Form (see attached).
5. Every other Monday during your internship before 8 pm (MST), you will need to email to Dr. Hansen a 250-500 word, single-spaced report of the previous week's activities (about 1-2 pages). The report should include the following:
 - a. A description of each of the different writing activities you have engaged in during the week and what you have learned from them, how you have improved, etc.
 - b. Reflections on how your work assignments have drawn (if they have) on the knowledge you gained in classes at BYU. If appropriate, your reflections should

point out things we professors ought to be doing in rhetoric and writing courses to prepare students better for workplace writing.

- c. Your observations of the workplace culture in which you work and what you have learned about how to act and interact effectively in the work environment.
 - d. Any additional reflections that connect your prior learning and experience to the workplace experiences you are having.
6. Report of an interview you conduct of your work supervisor or a colleague (not another student intern) about how this person entered the field, what they did to prepare for this kind of work, how satisfied they are with the kind of work they do, their recommendations for choosing and preparing for a career, etc. A list of possible interview questions will be provided by Dr. Hansen by the third or fourth week of the term. You will write a summary of what you learned in the interview by June 16.
 7. By the end of your internship, read Ann Handley and C. C. Chapman, *Content Rules: How to Create Killer Blogs, Podcasts, Videos, E-books, Webinars*. This book is available on Kindle from Amazon for \$10.99, in paperback (used) for \$4.84 or (new) \$13.43. You will write a one-two page evaluation of the usefulness of this book.
 8. At the midpoint of your internship (about June 17) and during the last week (August 8, you will fill out a form evaluating the internship and submit these to Dr. Hansen. The forms will be provided. (Your supervisor will at also fill out midterm and final evaluations of your performance.)
 9. At the end of your internship, a three- or four-page written evaluation of the internship experience, including the usefulness of the book and of the courses you took at BYU in helping you during your internship, and an evaluation of own performance. This evaluation should include recommendations for improving the Writing and Rhetoric minor (if you are a minor) and the English 399R syllabus.
 10. Attached to the evaluation, please submit three or four samples of your workplace writing. These can be short; they should be typical samples of your best work.
 11. Final interview with Dr. Hansen at the end of the internship.

NOTE: Dr. Hansen reserves the right to change course objectives and/or requirements, including deleting requirements and replacing with better ones or adding new ones, if it seems advisable in order to improve the student's experience.

Grading

Your grade in English 399R will be based on the following considerations:

1. Promptness, completeness, and professional quality of all required submissions.
2. Quality of effort and performance in writing and speaking.
3. Supervisor's evaluations.
4. Self-evaluation.

BYU Writing Center Internship
 English 399R, Sec 002 (Winter 2016)
 4067 JKB (classroom inside the Writing Center)
 Thursdays (11-12 or 2-3)

Instructor Information

David Stock, Assistant Professor, English and Coordinator, BYU Writing Center
 Faculty office/phone: 4110A JFSB; 801-422-3737
 Writing Center Admin office/phone: 4024 JKB; 801-422-9784
 Office hours (in Writing Center Admin office): MW 3-4 and by appointment
 Email: david_stock@byu.edu

Internship Purpose

Congratulations on being invited to enroll in this academic internship, which is designed to help you become an effective peer tutor of writing *and* a stronger writer. Internship activities—reading, talking, observing, writing, tutoring, reflecting—are intended to help you learn and apply theories and practices of peer tutoring in writing so that you’re prepared to help the Writing Center accomplish its purpose: to help any student at any stage of the writing process improve as a writer. The internship is also designed to prepare you to work as a tutor in the Writing Center; however, successful completion of the internship does not guarantee continued employment.

Learning Outcomes

This internship is designed to help you

1. **develop an informed practice for tutoring writing** as demonstrated by your ability to
 - a. understand theoretical foundations of peer tutoring and writing pedagogy
 - b. work professionally, collaboratively, and effectively with students, using various methods to help them understand and apply writing and revision principles
 - c. engage in academic and professional conversations about peer tutoring and writing centers through familiarity with writing center scholarship and resources
2. **become a better writer** as demonstrated by your ability to
 - a. describe, assess, and expand your writing process
 - b. produce coherent, unified, and revised texts that are distinguished by a clear, correct, and graceful prose style

Internship Definition and Criteria

According to the National Association of Colleges and Employers (NACE), an internship is defined as

a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent. (“Position Statement: U.S. Internships”)

The NACE lists the following seven criteria to determine whether a learning experience qualifies as an internship. English 399R is designed to meet all criteria listed below.

1. The experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
2. The skills or knowledge learned must be transferable to other employment settings.
3. The experience has a defined beginning and end, and a job description with desired qualifications.
4. There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.
5. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
6. There is routine feedback by the experienced supervisor.
7. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

To read the full report, visit <https://www.nacweb.org/advocacy/position-statements/united-states-internships.aspx>.

Required Texts

The following are required and are available for consultation in the Writing Center. Any materials that leave the Writing Center must be checked out by the receptionist. This is only a partial list of tutor training resources; many more are available in the Writing Center and online.

Tutoring Handbooks (listed in order of assigned reading)

1. Fitzgerald, Lauren, and Melissa lanetta. *The Oxford Guide for Writing Tutors: Practice and Research*. Oxford UP, 2016.
2. Rafoth, Ben, ed. *A Tutor's Guide: Helping Writers One to One*. Second edition. Portsmouth, NH: Boynton/Cook, 2005.
3. Bruce, Shanti and Ben Rafoth, eds. *ESL Writers: A Guide for Writing Center Tutors*. Second edition. Portsmouth, NH: Boynton/Cook, 2009.

Writing Handbooks

1. Williams, Joseph, and Joseph Bizup. *Style: Lessons in Clarity and Grace*. Eleventh Edition. Longman, 2013.

Program-specific Materials

1. Jackson, Brian. *Mindful Writing for Writing 150*. First edition. Hayden McNeil, 2016.
2. BYU Writing Center Employee Handbook (print copies distributed at orientation)
3. BYU Writing Center homepage: writingcenter.byu.edu

Assignments

Here is an overview of assignments. Full descriptions are available in Learning Suite, "Content" page. Because completing assignments is dependent on student traffic during your shifts, there

can be some flexibility with due dates. Make the hands-on assignments (observations, team-tutoring, etc.) your highest priority when you're on shift.

Brief assignment descriptions follow. Full descriptions and evaluation criteria are posted in Learning Suite, under "Content." Note: all writing assignments must have a draft reviewed by a writing center tutor during a scheduled tutoring session. Final drafts will be accompanied by a cover letter in which you describe your composing process and assess the product.

1. Journal Entries (weekly)

Each week you will produce a journal entry of approximately 500 words in which you capture and reflect on your work during that week. These entries consist of a summary/response for reading assignments and a report/reflection on your weekly work.

2. Observations (6-8) & Observation Synthesis

Your first assignment while on shift is to observe tutors tutor. Use the WC observation form, and try to observe a variety of tutors. After six observations, write a 300-word synthesis of your observations that summarizes what you observed and what you've learned and applies both to your goals for tutoring writing.

3. Descriptive Reflection on Observations (4 pages)

Use your observation forms and synthesis to write a four-page, double-spaced, coherent essay in which you use descriptions of significant tutoring moments to support a statement of what you've learned about tutoring writing.

4. Team-tutorials (6-8)

After completing your observations, begin participating in tutorials by teaming up with an experienced tutor. Discuss roles beforehand with the tutor (e.g., back-up; team player; leader). Assume a more active role as you gain experience and as your comfort level increases. After each team-tutorial, discuss the experience with the tutor, and summarize these discussions and your assessment of your performance on the team-tutorial form.

5. Descriptive Assessment of Team-Tutorials (4 pages)

After completing six team-tutorials, write a four-page, double-spaced, coherent essay in which you use descriptions of significant tutoring moments to support your assessment of your application of principles and practices of effective peer tutoring in writing.

6. Observations by coordinator (1) and tutors (4)

Once you've completed team-tutorials, you'll be observed by me and by other tutors. After each observation, discuss the tutorial with the tutor and summarize your conversation on the observation form. After these observations, write a two-paragraph synthesis of your strengths, weaknesses, and goals for effective peer tutoring in writing.

7. Audiotaped Tutorial Assessment (6-8 pages)

After you've begun tutoring on your own (solo tutoring), you will audio record one tutoring session, listen to it, and write a coherent, descriptive assessment of your performance based on your understanding of principles and practices of effective peer tutoring in writing.

8. Tutoring Philosophy (8-10 pages)

After you have completed all assignments described above, you will write an 8-page essay that synthesizes course texts and your tutoring experience to articulate, illustrate, and justify your tutoring philosophy, or how and why you tutor as you do.

Evaluation & Grading

Your final grade is determined by the development and quality of your writing and tutoring. Writing assignments are evaluated on whether they exceed, meet, partially meet, or fail to meet expectations as outlined in assignment descriptions and evaluation criteria (rubrics).

Below is a breakdown of the final grade, followed by the grading scale. Note that citizenship and the summative assessment are informed by your conduct as a student and an employee.

Journal Entries, Observation Syntheses	150
Descriptive Reflection	125
Descriptive Assessment	150
Audiotaped Tutorial Assessment	150
Tutoring Philosophy	225
Citizenship	100
Summative Assessment of Tutoring (by WC Coordinator)	100
Total	1000

A (1000-940); A- (939-900); B+ (899-870); B (869-830); B- (829-800); C+ (799-770); C (769-730); C- (729-700); D+ (699-670); D (669-630); D- (629-600); E (590-below)

Policies

Citizenship. Your attitude and behavior in the classroom and in the workplace have an impact on our collective learning experience and our workplace culture. Timely attendance at and active engagement in internship meetings, weekly training meetings, and scheduled shifts is expected. Problems with attendance, communication, professionalism, or compliance with expectations will affect your citizenship grade and may jeopardize your employment.

Late Work. As noted earlier, some due dates may be flexible to accommodate lack of student traffic during your shifts. However, I expect you to submit work on time, and I will deduct points from assignments submitted late unless extenuating circumstances merit an exception or arrangements have been made with me beforehand.

Assignment Submission and Format. Unless otherwise specified, all writing assignments must be submitted via Digital Dialog or Assignments in Learning Suite (do not email me assignments) as .doc, .docx, or .rtf files (do not submit assignments in other formats, including pdf) using 12-point font

size and either Calibri or Times New Roman font and customized double spacing (do not use the default spacing settings in Word). Follow MLA format for first pages (left-justified: student name, professor name, course title, date; centered: title) and page numbers (upper-right margin: last name and page number). Points will be deducted from assignments that do not meet these criteria.

BYU Honor Code. As a paid intern, you are an employee and therefore a representative of the university. You are expected to know and live the principles of the BYU Honor Code, especially the policies on academic honesty and dress and grooming standards. If you have questions, talk to me or contact the Honor Code Office at 801-422-2847 or <https://honorcode.byu.edu/>.

Preventing Sexual Discrimination and Harassment. Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities. Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this internship successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Course Calendar

This schedule is subject to change based on our evolving needs. Changes are announced in class and via the Announcements page in LearningSuite. Bring assigned texts to class. Note: journal entries are due Wednesdays by noon.

Jan 7	<i>New Employee Orientation</i>
Jan 14	<u>Overview of Writing Center Work</u> Oxford Guide, chs 1-2; Style (chs 1-2)
Jan 21	<u>Tutoring & Writing Practices</u> Oxford Guide, chs 3-4; Style (chs 3-4) <i>Mindful Writing</i>
Jan 28	<u>Tutoring: Theoretical Foundations</u> Oxford Guide pp. 325-335; Style (chs 5-6)

- Feb 4 *Writing Workshop: Descriptive Reflection*
- Feb 11 Tutoring Writers
Oxford Guide, ch 5; Style (chs 7-8)
- Feb 18 Tutoring Writing
Oxford Guide, chs 6-7; *A Tutor's Guide* (chs 8, 13); Style (chs 9-10)
- Feb 25 *Writing Workshop: Descriptive Assessment*
- Mar 3 Research on Tutoring
Oxford Guide, pp. 422-448 & "Questioning in Writing Center Conferences" (pdf)
- Mar 10 Tutoring Priorities
A Tutor's Guide (chs 11, 12, 16, including appendices)
- Mar 17 Tutoring ESL Writers
ESL Writers: A Guide for Writing Center Tutors (chs 1,2,4,5)
- Mar 24 *Writing Workshop: Audiotaped Tutorial Assessment*
- Mar 31 Tutoring ESL Writers
ESL Writers: A Guide for Writing Center Tutors (ch 10) & *Tutoring Second Language Writers* (chs 13, 14)
- Apr 7 *Writing Workshop: Tutoring Philosophy*

ENGL 496
Internship, Secondary English Teaching

Fall 2016

You might be asking yourself, “Why in the world is there a ‘syllabus’ for a field experience like student teaching and interning?” That’s a good question, but we’ve learned that when it comes to accreditation, ours is not to question why, ours is but to produce piles and piles of documents.

Outcomes

This field experience prepares you for full-time teaching English in a secondary school. During this school year, you will apply most of what you’ve learned in your pedagogy courses, and you will learn a lot from experience.

Educator Preparation Program Outcomes: This course is part of your preparation for licensure in a major or minor that is part of the BYU Educator Preparation Program (EPP). This course will help you fulfill the EPP Outcomes required for accreditation. Advisors in Education Student Services (350 MCKB/801-422-3426) can answer questions you have about the licensure requirements (<http://education.byu.edu/ess/licensing.html>) for your teaching major or minor.

Effective Planning

Students will be able to write effective lesson plans with clear objectives and appropriate activities and assessments that promote and measure the desired learning for a variety of learners in an English/language arts classroom. Students will also be able to develop a unit plan that shows the ability to integrate all areas of language arts; to correlate unit goals, activities, and assessments; and to show understanding of current best practice.

Assessment for Learning and Measurement

Students will be able to show how context influences good instructional decisions and how a variety of assessments can foster student learning as well as measure it for diverse students.

Improving as Teacher

Students will develop their ability to improve as teachers in the future by reflecting on their teaching experiences through both talk and writing.

ENGL 479, Seminar Dates for Student Teachers and Interns

- ! Monday, September 12, 4:30-6:30 p.m., B150 JFSB
- ! Monday, September 26, 4:30-6:30 p.m., B150 JFSB
- ! Monday, October 10, 4:30-6:30 p.m., B150 JFSB
Submit TWS parts 1 and 2 to your supervisor
- ! Monday, October 17, 4:30-6:30 p.m., B150, JFSB
*Submit TWS part 3 to your supervisor; **first video this week***
- ! Monday, November 7, 4:30-6:30 p.m., B150 JFSB
Submit TWS parts 4 and 5 to your supervisor

- ! Monday, November 14, 4:30-6:30 p.m., B150 JFSB
*Submit TWS parts 6 and 7 to your supervisor; **second video this week***
- ! Monday, November 28: Upload Documents on MyLink
***Student teachers:** schedule your exit interview with your supervisor*
- Monday, December 5, 4:30-6:30 p.m., B150 JFSB

IMPORTANT DATES

- ! **First Day of School:** Provo: August 17
Alpine & Nebo: August 22
- **Labor Day Holiday:** September 5
- ! **Fall Break:** Alpine & Provo Districts: October 20, 21, 24
Nebo District: October 20, 21
- ! **Thanksgiving Holiday:** November 23, 24, 25
- ! **Last day of student teaching:** Friday, December 2

English 479, the seminar, is required. You are expected to be on time and to remain for the entire time. You will be graded on attendance, participation, and a positive attitude. Unexcused absences will result in a failing letter grade, and only true *emergencies* count as excused absences. Any discussion concerning your attendance must be directed to Dr. Crowe (801-422-3429) – not to your supervisor, and not to the English Education program assistant.

NOTE: Keep us informed of name, phone, address, and/or email changes. Changes can be submitted to the English Education program assistant, Dixie Archibald, in 4168 JFSB, 801-422-3398.

SUPERVISION

1. You will have at least one cooperating teacher or mentor assigned to supervise your work at school. You are directly responsible to this teacher/mentor. This teacher should help you with curriculum, planning, and understanding the procedures at your school. Your cooperating teacher/mentor will complete a mid-term and final evaluation. The final evaluation, called UPTOP, will become part of your permanent record.

2. You have also been assigned a university supervisor who will observe you regularly, sometimes weekly but at least once every ten school days. Your supervisor will conduct both a mid-term and final evaluation, examine the materials from the semester's work, and conduct your exit interview. If you have difficulty communicating with your supervisor or cooperating teacher, please contact Dr. Crowe.

3. Cooperating teachers and supervisors must be treated courteously and respectfully. Custodians, librarians, and office secretaries and aids are vitally important to the complex educational process; remember their importance.

4. You must have a “Supervisor’s Folder” in your classroom. This folder should be marked with “Supervisor” or the supervisor’s name. Inside the folder place lesson plans, handouts that you are giving students, and other teaching materials. **Copies of the texts you are using should be placed with the folder.** Select a place in the room where you can keep the folder and inform the supervisor of that location. Keep several days’ plans in this folder before you put them in your permanent binder because most supervisors like to see the continuity of your lessons.

PROFESSIONAL EXPECTATIONS

5. Be at school *at least one-half hour* before school begins and remain *at least one-half hour* after school. Teachers need to be available to students, parents, principals, cooperating teachers, mentors, and university supervisors.

6. If you are the driver in a carpool, be where you say you will be when you say you will be there. If you are a rider in a carpool, be ready on time, and expect to share expenses.

7. Your dress, appearance, and behavior must be professional and must comply with BYU standards. When schools are having special dress-up days, you are free to participate.

8. Develop an attitude of humility and teachability. This is one of the most important characteristics for successful teaching. Ask for and accept suggestions. Follow requirements from BYU and your school.

LESSON PLANS

9. You must have a lesson plan for every day. Go over your plans with your cooperating teacher/mentor, and contact your supervisor to go over your first lesson. You need to get early input about format, content, etc. Your plan should provide evidence that you are using the principles taught in your **329, 377, 378, 420** and **423** classes. Your plan should also reference the **Utah State Core Curriculum**. Place a copy of your lesson plan in your supervisor’s folder **every day**. *If you do not have daily lesson plans, you will be removed from your teaching position and dropped from the English teaching major.*

DAILY AND WEEKLY SCHEDULING

10. No later than Friday, August 26th, you must prepare and submit a weekly schedule by 5:00 p.m. This is required every week for the entire semester. This schedule allows supervisors to prepare their weekly schedules for classroom visits. When you submit your weekly schedule, you may include other pertinent information for your supervisor. When you submit your schedule for the first time, you should provide information about finding your school and your room: maps, clear directions, etc.

11. Any change in your schedule that affects the time and content of your class must be reported to your supervisor *immediately*.

ABSENCES

12. Planned absences need the approval of your cooperating teacher/mentor, your university supervisor, and Dr. Crowe. Such absences should not be for trivial reasons, and such requests will not be approved. **Requests should be submitted two weeks in advance.**

NARRATIVE REPORTS

13. You must submit a weekly narrative report. This will provide you a record of your teaching experience at the beginning of your professional career, and it will also help you learn to be reflective about your teaching. It is an appropriate method to record important events, interesting students, dialogue, and a record of events that will help you remember accurately events in the case of having to defend your actions when possibly challenged by parents, students, or the legal system. The deadline for weekly submission of the narrative may be determined between you and your university supervisor.

EVALUATION AND GRADING

14. You should have regular consultations with your university supervisor and cooperating teacher/mentor. If your supervisor asks you to call him/her after a visit, it is your responsibility to do so promptly. Of course, you and your supervisor may also communicate via email or text messages. The final evaluation of your internship, called UPTOP, will become part of your permanent record.

Teaching Schedule, Week of Sept 29 –Oct 3

Name:

My Address:

My Cell:

School: Springville High School

Address: 1205 E 900 S Springville, UT 84663

School Phone: (801) 489-2870

Coop. Teacher: Trent Mikesell

Room: E-1 (behind (east of) the main school building)

Time	Grade	Monday=B Day	Tuesday=A Day	*Wednesday=B Day	Thursday=A Day	Friday= B Day
1st Period 7:55 - 9:18	11th <small>(A days, 3rd period = 10th grade honors)</small>	Revision: Battle Bunny Peer Conferencing: Centers	PREP Period	Realism: An Occurrence at Owl Creek Bridge Text/Film Analysis	PREP Period	Celebrate writing and the writing process. Reading time: Bring your Novels! Introduction to Literary Time Period: Realism and Regionalism ***Link to Prezi: http://goo.gl/8unJsW
2nd Period 9:24 - 10:51	11th <small>(A days, 3rd period = 10th grade honors)</small>	PREP Period	Revision: Battle Bunny Peer Conferencing: Centers	PREP Period	Celebrate writing and the writing process. Reading time: Bring your Novels! Introduction to Literary Time Period: Realism and Regionalism ***Link to Prezi: http://goo.gl/8unJsW	PREP Period
3rd Period 11:33-12:56	11th <small>(A days, 3rd period = 10th grade honors)</small>	Revision: Battle Bunny Peer Conferencing: Centers	Honors: Revision: Battle Bunny Peer Conferencing: Centers	Realism: An Occurrence at Owl Creek Bridge Text/Film Analysis	Honors: Celebrate writing and the writing process. Intro to Lit Circles Research—front loading: LIBRARY	Celebrate writing and the writing process. Reading time: Bring your Novels! Introduction to Literary Time Period: Realism and Regionalism ***Link to Prezi: http://goo.gl/8unJsW
4th Period 1:02 - 2:25	11th <small>(A days, 3rd period = 10th grade honors)</small>	Revision: Battle Bunny Peer Conferencing: Centers	Revision: Battle Bunny Peer Conferencing: Centers	Realism: An Occurrence at Owl Creek Bridge Text/Film Analysis	Celebrate writing and the writing process. Reading time: Bring your Novels! Introduction to Literary Time Period: Realism and Regionalism ***Link to Prezi: http://goo.gl/8unJsW	Celebrate writing and the writing process. Reading time: Bring your Novels! Introduction to Literary Time Period: Realism and Regionalism ***Link to Prezi: http://goo.gl/8unJsW

Regular Lunch Time

10:52 - 11:28

*Wednesdays: Collaboration Days

Period 1.....7:55 – 9:08

Announcements/Period 2.....9:14 – 10:27

LUNCH.....10:27 – 11:02

Period 3.....11:08 – 12:21

Period 4.....12:27 – 1:40

Collaboration Time.....1:45 – 2:45

EXSC 399R – Exercise & Wellness Internships

last updated: 25 May 2016

Introduction

Your Exercise & Wellness internship experience is the capstone to your education and gives you the opportunity to apply the conceptual, theoretical training you received in your major classes in a real life environment like you will encounter when you graduate and seek full time employment.

R E A D T H I S F I R S T !

1. It is your responsibility to FIND YOUR OWN internship (see Step 1). We strongly encourage you to register on the BYU Bridge.
2. You MUST SET UP and REGISTER for the internship before any hours worked can count toward your internship (see Steps 2a–c and 3). The Exercise & Wellness major requires 4 credits of internship to graduate; each credit requires 50 hours of work for a total of 200 hours.
3. If you fail to register for your internship on time, you must begin counting hours from the point you ACTUALLY register. The university has a strictly enforced no-retroactive-credit policy (see Step 3).
4. You must complete ALL requested forms as required whether BEFORE you begin your internship, or WEEKLY, while you are completing your internship (see Steps 4 and 5).
5. You must report on your internship, complete a meaningful project, and submit all materials before grades are due (see Steps 6 and 7)
6. You are encouraged to complete your internship in two sequential semesters (you can take up to four sequential semesters). However, if you don't complete your internship in four sequential semesters, your "T" grade credits will be changed to an "E" and you will be required to reenroll and repeat the entire internship experience (see FAQs).
7. You are responsible for all information contained in this packet. If you have any questions or concerns, please consult the *Department Internship Coordinator* or your *BYU Faculty Advisor*.
8. **Please note** that 75% of your internship hours (e.g., 150 out of 200) must be spent **developing programs for, managing, or educating clients** in one or a combination of the following: **Cardiovascular Programming** (*cardiorespiratory-based exercises or activities*); **Exercise Behavior Change** (*assist clients to set exercise goals, identify barriers and ways to overcome barriers to exercise; incorporate changes to increase quality/quantity, improve/facilitate proper exercise, use theoretical models or other behavior strategies (e.g., social support) to improve exercise levels*); **Resistance Training** (*learn of and apply strength training exercises to increase muscular strength or endurance*); **Corrective Exercise** (*identify posture and movement imbalances and joint limitations and develop a program to correct them; focus on movements designed to create balance, stability, or mobility in areas not functioning properly*); **Health Risk Assessment** (*tests to assess risk factors (BP, cholesterol, diet, physical fitness, body fat, lifestyle, etc.), which allow health risks to be identified and corrected*); **Stress Management** (*techniques and skills to help a person better cope with psychological/emotional stress (i.e., cognitive restructuring, emotional management, time management, changing health behaviors, or developing relaxation skills)*); **Functional Fitness Assessment**, (evaluate whether or not primitive movement patterns (breathing, rolling, crawling, etc.) and adult fundamental movement patterns (squatting, pushing, pulling, walking, etc.) that involve both local and global muscle activation can be performed correctly and efficiently); **Physical Fitness Assessment** (*fitness tests to determine the fitness level of individuals*); **Weight Management** (*coach/ motivate those overweight or obese to create a caloric deficit leading to weight loss*); **Fitness Class Instructor** (*repetitive instruction of any class*), maximum of 50 hours counts toward internship hours.

Exercise & Wellness Internships Website <https://exsc.byu.edu/internships/Students.aspx>

Department Internship Coordinator Maggie Shibla 106 SFH 801-422-2670 / maggie_shibla@byu.edu

BYU Faculty Advisors (Exercise & Wellness)

Dr. Bruce Bailey (001)* 267 SFH 801-422-8674 bailey.bruce@gmail.com

Dr. James D. George (004)* 228A SFH 801-422-8778 jim_george@byu.edu

Dr. Ronald L. Hager (002)* 228B SFH 801-422-1183 hager@byu.edu

Dr. James D. LeCheminant (003)* 269 SFH 801-422-1285 lecheminant@byu.edu

*Section of EXSC 399R faculty is assigned to supervise; name on Pre-Approval form must match section in IRAMS (see Step 3).

STEP 1: Find Your Internship

To prepare you for the work force and to give you experience in all aspects of job searching, you are expected to find your own internship. Resources are available from the *Internship Coordinator* in 106 SFH as well as from *University Career Services* and any local job resources to whom you might apply. To ensure that you have a positive experience, and for your protection, it is important that you follow the guidelines, meet the deadlines, and submit all required forms or information requested in the internship instructional packet. **Please note that 75% of your internship hours (e.g., 150 out of 200) must be spent developing programs for, managing, or educating clients in one or a combination of the following: Cardiovascular Programming, Exercise Behavior Change, Resistance Training, Corrective Exercise, Health Risk Assessment, Stress Management, Functional Fitness Assessment, Physical Fitness Assessment, Weight Management. Working as a Fitness Class Instructor is allowed, but a total of only 50 hours in this position can count toward your internship hours.**

It is helpful to view internships that other students have completed (<https://exsc.byu.edu/internships> – Log in with your NetID and password, and then click on the Agencies & Opportunities tab). If you click on the reviews (1 review, etc., to the right of each Experience Provider) and then on the Recommended bar, you will see the text of the reviews given by interns at that location.

Also, here are several job search websites that may be helpful:

www.hpcareer.net www.exercisecareers.com www.welcoa.org/freeresources/ www.allhealthjobs.com
<https://byu-csm.symplicity.com/> (BYU Bridge)

You may also consult the *University Internship Office* website for online resources in an A to Z format to help you find an internship.

When looking for an internship, consider the aspects of your Exercise & Wellness major that interest you most and search websites of companies or databases that can help you find a position in that area (but which complies with the requirements above – purple highlighted text). The links listed on the *University Internship Office* website can give you an idea of the resources available to you and aid in your internship search.

In addition to the resources listed, here are a few other ideas to help you find an internship:

- Check out the BYU Counseling and Career Center (University Career Services) job board/BYU Bridge
- Talk to faculty within your field of study
- Turn your current job into an internship (but it must meet the parameters in paragraph one on this page)
- Talk to other students who have interned in your field of study
- Set up informational interviews with professionals
- Search the telephone directory and submit your resume to applicable companies
- Search trade publications, classified ads, and professional association job listings
- Use your parents, friends, and ward employment contacts
- Search with an online search engine like Google
- Use student associations to access professionals

Exercise & Wellness students have participated in a number of outstanding internship experiences locally, nationally, and internationally. The following represents a partial list of actual internships that past students have completed which may give you an idea of the types of internships you can do to help you get started with finding your own internship.

- 24 Hour Fitness – Provo, UT
- Anytime Fitness – Orem, UT
- Revere Health (formerly Central Utah Clinic) – Provo, UT
- Cooper Clinic – Dallas, TX
- Landover Athletic Club – Vancouver, WA
- Y Be Fit (BYU) – Provo, UT
- BaySport at Novell – Provo, UT
- SOS Physical Therapy – Provo, UT
- Gold's Gym – Provo/Orem, UT
- LDS COB Wellness Program – SLC, UT
- Curves for Women – Provo/Orem, UT (other locations nationally)
- Elevate Fitness – Orem, UT
- Fitness Together – Bellingham, WA
- Hershey's Wellness Program – Hershey, PA
- Back Trainer Institute – Provo, UT
- Timpanogos Hospital/Cardiac Rehab – Orem, UT
- Kelly Hawkins Physical Therapy Works – Las Vegas, NV
- Lifetime Fitness – Allen, TX
- Intermountain Healthcare – SLC, UT **(these locations require drug screens, proof of immunizations, and background checks BEFORE you can register, and can take several weeks)**

Work closely with the Exercise Sciences *Internship Coordinator* and your *On-Site Supervisor* to assure your expectations are the same as those of the experience provider and those of the supervisors with whom you will be working. Your *BYU Faculty Advisor* is there if you need clarifications or other assistance. We wish you every success in your internship experience. If you encounter problems, do not hesitate to contact your *BYU Faculty Advisor*.

STEP 2: Set-Up Your Internship (Prepare to Register)

After you are accepted to a given internship, go to our department internship website (<https://exsc.byu.edu/internships/Students.aspx>) and begin completing the Exercise & Wellness Internship forms. The following forms MUST BE COMPLETED or FILLED OUT **BEFORE** you begin your internship.

A. Fill Out Pre-Approval Form (*Internship Coordinator approves; stored in department system*)

On this form you provide details about yourself and your internship. Keep in mind that your *On-Site Supervisor* must have an educational background and a minimum of two years' experience in the field (in which you will be completing your internship – i.e., strength and conditioning, nutrition, etc.). You will be asked to provide 1–2 sentences that describe the *On-Site Supervisor's* experience. You must also provide a full description of what duties YOU will do during your internship (***please be detailed and specific AND make sure the description is what YOU will be doing – NOT what your On-Site Supervisor does or what the Experience Provider does – don't say, I will take biometric measurements; say, I will measure height and weight, calculate BMI, and use calipers to measure body fat – be specific and detailed***). You will also indicate the TOTAL number of credits (based on hours worked over all semesters/terms) you will complete with this Experience Provider (i.e., 4.0 (200 hours); 9.0 credits is the default for this class, but 4.0 credits is all that is required for graduation). You are free to select any of the four Exercise & Wellness faculty to serve as your *BYU Faculty Advisor* (Dr. Bailey, Dr. George, Dr. Hager, or Dr. LeCheminant), but the section number in the IRAMS application must match the name you select in the Pre-Approval form. If your description falls within the approved internship requirements, the *Internship Coordinator* grants approval for you to continue with this internship experience. In addition, there are several documents in the Pre-Approval that you are required to read and confirm (by checking a box) that you have read and understood them. **Completing this form DOES NOT REGISTER you for the internship.**

NOTES: Internships in these areas will NOT be considered (list subject to change without notice) – Athletic Training, Athletic Teams, Coaching, Nursing, Sales, Clerical, Shadowing, Supplement Companies, Camps).

B. Fill Out Responsibilities & Project Approval (*On-Site Supervisor and BYU Faculty Advisor approve; stored in department system*)

On this form you provide the four main responsibilities and the project (you should be able to extract this from the approved Pre-Approval description) required during your internship to both your *BYU Faculty Advisor* and your *On-Site Supervisor* (he/she is prompted via e-mail to approve the form; if he/she does not have a BYU NetID, there is a link to create one – SSN is NOT required; he/she can simply skip this part, but they **do** need a birthdate). The *On-Site Supervisor* is prompted first and must approve this form before it is sent for approval to the *BYU Faculty Advisor*. Once you submit this form, the system automatically sends it to the *On-Site Supervisor* and then the *BYU Faculty Advisor*. This form MUST be COMPLETED early in the registration process or it will prevent completion of the Midpoint and Final Evaluations later. The *Internship Coordinator* will not approve the IRAMS Application until this form is filled out (it does not have to be “Completed”). **Completing this form DOES NOT REGISTER you for the internship.**

C. Fill Out IRAMS Application (University Internship Registration and Management System) and Get Signed IMA (Internship Master Agreement) (*Internship Coordinator and University Internship Office approve; stored in university system*) – **IRAMS shortcut (log in to myBYU, under Campus Links in Quick URL enter *intern01*).**

After it is approved, the university-required IRAMS application allows you to actually register for EXSC 399R. **Use the same description you provided in the Pre-Approval Form in the required description portion of this application.** You must be registered for credit (and pay tuition) in every semester or term in which you are *actively working*, so you will need to complete an IRAMS application for each semester or term and split your credits accordingly (i.e., Spring = 1.0, Summer = 1.0, Fall = 2.0).

This step also requires validation of the Internship Master Agreement (IMA). If one exists, the *Internship Coordinator* selects the IMA from the database; if there is no existing IMA, YOU ask the Experience Provider to complete the IMA (<https://exsc.byu.edu/Portals/109/docs/MasterAgreement.pdf>). The *Internship Coordinator* will not approve an IRAMS application without a signed IMA. When the IRAMS application is approved, the *Internship Coordinator* marks it as completed in the Exercise & Wellness Internships site. Once your IRAMS Application is approved by the *Internship Coordinator*, it goes to the *University Internship Office* for approval.

STEP 3: Register for Your Internship

Once the *University Internship Office* approves your application, you should receive an automated e-mail saying that your internship was approved and that you can register for the class. You are free to select any of the four Exercise & Wellness faculty to serve as your *BYU Faculty Advisor* (Dr. Bailey, section 001; Dr. George, section 004; Dr. Hager, section 002; and Dr. LeCheminant, section 003), but the section number **must match** the name you selected in the Pre-Approval Form.

The REGISTRATION process is not complete until you REGISTER ONLINE through the BYU registration system. If you submit your application **after the add/drop deadline**, when you submit your IRAMS application, make sure the credits listed are the number you need for the first semester or term in which you are registering; Records & Registration will receive an automated e-mail through the IRAMS system that will register you after the add/drop deadline.

If you **FAIL TO REGISTER**, you will not be able to count any hours worked until the registration process is complete. For example, if you begin your internship on March 1, YYYY (and work 50 hours), but you don't register until April 15, YYYY, **YOU LOSE THE 50 HOURS YOU HAVE WORKED TO DATE** and must begin counting your required hours from the date you **actually register**.

STEP 4: Record the Hours You Work (After Registration)

Go to our department internship website (<https://exsc.byu.edu/internships/Students.aspx>) to complete your weekly logs.

A. Weekly Logs

Click on Add Log to enter your hours worked each week (in the required categories as well as “Other” categories). * **You MUST record hours WEEKLY in the Exercise & Wellness Internships Weekly Logs. Submit your Weekly Logs AFTER ALL HOURS ARE COMPLETED.** This tracks your weekly totals as well as the total internship hours. In addition, you report on what you've done and describe your internship experience as it relates to your education. The system uses the total hours reported and automatically generates an e-mail regarding Midpoint and Final Evaluations to your *On-Site Supervisor*.

Failure to COMPLETE any of the above steps (Responsibilities & Project Approval Form, IRAMS, Weekly Logs) will prevent the evaluation prompts from being e-mailed to your On-Site Supervisor. Uncompleted evaluations result in an incomplete internship record that will NOT be GRADED until they are completed.

*Note: Seventy-five percent of your internship hours (e.g., 150 out of 200) must be spent **developing programs for, managing, or educating clients** in one or a combination of the following (see page 1 for details):

Cardiovascular Programming	Corrective Exercise	Functional Fitness Assessment
Exercise Behavior Change	Health Risk Assessment	Physical Fitness Assessment
Resistance Training	Stress Management	Weight Management

- Working as a Fitness Class Instructor is allowed, but only 50 hours in this position can count toward your internship hours.

STEP 5: Ensure Evaluation Forms Are Completed (by your On-Site Supervisor and by you)

The evaluation forms are generated through our department internship website (<https://exsc.byu.edu/internships/Students.aspx>). The first two forms (A and B below) are to be completed by your On-Site Supervisor. It is your responsibility to complete the third form (C below).

A. Midpoint Evaluation (15% of Grade)

Once you complete half your internship hours (based on the number of credits you register for – each credit requires 50 hours of work (e.g., for 1 credit, half would equal 25 hours), the system automatically sends an e-mail to your *On-Site Supervisor* with a link to the Midpoint Evaluation. *If the supervisor does not complete the Midpoint Evaluation within a reasonable time, there is a Send E-mail button you can use to prompt him or her until it is completed.*

STEP 5 (continued): Evaluation Forms

B. Final Evaluation (15% of Grade)

Once you complete all your internship hours (based on the number of credits you register for (e.g., 4 credits would equal 200 hours)) and click on Submit Completed Log at the bottom of your logs, the system automatically sends an e-mail to your *On-Site Supervisor* with a link to the Final Evaluation. *If the supervisor does not complete the Final Evaluation within a reasonable time, there is a Send E-mail button that you can use to prompt him or her until it is completed.*

C. Agency Evaluation

This is where you provide your evaluation of the experience you had during the internship and of the *Experience Provider*. Depending on the option you select (share using your name, share anonymously, or don't share), your comments may or may not be seen by other students (shared comments can be seen under the Agencies & Opportunities tab at <https://exsc.byu.edu/internships/AgenciesOpportunities.aspx>); Click on the (1 review) to the right of the agency name; You can read actual comments by clicking on the Recommendation bar.

STEP 6: Report on Your Internship

Go to our department internship website (<https://exsc.byu.edu/internships/Students.aspx>) to report on your internship. **Note: the University requires that all hours be completed (based on the number of credits you register for) or you cannot receive a grade.**

A. Summary Report (40% of Grade)

This is where you complete the written portion of the Summary Report. There are prompts to remind you of the type of information requested and then a box for you to enter that information:

- Describe where you worked. Some points of interest would be: location, type of facility, special characteristics, services or products, whom it serves, etc. Remember, the people who read this want to know if you were placed in a bona fide organization.
- Through interviews and other means find out the academic degrees your supervisor(s) have, where they got their training, what professional associations they belong to, if they are active in developing state-of-the-art techniques, how long they have been in their profession, etc. Describe the organization and where you fit in the administrative scheme.
- The report should be more than just a journal of your internship experience. You are expected to analyze your experience in terms of what you learned in relation to your previous class work and the insights you gained.

B. Project (30% of Grade)

The purpose of the project is to make a contribution to the agency and to provide an opportunity for additional learning and involvement. Together with your *On-Site Supervisor* choose a project of value to the organization (this does not need to be approved by your *BYU Faculty Advisor*).

Include a detailed description of the project. Describe what you did. Were you successful? What problems did you encounter? If you were to do it again, what would you do differently? What did you learn from the experience?

Some examples of past projects are:

- Develop and implement a new program, activity, or special event
- Develop a public relations brochure or slide presentation
- Plan and organize a special event like a fund-raiser
- Develop an instructional guide
- Design an exercise area
- Develop a manual for agency volunteers, student interns, etc.
- Conduct a feasibility study

It is recommended that you attach any documents related to your internship project (a maximum of 10 MB for all documents may be uploaded). This might be a brochure or other item produced for your project, a spreadsheet or other document with results of a research project, or anything else that would be beneficial to the *BYU Faculty Advisor* who gives you a grade for your internship report. If your documents are larger than 10 MB (total), e-mail them to your *BYU Faculty Advisor* when your internship record has been submitted to be graded.

STEP 7: Grading of Internship

Deadline to Submit: Last Day of Finals (All Semesters/Terms): Please complete all parts of your online internship report by the last day of finals; any records completed after this date may not be graded for the current semester. If you are graduating, please submit your report on time so your grade may be submitted and you may be cleared for graduation.

Grades for the course are on an A to E basis. Grades for the course are based on an evaluation of the learning by the student during his or her internship and on working all the hours based on the credits for which you are registered.

Weekly Logs (Hours Worked – MUST be 50 hours for every credit, i.e., 2 credits = 100 hours)

15% of grade	Midpoint Evaluation
15% of grade	Final Evaluation
40% of grade	Summary Report Form
30% of grade	Internship Project

The report should be more than just a journal of your internship experience. **You are expected to analyze your experience in terms of what you learned in relation to your previous class work and insights you gained.**

Once all evaluations are received, and you have completed and submitted your reports, you are welcome to send a personal e-mail to your *BYU Faculty Advisor* indicating when you are graduating and any urgent grade submission deadlines.

Frequently Asked Questions

1. When can I register for my internship?

You may register for your internship at any time in your program, but it is recommended that you have at least 30 hours of course work in the major.

You are encouraged to complete your internship in two sequential semesters. When your internship falls across semesters/terms, and you don't complete all the requirements, a "T" grade will be given until the internship is completed (you must be registered for EXSC 399R in every semester and term in which you are actively working). You can take up to four sequential semesters to complete your internship, but if, at the end of the fourth semester, you have not completed your internship your grade will be changed to an "E." Any hours previously completed will be lost, and you will be required reenroll and repeat the entire internship experience.

You must register for the EXSC 399R Exercise & Wellness Internship for at least four credit hours. The internship requires a commitment of 50 hours of work per credit hour. If you do not complete at least 50 hours (see Step 3 boxed information) of work per credit hour, you will receive a failing grade.

2. If I do an internship at two different locations, do I need to complete a project at each location?

No, not necessarily. You are free to choose which location to complete your project. However, the project equals 30% of your grade, so it needs to represent a meaningful amount of work. Please contact your *BYU Faculty Advisor* if you need further clarification.

3. Will my internship affect my scholarship in any way?

Tuition for the internship is charged on a per-credit basis (if you are not a full-time student). If you have a scholarship or some other financial aid, notify the Student Financial Aid Office of your plans and determine what effect your reduced credit hours, off-campus status, and internship salary may have. Any petition for deferring or pro-rating a scholarship must be made in advance.

4. Can I do a paid internship?

Yes, paid internships are sometimes available. You are welcome to ask your *On-Site Supervisor* of any financial opportunities when you make application.

5. What if my internship experience is terminated?

If your internship experience is terminated (before you have completed the required hours) for reasons *beyond* your control, you may rest assured that such termination will not affect your grade. You will, however, need to find another internship to complete your BYU internship requirements (see Steps 1–7).

If your experience is terminated (before you have completed the required hours) for reasons *under* your control, your grade may be affected. You will, however, still need to find another internship to complete your BYU internship requirements.

In all cases, you must contact the *BYU Faculty Advisor* immediately to report the termination and to obtain essential instruction on how to proceed.

6. Do I need personal health insurance during my internship experience?

Yes, all BYU students who are enrolled in an internship, practicum, clinical, field study, etc., must still abide by university policy to maintain adequate health insurance either through the university or a private provider. Students who choose to participate in an internship or other applied learning experience off-campus will be automatically enrolled in away-from-campus coverage once the BYU Health Plan Office is notified by the student or department. It is the student's responsibility to ensure that the BYU Health Plan Office is aware of his or her intention to be away from campus. For additional information, please refer to the following details from the Student Health Plan Handbook, 2004–2005, or contact the BYU Health Plan Office.

7. What is "Away-From-Campus Coverage"?

If you enroll in the Student Health Plan for the academic year and then decide to take a semester or term off by not enrolling in classes at least 3/4 time, but you do not withdraw from the University or otherwise lose your status as a continuing student, you will be covered by the Away-From-Campus option of the Student Health Plan during that semester or term.

If you are enrolled in the Student Health Plan and you participate in a BYU Study Abroad Program, an internship required by your department, or you travel as a member of a BYU performing group on tour, you will be covered by the Away-From-Campus option of the Student Health Plan during that semester or term.

If you have enrolled your dependents in the plan for the year, they will also be covered by this option while you are. You may make changes to your enrollment (add dependents, discontinue coverage, etc.) only as outlined on page 9. Any dependents enrolled in the plan for the academic year will also be covered by this option (*Pg. 11, Student Health Plan Handbook, 2004–2005*).

While you are enrolled in the Away-From-Campus option, you may still receive medical care at the SHC if you are in the Provo area. If you are away from Provo, you may receive your medical care from any qualified, appropriately licensed medical provider. However, it will be to your advantage to use providers who are part of Deseret Mutual's national Preferred Provider Network whenever possible (please see page 31). You will still need to preauthorize any care you receive outside the SHC (*Pg. 12, Student Health Plan Handbook, 2004–2005*).

8. Why is “BYU’s Anti-Nepotism Policy for Internships” important?

Since students receive grades and course credit for internship experiences, it is vital that the criteria for assessing student performance be as fair and objective as possible. This includes an evaluation process that is merit-based and free of favoritism. To help in this goal, the BYU Department of Exercise Sciences has put into place an anti-nepotism policy for internships.

Students may not fulfill internships for which they receive grades or credit towards graduation under the supervision of any immediate family member. In addition, students may not fulfill internships for organizations owned or managed by any immediate family member. For the purposes of this policy, “immediate family” is defined as a spouse, parent, child, sibling, grandparent, aunt, uncle, first cousin, corresponding in-law, “step” relation, or any member of the student’s household.

9. What are the BYU housing requirements during your internship?

If you are MARRIED or LIVING IN BYU-APPROVED housing, YOU ARE FINE. Students serving internships who are living in **non-BYU-contracted** housing (this includes when you are away from campus) are required to submit their housing information to BYU Off-Campus Housing to exempt them from the University policy requirement for single undergraduate students to live in BYU-contracted housing. Failure to do so will result in a **\$25 nonrefundable** fine being assessed to your account. If you are living in BYU-contracted housing while doing an internship in Provo or Orem or commuting to SLC, you don’t need to submit any housing information. If you are not required to live in BYU-contracted housing, this doesn’t apply to you (i.e., married, living at home, graduate student).

For complete instructions, please go to <https://exsc.byu.edu/Portals/109/docs/HousingWaiver.pdf>.

If you have questions, contact the *Internship Coordinator* in 106 SFH — Maggie Shibla ▪ 801-422-2670 ▪ maggie_shibla@byu.edu

10. Can I invite my *BYU Faculty Advisor* to come and observe my internship experience?

Yes, there are several reasons why this might be beneficial. For example, this could enhance the relationship between BYU and your Experience Provider. You may wish to demonstrate to your *BYU Faculty Advisor* the various interesting and compelling duties you perform in your internship. You could present new and creative techniques, applications, and technologies that may be of interest to your *BYU Faculty Advisor*. You could invite your *BYU Faculty Advisor* to participate in various exercise and wellness activities (health fairs, fitness assessments, fun runs, etc.) to promote interaction with program participants. Finally, you may wish to invite your *BYU Faculty Advisor* to teach a class to program participants based on a given exercise and wellness topic. Of course, your *BYU Faculty Advisor* has certain time constraints, but taking advantage of this opportunity may be a meaningful and worthwhile endeavor for everyone involved.

11. How can I make my internship experience the best it can be?

Strive to develop professionalism in every way you can. Here are a few tips worth mentioning:

- Form a positive attitude towards your work and towards the people with whom you work.
- Display honesty, integrity, conscientiousness, and a willingness to accept responsibility.
- Demonstrate punctuality, initiative, and diligence in your work.
- Show interest in your work and a desire to learn.
- Quickly admit mistakes or short-comings and strive to learn from them.

Evaluation Forms

Please look over the following forms, so you can understand and appreciate the extent and scope of the “evaluation process” BEFORE beginning your internship experience.

Midpoint Evaluation

Form Approval



Please evaluate the performance of this student as an intern in your program. Compare the student with others you have supervised with comparable academic preparation. Narrative comments are particularly helpful. Your evaluation will contribute significantly to the grade received by this student. Your assistance is very much appreciated.

Student Name: McKay Croft Coffey

Professional Characteristics

Demonstrates vitality, enthusiasm	<input type="range"/>
Dresses in a professional manner	<input type="range"/>
Not tardy or absent except for emergency/illness	<input type="range"/>
Flexible, able to deal with the unexpected	<input type="range"/>
Shows initiative in performing tasks	<input type="range"/>
Demonstrates consistent, sustained effort	<input type="range"/>
Appears comfortable in role as intern	<input type="range"/>

Comments:

Interpersonal Relationships

Communicates effectively with supervisors	<input type="range"/>
Communicates effectively with participants	<input type="range"/>
Works cooperatively with coworkers	<input type="range"/>
Welcomes suggestions/criticisms	<input type="range"/>
Maintains appropriate rapport with participants	<input type="range"/>

Comments:

Organization and Planning

Demonstrates competence in planning



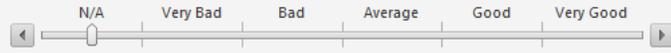
Plans for proper and efficient use of equipment



States clear goals and objectives



Keeps notebook up-to-date and complete



Demonstrates a high level of preparation



Comments:

Progress of Learning Goals

Makes timely progress towards completion of goals



Applies individual effort to each learning goal (indicate level)



Approaches on-site supervisor to pass off learning goals



Progresses towards completing internship project



Comments:

Assessment and Evaluation

Identifies participants or programs that need help



Keeps accurate and complete records



Uses a variety of evaluation techniques



Comments:

Management Skills

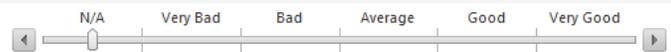
Begins classes or workshops promptly



Maintains standards of organization



Is aware of individual participants' interests, attention, and performances



Comments:

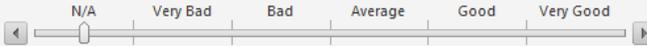
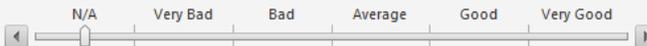
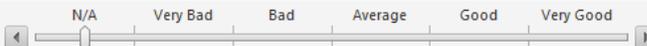
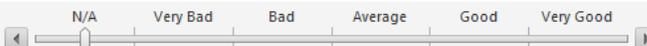
Final Evaluation

Form Approval

 Manage

Please evaluate the overall performance of this student as an intern in your program. Your evaluation will contribute significantly to the grade received by this student. Your assistance is very much appreciated.

Student: McKay Croft Coffey
Agency: BYU Student Fitness Center
On-site Supervisor: Maggie Shibla
Semester: Fall 2013

Dress and Grooming	
Enthusiasm	
Poise and Confidence	
Patience and Courtesy	
Attendance	
Punctuality	
Initiative and Resourcefulness	
Acceptance of Criticism	
Interest in Participants	
Appropriate Rapport with Participants	
Knowledge of Exercise & Wellness Concepts	
Preparation for Internship Responsibilities	
Organizational Skills	
Leadership Skills	
Communication Skills	
Ability to Evaluate and make Adjustments	
Care of Facilities	
Records and Reports	

Comments:

Agency Evaluation

This information is for the benefit of future students who may desire an internship with the agency where you performed your internship.

Would you recommend this agency to another student?

Yes

No

What qualifications were needed for this internship?

What skills were needed for this internship?

How many hours per day/week/month did you spend with the on-site supervisor?

How flexible were they about work schedules?

Is there a possibility for full-time employment?

Is there a possibility for full-time employment?

What was the best part of this internship?

What was the worst part of this internship?

How much time was spent in meaningful tasks/experiences that helped you become a better professional?

What recommendations would you give to improve the internship? (In other words, if you're going to do an internship with this agency, here's what you should consider doing)

Can we share the information you've listed above with other students who are exploring internship options?

- Do not share
- Share answers anonymously
- Share answers and contact information (name, email)

Student Evaluation of Internship Site

Please rate the strengths and weaknesses of the site in terms of meeting your needs as an internship student. Only exercise sciences faculty will view this information.

Acceptance of you as a functional member of the staff; willingness to integrate you into all appropriate levels in activities, programs, and projects.



Comments:

Provision of relevant experiences in administration, supervision, and leadership.



Provision of assistance in helping you meet your personal and professional goals and objectives.



Comments:

Possession of resources essential to the preparation of professional materials (library, equipment, supplies, etc.)



Comments:

Employment of qualified, professional staff with demonstrated capability to provide competent supervision.



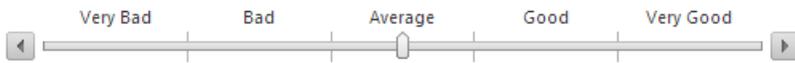
Comments:

Adequate scheduling of conferences with you and ongoing evaluation of your performance.



Comments:

Allowance for relating classroom theory to practical situations.



Comments:

Willingness to listen to whatever suggestions or recommendations you might offer and to discuss them with you, explaining the rationale for their acceptance or rejection.



Comments:

Overall rating of internship site.



Comments:

EXSC 399R – Exercise & Wellness Internships

last updated: 25 May 2016

Introduction

Your Exercise & Wellness internship experience is the capstone to your education and gives you the opportunity to apply the conceptual, theoretical training you received in your major classes in a real life environment like you will encounter when you graduate and seek full time employment.

R E A D T H I S F I R S T !

1. It is your responsibility to FIND YOUR OWN internship (see Step 1). We strongly encourage you to register on the BYU Bridge.
2. You MUST SET UP and REGISTER for the internship before any hours worked can count toward your internship (see Steps 2a–c and 3). The Exercise & Wellness major requires 4 credits of internship to graduate; each credit requires 50 hours of work for a total of 200 hours.
3. If you fail to register for your internship on time, you must begin counting hours from the point you ACTUALLY register. The university has a strictly enforced no-retroactive-credit policy (see Step 3).
4. You must complete ALL requested forms as required whether BEFORE you begin your internship, or WEEKLY, while you are completing your internship (see Steps 4 and 5).
5. You must report on your internship, complete a meaningful project, and submit all materials before grades are due (see Steps 6 and 7)
6. You are encouraged to complete your internship in two sequential semesters (you can take up to four sequential semesters). However, if you don't complete your internship in four sequential semesters, your "T" grade credits will be changed to an "E" and you will be required to reenroll and repeat the entire internship experience (see FAQs).
7. You are responsible for all information contained in this packet. If you have any questions or concerns, please consult the *Department Internship Coordinator* or your *BYU Faculty Advisor*.
8. **Please note** that 75% of your internship hours (e.g., 150 out of 200) must be spent **developing programs for, managing, or educating clients** in one or a combination of the following: **Cardiovascular Programming** (*cardiorespiratory-based exercises or activities*); **Exercise Behavior Change** (*assist clients to set exercise goals, identify barriers and ways to overcome barriers to exercise; incorporate changes to increase quality/quantity, improve/facilitate proper exercise, use theoretical models or other behavior strategies (e.g., social support) to improve exercise levels*); **Resistance Training** (*learn of and apply strength training exercises to increase muscular strength or endurance*); **Corrective Exercise** (*identify posture and movement imbalances and joint limitations and develop a program to correct them; focus on movements designed to create balance, stability, or mobility in areas not functioning properly*); **Health Risk Assessment** (*tests to assess risk factors (BP, cholesterol, diet, physical fitness, body fat, lifestyle, etc.), which allow health risks to be identified and corrected*); **Stress Management** (*techniques and skills to help a person better cope with psychological/emotional stress (i.e., cognitive restructuring, emotional management, time management, changing health behaviors, or developing relaxation skills)*); **Functional Fitness Assessment**, (evaluate whether or not primitive movement patterns (breathing, rolling, crawling, etc.) and adult fundamental movement patterns (squatting, pushing, pulling, walking, etc.) that involve both local and global muscle activation can be performed correctly and efficiently); **Physical Fitness Assessment** (*fitness tests to determine the fitness level of individuals*); **Weight Management** (*coach/ motivate those overweight or obese to create a caloric deficit leading to weight loss*); **Fitness Class Instructor** (*repetitive instruction of any class*), maximum of 50 hours counts toward internship hours.

Exercise & Wellness Internships Website <https://exsc.byu.edu/internships/Students.aspx>

Department Internship Coordinator Maggie Shibla 106 SFH 801-422-2670 / maggie_shibla@byu.edu

BYU Faculty Advisors (Exercise & Wellness)

Dr. Bruce Bailey (001)* 267 SFH 801-422-8674 bailey.bruce@gmail.com

Dr. James D. George (004)* 228A SFH 801-422-8778 jim_george@byu.edu

Dr. Ronald L. Hager (002)* 228B SFH 801-422-1183 hager@byu.edu

Dr. James D. LeCheminant (003)* 269 SFH 801-422-1285 lecheminant@byu.edu

*Section of EXSC 399R faculty is assigned to supervise; name on Pre-Approval form must match section in IRAMS (see Step 3).

STEP 1: Find Your Internship

To prepare you for the work force and to give you experience in all aspects of job searching, you are expected to find your own internship. Resources are available from the *Internship Coordinator* in 106 SFH as well as from *University Career Services* and any local job resources to whom you might apply. To ensure that you have a positive experience, and for your protection, it is important that you follow the guidelines, meet the deadlines, and submit all required forms or information requested in the internship instructional packet. **Please note that 75% of your internship hours (e.g., 150 out of 200) must be spent developing programs for, managing, or educating clients in one or a combination of the following: Cardiovascular Programming, Exercise Behavior Change, Resistance Training, Corrective Exercise, Health Risk Assessment, Stress Management, Functional Fitness Assessment, Physical Fitness Assessment, Weight Management. Working as a Fitness Class Instructor is allowed, but a total of only 50 hours in this position can count toward your internship hours.**

It is helpful to view internships that other students have completed (<https://exsc.byu.edu/internships> – Log in with your NetID and password, and then click on the Agencies & Opportunities tab). If you click on the reviews (1 review, etc., to the right of each Experience Provider) and then on the Recommended bar, you will see the text of the reviews given by interns at that location.

Also, here are several job search websites that may be helpful:

www.hpcareer.net www.exercisecareers.com www.welcoa.org/freeresources/ www.allhealthjobs.com
<https://byu-csm.symplicity.com/> (BYU Bridge)

You may also consult the *University Internship Office* website for online resources in an A to Z format to help you find an internship.

When looking for an internship, consider the aspects of your Exercise & Wellness major that interest you most and search websites of companies or databases that can help you find a position in that area (but which complies with the requirements above – purple highlighted text). The links listed on the *University Internship Office* website can give you an idea of the resources available to you and aid in your internship search.

In addition to the resources listed, here are a few other ideas to help you find an internship:

- Check out the BYU Counseling and Career Center (University Career Services) job board/BYU Bridge
- Talk to faculty within your field of study
- Turn your current job into an internship (but it must meet the parameters in paragraph one on this page)
- Talk to other students who have interned in your field of study
- Set up informational interviews with professionals
- Search the telephone directory and submit your resume to applicable companies
- Search trade publications, classified ads, and professional association job listings
- Use your parents, friends, and ward employment contacts
- Search with an online search engine like Google
- Use student associations to access professionals

Exercise & Wellness students have participated in a number of outstanding internship experiences locally, nationally, and internationally. The following represents a partial list of actual internships that past students have completed which may give you an idea of the types of internships you can do to help you get started with finding your own internship.

- 24 Hour Fitness – Provo, UT
- Anytime Fitness – Orem, UT
- Revere Health (formerly Central Utah Clinic) – Provo, UT
- Cooper Clinic – Dallas, TX
- Landover Athletic Club – Vancouver, WA
- Y Be Fit (BYU) – Provo, UT
- BaySport at Novell – Provo, UT
- SOS Physical Therapy – Provo, UT
- Gold's Gym – Provo/Orem, UT
- LDS COB Wellness Program – SLC, UT
- Curves for Women – Provo/Orem, UT (other locations nationally)
- Elevate Fitness – Orem, UT
- Fitness Together – Bellingham, WA
- Hershey's Wellness Program – Hershey, PA
- Back Trainer Institute – Provo, UT
- Timpanogos Hospital/Cardiac Rehab – Orem, UT
- Kelly Hawkins Physical Therapy Works – Las Vegas, NV
- Lifetime Fitness – Allen, TX
- Intermountain Healthcare – SLC, UT **(these locations require drug screens, proof of immunizations, and background checks BEFORE you can register, and can take several weeks)**

Work closely with the Exercise Sciences *Internship Coordinator* and your *On-Site Supervisor* to assure your expectations are the same as those of the experience provider and those of the supervisors with whom you will be working. Your *BYU Faculty Advisor* is there if you need clarifications or other assistance. We wish you every success in your internship experience. If you encounter problems, do not hesitate to contact your *BYU Faculty Advisor*.

STEP 2: Set-Up Your Internship (Prepare to Register)

After you are accepted to a given internship, go to our department internship website (<https://exsc.byu.edu/internships/Students.aspx>) and begin completing the Exercise & Wellness Internship forms. The following forms MUST BE COMPLETED or FILLED OUT **BEFORE** you begin your internship.

A. Fill Out Pre-Approval Form (*Internship Coordinator approves; stored in department system*)

On this form you provide details about yourself and your internship. Keep in mind that your *On-Site Supervisor* must have an educational background and a minimum of two years' experience in the field (in which you will be completing your internship – i.e., strength and conditioning, nutrition, etc.). You will be asked to provide 1–2 sentences that describe the *On-Site Supervisor's* experience. You must also provide a full description of what duties YOU will do during your internship (***please be detailed and specific AND make sure the description is what YOU will be doing – NOT what your On-Site Supervisor does or what the Experience Provider does – don't say, I will take biometric measurements; say, I will measure height and weight, calculate BMI, and use calipers to measure body fat – be specific and detailed***). You will also indicate the TOTAL number of credits (based on hours worked over all semesters/terms) you will complete with this Experience Provider (i.e., 4.0 (200 hours); 9.0 credits is the default for this class, but 4.0 credits is all that is required for graduation). You are free to select any of the four Exercise & Wellness faculty to serve as your *BYU Faculty Advisor* (Dr. Bailey, Dr. George, Dr. Hager, or Dr. LeCheminant), but the section number in the IRAMS application must match the name you select in the Pre-Approval form. If your description falls within the approved internship requirements, the *Internship Coordinator* grants approval for you to continue with this internship experience. In addition, there are several documents in the Pre-Approval that you are required to read and confirm (by checking a box) that you have read and understood them. **Completing this form DOES NOT REGISTER you for the internship.**

NOTES: Internships in these areas will NOT be considered (list subject to change without notice) – Athletic Training, Athletic Teams, Coaching, Nursing, Sales, Clerical, Shadowing, Supplement Companies, Camps).

B. Fill Out Responsibilities & Project Approval (*On-Site Supervisor and BYU Faculty Advisor approve; stored in department system*)

On this form you provide the four main responsibilities and the project (you should be able to extract this from the approved Pre-Approval description) required during your internship to both your *BYU Faculty Advisor* and your *On-Site Supervisor* (he/she is prompted via e-mail to approve the form; if he/she does not have a BYU NetID, there is a link to create one – SSN is NOT required; he/she can simply skip this part, but they **do** need a birthdate). The *On-Site Supervisor* is prompted first and must approve this form before it is sent for approval to the *BYU Faculty Advisor*. Once you submit this form, the system automatically sends it to the *On-Site Supervisor* and then the *BYU Faculty Advisor*. This form MUST be COMPLETED early in the registration process or it will prevent completion of the Midpoint and Final Evaluations later. The *Internship Coordinator* will not approve the IRAMS Application until this form is filled out (it does not have to be “Completed”). **Completing this form DOES NOT REGISTER you for the internship.**

C. Fill Out IRAMS Application (University Internship Registration and Management System) and Get Signed IMA (Internship Master Agreement) (*Internship Coordinator and University Internship Office approve; stored in university system*) – **IRAMS shortcut (log in to myBYU, under Campus Links in Quick URL enter *intern01*).**

After it is approved, the university-required IRAMS application allows you to actually register for EXSC 399R. **Use the same description you provided in the Pre-Approval Form in the required description portion of this application.** You must be registered for credit (and pay tuition) in every semester or term in which you are *actively working*, so you will need to complete an IRAMS application for each semester or term and split your credits accordingly (i.e., Spring = 1.0, Summer = 1.0, Fall = 2.0).

This step also requires validation of the Internship Master Agreement (IMA). If one exists, the *Internship Coordinator* selects the IMA from the database; if there is no existing IMA, YOU ask the Experience Provider to complete the IMA (<https://exsc.byu.edu/Portals/109/docs/MasterAgreement.pdf>). The *Internship Coordinator* will not approve an IRAMS application without a signed IMA. When the IRAMS application is approved, the *Internship Coordinator* marks it as completed in the Exercise & Wellness Internships site. Once your IRAMS Application is approved by the *Internship Coordinator*, it goes to the *University Internship Office* for approval.

STEP 3: Register for Your Internship

Once the *University Internship Office* approves your application, you should receive an automated e-mail saying that your internship was approved and that you can register for the class. You are free to select any of the four Exercise & Wellness faculty to serve as your *BYU Faculty Advisor* (Dr. Bailey, section 001; Dr. George, section 004; Dr. Hager, section 002; and Dr. LeCheminant, section 003), but the section number **must match** the name you selected in the Pre-Approval Form.

The REGISTRATION process is not complete until you REGISTER ONLINE through the BYU registration system. If you submit your application **after the add/drop deadline**, when you submit your IRAMS application, make sure the credits listed are the number you need for the first semester or term in which you are registering; Records & Registration will receive an automated e-mail through the IRAMS system that will register you after the add/drop deadline.

If you **FAIL TO REGISTER**, you will not be able to count any hours worked until the registration process is complete. For example, if you begin your internship on March 1, YYYY (and work 50 hours), but you don't register until April 15, YYYY, **YOU LOSE THE 50 HOURS YOU HAVE WORKED TO DATE** and must begin counting your required hours from the date you **actually register**.

STEP 4: Record the Hours You Work (After Registration)

Go to our department internship website (<https://exsc.byu.edu/internships/Students.aspx>) to complete your weekly logs.

A. Weekly Logs

Click on Add Log to enter your hours worked each week (in the required categories as well as “Other” categories). * **You MUST record hours WEEKLY in the Exercise & Wellness Internships Weekly Logs. Submit your Weekly Logs AFTER ALL HOURS ARE COMPLETED.** This tracks your weekly totals as well as the total internship hours. In addition, you report on what you've done and describe your internship experience as it relates to your education. The system uses the total hours reported and automatically generates an e-mail regarding Midpoint and Final Evaluations to your *On-Site Supervisor*.

Failure to COMPLETE any of the above steps (Responsibilities & Project Approval Form, IRAMS, Weekly Logs) will prevent the evaluation prompts from being e-mailed to your On-Site Supervisor. Uncompleted evaluations result in an incomplete internship record that will NOT be GRADED until they are completed.

*Note: Seventy-five percent of your internship hours (e.g., 150 out of 200) must be spent **developing programs for, managing, or educating clients** in one or a combination of the following (see page 1 for details):

Cardiovascular Programming	Corrective Exercise	Functional Fitness Assessment
Exercise Behavior Change	Health Risk Assessment	Physical Fitness Assessment
Resistance Training	Stress Management	Weight Management

- Working as a Fitness Class Instructor is allowed, but only 50 hours in this position can count toward your internship hours.

STEP 5: Ensure Evaluation Forms Are Completed (by your On-Site Supervisor and by you)

The evaluation forms are generated through our department internship website (<https://exsc.byu.edu/internships/Students.aspx>). The first two forms (A and B below) are to be completed by your On-Site Supervisor. It is your responsibility to complete the third form (C below).

A. Midpoint Evaluation (15% of Grade)

Once you complete half your internship hours (based on the number of credits you register for – each credit requires 50 hours of work (e.g., for 1 credit, half would equal 25 hours), the system automatically sends an e-mail to your *On-Site Supervisor* with a link to the Midpoint Evaluation. *If the supervisor does not complete the Midpoint Evaluation within a reasonable time, there is a Send E-mail button you can use to prompt him or her until it is completed.*

STEP 5 (continued): Evaluation Forms

B. Final Evaluation (15% of Grade)

Once you complete all your internship hours (based on the number of credits you register for (e.g., 4 credits would equal 200 hours)) and click on Submit Completed Log at the bottom of your logs, the system automatically sends an e-mail to your *On-Site Supervisor* with a link to the Final Evaluation. *If the supervisor does not complete the Final Evaluation within a reasonable time, there is a Send E-mail button that you can use to prompt him or her until it is completed.*

C. Agency Evaluation

This is where you provide your evaluation of the experience you had during the internship and of the *Experience Provider*. Depending on the option you select (share using your name, share anonymously, or don't share), your comments may or may not be seen by other students (shared comments can be seen under the Agencies & Opportunities tab at <https://exsc.byu.edu/internships/AgenciesOpportunities.aspx>); Click on the (1 review) to the right of the agency name; You can read actual comments by clicking on the Recommendation bar.

STEP 6: Report on Your Internship

Go to our department internship website (<https://exsc.byu.edu/internships/Students.aspx>) to report on your internship. **Note: the University requires that all hours be completed (based on the number of credits you register for) or you cannot receive a grade.**

A. Summary Report (40% of Grade)

This is where you complete the written portion of the Summary Report. There are prompts to remind you of the type of information requested and then a box for you to enter that information:

- Describe where you worked. Some points of interest would be: location, type of facility, special characteristics, services or products, whom it serves, etc. Remember, the people who read this want to know if you were placed in a bona fide organization.
- Through interviews and other means find out the academic degrees your supervisor(s) have, where they got their training, what professional associations they belong to, if they are active in developing state-of-the-art techniques, how long they have been in their profession, etc. Describe the organization and where you fit in the administrative scheme.
- The report should be more than just a journal of your internship experience. You are expected to analyze your experience in terms of what you learned in relation to your previous class work and the insights you gained.

B. Project (30% of Grade)

The purpose of the project is to make a contribution to the agency and to provide an opportunity for additional learning and involvement. Together with your *On-Site Supervisor* choose a project of value to the organization (this does not need to be approved by your *BYU Faculty Advisor*).

Include a detailed description of the project. Describe what you did. Were you successful? What problems did you encounter? If you were to do it again, what would you do differently? What did you learn from the experience?

Some examples of past projects are:

- Develop and implement a new program, activity, or special event
- Develop a public relations brochure or slide presentation
- Plan and organize a special event like a fund-raiser
- Develop an instructional guide
- Design an exercise area
- Develop a manual for agency volunteers, student interns, etc.
- Conduct a feasibility study

It is recommended that you attach any documents related to your internship project (a maximum of 10 MB for all documents may be uploaded). This might be a brochure or other item produced for your project, a spreadsheet or other document with results of a research project, or anything else that would be beneficial to the *BYU Faculty Advisor* who gives you a grade for your internship report. If your documents are larger than 10 MB (total), e-mail them to your *BYU Faculty Advisor* when your internship record has been submitted to be graded.

STEP 7: Grading of Internship

Deadline to Submit: Last Day of Finals (All Semesters/Terms): Please complete all parts of your online internship report by the last day of finals; any records completed after this date may not be graded for the current semester. If you are graduating, please submit your report on time so your grade may be submitted and you may be cleared for graduation.

Grades for the course are on an A to E basis. Grades for the course are based on an evaluation of the learning by the student during his or her internship and on working all the hours based on the credits for which you are registered.

Weekly Logs (Hours Worked – MUST be 50 hours for every credit, i.e., 2 credits = 100 hours)

15% of grade	Midpoint Evaluation
15% of grade	Final Evaluation
40% of grade	Summary Report Form
30% of grade	Internship Project

The report should be more than just a journal of your internship experience. **You are expected to analyze your experience in terms of what you learned in relation to your previous class work and insights you gained.**

Once all evaluations are received, and you have completed and submitted your reports, you are welcome to send a personal e-mail to your *BYU Faculty Advisor* indicating when you are graduating and any urgent grade submission deadlines.

Frequently Asked Questions

1. When can I register for my internship?

You may register for your internship at any time in your program, but it is recommended that you have at least 30 hours of course work in the major.

You are encouraged to complete your internship in two sequential semesters. When your internship falls across semesters/terms, and you don't complete all the requirements, a "T" grade will be given until the internship is completed (you must be registered for EXSC 399R in every semester and term in which you are actively working). You can take up to four sequential semesters to complete your internship, but if, at the end of the fourth semester, you have not completed your internship your grade will be changed to an "E." Any hours previously completed will be lost, and you will be required reenroll and repeat the entire internship experience.

You must register for the EXSC 399R Exercise & Wellness Internship for at least four credit hours. The internship requires a commitment of 50 hours of work per credit hour. If you do not complete at least 50 hours (see Step 3 boxed information) of work per credit hour, you will receive a failing grade.

2. If I do an internship at two different locations, do I need to complete a project at each location?

No, not necessarily. You are free to choose which location to complete your project. However, the project equals 30% of your grade, so it needs to represent a meaningful amount of work. Please contact your *BYU Faculty Advisor* if you need further clarification.

3. Will my internship affect my scholarship in any way?

Tuition for the internship is charged on a per-credit basis (if you are not a full-time student). If you have a scholarship or some other financial aid, notify the Student Financial Aid Office of your plans and determine what effect your reduced credit hours, off-campus status, and internship salary may have. Any petition for deferring or pro-rating a scholarship must be made in advance.

4. Can I do a paid internship?

Yes, paid internships are sometimes available. You are welcome to ask your *On-Site Supervisor* of any financial opportunities when you make application.

5. What if my internship experience is terminated?

If your internship experience is terminated (before you have completed the required hours) for reasons *beyond* your control, you may rest assured that such termination will not affect your grade. You will, however, need to find another internship to complete your BYU internship requirements (see Steps 1–7).

If your experience is terminated (before you have completed the required hours) for reasons *under* your control, your grade may be affected. You will, however, still need to find another internship to complete your BYU internship requirements.

In all cases, you must contact the *BYU Faculty Advisor* immediately to report the termination and to obtain essential instruction on how to proceed.

6. Do I need personal health insurance during my internship experience?

Yes, all BYU students who are enrolled in an internship, practicum, clinical, field study, etc., must still abide by university policy to maintain adequate health insurance either through the university or a private provider. Students who choose to participate in an internship or other applied learning experience off-campus will be automatically enrolled in away-from-campus coverage once the BYU Health Plan Office is notified by the student or department. It is the student's responsibility to ensure that the BYU Health Plan Office is aware of his or her intention to be away from campus. For additional information, please refer to the following details from the Student Health Plan Handbook, 2004–2005, or contact the BYU Health Plan Office.

7. What is "Away-From-Campus Coverage"?

If you enroll in the Student Health Plan for the academic year and then decide to take a semester or term off by not enrolling in classes at least 3/4 time, but you do not withdraw from the University or otherwise lose your status as a continuing student, you will be covered by the Away-From-Campus option of the Student Health Plan during that semester or term.

If you are enrolled in the Student Health Plan and you participate in a BYU Study Abroad Program, an internship required by your department, or you travel as a member of a BYU performing group on tour, you will be covered by the Away-From-Campus option of the Student Health Plan during that semester or term.

If you have enrolled your dependents in the plan for the year, they will also be covered by this option while you are. You may make changes to your enrollment (add dependents, discontinue coverage, etc.) only as outlined on page 9. Any dependents enrolled in the plan for the academic year will also be covered by this option (*Pg. 11, Student Health Plan Handbook, 2004–2005*).

While you are enrolled in the Away-From-Campus option, you may still receive medical care at the SHC if you are in the Provo area. If you are away from Provo, you may receive your medical care from any qualified, appropriately licensed medical provider. However, it will be to your advantage to use providers who are part of Deseret Mutual's national Preferred Provider Network whenever possible (please see page 31). You will still need to preauthorize any care you receive outside the SHC (*Pg. 12, Student Health Plan Handbook, 2004–2005*).

8. Why is “BYU’s Anti-Nepotism Policy for Internships” important?

Since students receive grades and course credit for internship experiences, it is vital that the criteria for assessing student performance be as fair and objective as possible. This includes an evaluation process that is merit-based and free of favoritism. To help in this goal, the BYU Department of Exercise Sciences has put into place an anti-nepotism policy for internships.

Students may not fulfill internships for which they receive grades or credit towards graduation under the supervision of any immediate family member. In addition, students may not fulfill internships for organizations owned or managed by any immediate family member. For the purposes of this policy, “immediate family” is defined as a spouse, parent, child, sibling, grandparent, aunt, uncle, first cousin, corresponding in-law, “step” relation, or any member of the student’s household.

9. What are the BYU housing requirements during your internship?

If you are MARRIED or LIVING IN BYU-APPROVED housing, YOU ARE FINE. Students serving internships who are living in *non-BYU-contracted* housing (this includes when you are away from campus) are required to submit their housing information to BYU Off-Campus Housing to exempt them from the University policy requirement for single undergraduate students to live in BYU-contracted housing. Failure to do so will result in a **\$25 nonrefundable** fine being assessed to your account. If you are living in BYU-contracted housing while doing an internship in Provo or Orem or commuting to SLC, you don’t need to submit any housing information. If you are not required to live in BYU-contracted housing, this doesn’t apply to you (i.e., married, living at home, graduate student).

For complete instructions, please go to <https://exsc.byu.edu/Portals/109/docs/HousingWaiver.pdf>.

If you have questions, contact the *Internship Coordinator* in 106 SFH — Maggie Shibla ▪ 801-422-2670 ▪ maggie_shibla@byu.edu

10. Can I invite my *BYU Faculty Advisor* to come and observe my internship experience?

Yes, there are several reasons why this might be beneficial. For example, this could enhance the relationship between BYU and your Experience Provider. You may wish to demonstrate to your *BYU Faculty Advisor* the various interesting and compelling duties you perform in your internship. You could present new and creative techniques, applications, and technologies that may be of interest to your *BYU Faculty Advisor*. You could invite your *BYU Faculty Advisor* to participate in various exercise and wellness activities (health fairs, fitness assessments, fun runs, etc.) to promote interaction with program participants. Finally, you may wish to invite your *BYU Faculty Advisor* to teach a class to program participants based on a given exercise and wellness topic. Of course, your *BYU Faculty Advisor* has certain time constraints, but taking advantage of this opportunity may be a meaningful and worthwhile endeavor for everyone involved.

11. How can I make my internship experience the best it can be?

Strive to develop professionalism in every way you can. Here are a few tips worth mentioning:

- Form a positive attitude towards your work and towards the people with whom you work.
- Display honesty, integrity, conscientiousness, and a willingness to accept responsibility.
- Demonstrate punctuality, initiative, and diligence in your work.
- Show interest in your work and a desire to learn.
- Quickly admit mistakes or short-comings and strive to learn from them.

Evaluation Forms

Please look over the following forms, so you can understand and appreciate the extent and scope of the “evaluation process” BEFORE beginning your internship experience.

Midpoint Evaluation

Form Approval



Please evaluate the performance of this student as an intern in your program. Compare the student with others you have supervised with comparable academic preparation. Narrative comments are particularly helpful. Your evaluation will contribute significantly to the grade received by this student. Your assistance is very much appreciated.

Student Name: McKay Croft Coffey

Professional Characteristics

Demonstrates vitality, enthusiasm	<input type="range"/>
Dresses in a professional manner	<input type="range"/>
Not tardy or absent except for emergency/illness	<input type="range"/>
Flexible, able to deal with the unexpected	<input type="range"/>
Shows initiative in performing tasks	<input type="range"/>
Demonstrates consistent, sustained effort	<input type="range"/>
Appears comfortable in role as intern	<input type="range"/>

Comments:

Interpersonal Relationships

Communicates effectively with supervisors	<input type="range"/>
Communicates effectively with participants	<input type="range"/>
Works cooperatively with coworkers	<input type="range"/>
Welcomes suggestions/criticisms	<input type="range"/>
Maintains appropriate rapport with participants	<input type="range"/>

Comments:

Organization and Planning

Demonstrates competence in planning



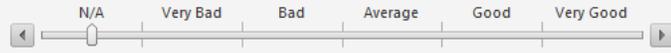
Plans for proper and efficient use of equipment



States clear goals and objectives



Keeps notebook up-to-date and complete



Demonstrates a high level of preparation



Comments:

Progress of Learning Goals

Makes timely progress towards completion of goals



Applies individual effort to each learning goal (indicate level)



Approaches on-site supervisor to pass off learning goals



Progresses towards completing internship project



Comments:

Assessment and Evaluation

Identifies participants or programs that need help



Keeps accurate and complete records



Uses a variety of evaluation techniques



Comments:

Management Skills

Begins classes or workshops promptly



Maintains standards of organization



Is aware of individual participants' interests, attention, and performances



Comments:

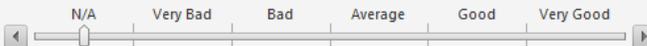
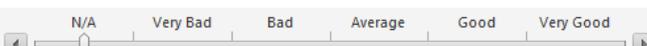
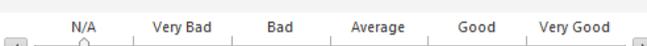
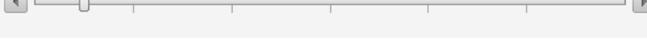
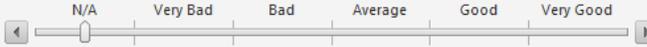
Final Evaluation

Form Approval

 Manage

Please evaluate the overall performance of this student as an intern in your program. Your evaluation will contribute significantly to the grade received by this student. Your assistance is very much appreciated.

Student: McKay Croft Coffey
Agency: BYU Student Fitness Center
On-site Supervisor: Maggie Shibla
Semester: Fall 2013

Dress and Grooming	
Enthusiasm	
Poise and Confidence	
Patience and Courtesy	
Attendance	
Punctuality	
Initiative and Resourcefulness	
Acceptance of Criticism	
Interest in Participants	
Appropriate Rapport with Participants	
Knowledge of Exercise & Wellness Concepts	
Preparation for Internship Responsibilities	
Organizational Skills	
Leadership Skills	
Communication Skills	
Ability to Evaluate and make Adjustments	
Care of Facilities	
Records and Reports	

Comments:

Agency Evaluation

This information is for the benefit of future students who may desire an internship with the agency where you performed your internship.

Would you recommend this agency to another student?

Yes

No

What qualifications were needed for this internship?

What skills were needed for this internship?

How many hours per day/week/month did you spend with the on-site supervisor?

How flexible were they about work schedules?

Is there a possibility for full-time employment?

Is there a possibility for full-time employment?

What was the best part of this internship?

What was the worst part of this internship?

How much time was spent in meaningful tasks/experiences that helped you become a better professional?

What recommendations would you give to improve the internship? (In other words, if you're going to do an internship with this agency, here's what you should consider doing)

Can we share the information you've listed above with other students who are exploring internship options?

- Do not share
- Share answers anonymously
- Share answers and contact information (name, email)

Student Evaluation of Internship Site

Please rate the strengths and weaknesses of the site in terms of meeting your needs as an internship student. Only exercise sciences faculty will view this information.

Acceptance of you as a functional member of the staff; willingness to integrate you into all appropriate levels in activities, programs, and projects.



Comments:

Provision of relevant experiences in administration, supervision, and leadership.

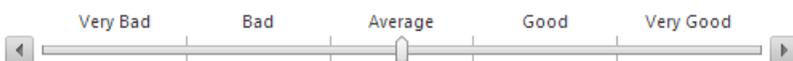


Provision of assistance in helping you meet your personal and professional goals and objectives.



Comments:

Possession of resources essential to the preparation of professional materials (library, equipment, supplies, etc.)



Comments:

Employment of qualified, professional staff with demonstrated capability to provide competent supervision.



Comments:

Adequate scheduling of conferences with you and ongoing evaluation of your performance.



Comments:

Allowance for relating classroom theory to practical situations.



Comments:

Willingness to listen to whatever suggestions or recommendations you might offer and to discuss them with you, explaining the rationale for their acceptance or rejection.



Comments:

Overall rating of internship site.



Comments:



College of Life Sciences

Department of Exercise Sciences



ATHLETIC TRAINING CLINICAL EDUCATION EXSC 496R – FALL 2016

Instructor: Aaron Wells
Office: 228E SFH
Phone: (801) 422-4776
E-mail: aaron_wells@byu.edu
Office Hours: MWF 9:00 a.m. – 10:00 a.m. TTh 3:00 p.m. – 4:00 p.m.

Aims of a BYU Education

A BYU education should be (1) spiritually strengthening, (2) intellectually enlarging, and (3) character building, leading to (4) lifelong learning and service.

Course Description:

Catalog: Classroom and field experience. Modules include injury assessment and management, rehabilitation skills, and knowledge of general medical conditions.

Additionally: ExSc 494 is a practicum course providing students with opportunities to integrate cognitive and psychomotor skills with affective competence/core values through both classroom and clinical education. During this course you will participate in a general medical rotation to observe a non-sport population. You will also develop psychomotor skills/clinical proficiencies which will represent a significant focus of the course, with opportunities provided for the development, synthesis, and demonstration of cognitive competency (i.e., learning over time) and professional behavior. This course offers credit for students 20-25 hours/week in the clinical education setting. Preceptor's require general AT work and evaluate students to solidify material covered enabling them to demonstrate competency.

Optional Texts:

- BYU Athletic Training Student Handbook: Appendices and Time tracker and Google.
- Mangus, BC, Miller MG. Pharmacology Application in Athletic Training. Philadelphia, PA:FA Davis, 2005
- O'Connor DP, Fincher AL. Clinical Pathology for Athletic Trainers. Thorofare, NJ, Slack Inc, 2008.
- Hopkins/ Diede, Organization and Administration Book(s): Ray or Harrelson or Rankin.
- Houghlum, J. Harrelson, G. Leaver-Dunn, D. Principles of Pharmacology for Athletic Trainers. Thorofare, NJ, Slack Inc, 2005.
- Cuppett, M. and Walsh, KM. General Medical Conditions in the Athlete. St. Louis, MO: Mosby Inc, 2005.
- Konin, J. Clinical Athletic Training. Thorofare, NJ: Slack, Inc., 1997.

Learning Outcomes

After completing this course, the student will be able to:

1. Review all Exsc 394 and 395 learning modules (objectives) included in 415, 416, 417, and 418. Connect to current courses Exsc 423, 501, 419, 463 and 400.
2. Understand and apply AT administrative policies and procedures.
3. Demonstrate general medical assessment skills.
4. Demonstrate clinical application in the practice of AT with your clinical instructors.

Requirements for this course:

1. Regular attendance of the selected clinical experience.
2. Pass off required competencies and clinical proficiencies via clinical modules and case studies, in class and with your clinical preceptor.
3. Record of hours accumulated during clinical experience:
 - a. Weekly hourly summary
 - b. Accumulative record of semester's activity
4. Fulfilling closing assignments as scheduled by AT clinical faculty member.
5. Two self-evaluations and one evaluation by your approved preceptor.
6. One evaluation of your approved preceptor and clinical education assignment.

Attendance

Students are expected to participate in 15-25 hours at the selected clinical assignment. In order for any missed assignments or days to be made up you **MUST** contact the instructor prior to missing the assignment or day and arrange for a time outside of class to complete the assignment with the instructor.

Recording of Clinical Assignment Hours

It is very important that you keep an accurate record of your athletic training experience hours. Utilizing the Time Tracker software, you need to clock in and clock out each day at your assignment. At the end of each month you need to certify these hours with your preceptor. A copy of your hours with your preceptor's signature certifying correctness must be completed and signed by the 5th of the next month and are to be kept in your athletic training student file (SFH athletic training room filing cabinet). In the event that your clinical site does not have computer access, use the hours reporting forms available in the SFH athletic training office (270).

Closing assignments

An important part of your responsibilities as an athletic training student is to close the various BYU athletic training rooms. A missed assignment will result in a corresponding decrease in your grade (10 points for each missed assignment). In the event you need to switch an assignment with another athletic training student, provide Carolyn Billings with documentation of the switch containing the name of the individual you have switched with, signed by the supervising staff athletic trainer or graduate assistant.

Evaluations

During the course of the semester, you will complete 2 self-evaluations. The first one will be completed during the first few weeks of the semester. It will serve as a starting point for the semester and give you an opportunity to set some goals. You will complete a midterm and a final self-evaluation at the end of the semester. It will serve as a review of your semester and how you did at accomplishing your goals. Your preceptor will also evaluate you. At a mutually convenient time, discuss these evaluations with your preceptor so that the grade you receive from them is not a surprise, and to ensure you are both on the same page with your progression as an athletic training student. These evaluations serve to maximize your learning and education and account for your time and performance while in the clinical assignment. Additionally, you will evaluate your approved clinical instructor at the end of the semester. Responses on these forms are confidential; summary data will be given to the preceptor at the end of the school year. Due dates for all of the evaluations appear in the schedule below.

H1N1 Flu

The CDC recommends that if you have the flu or a flu-like illness, you should stay home for at least 24 hours *after* you no longer have a fever (100 degrees Fahrenheit or greater) or signs of a fever. This should be determined *without* the use of fever-reducing medications. If your symptoms worsen, contact your health care provider. Also, please alert your professor through email or by telephone if you have the flu or are showing signs of the flu. You should not come to class ill, since your attendance will risk further spread of a serious virus. Communicate with your professors the seriousness of your illness and discuss ways you can submit work and make up any missed work without attending class.

Academic Honesty

The first injunction of the BYU Honor Code is the call to “be honest.” Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught, “character is the highest aim of education” (*The Aims of a BYU Education*, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC) Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the UAC Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-285 ASB.

Diversity

A classroom is similar to the workplace. In the workplace, it is illegal to discriminate based on race, color, religion, gender, national origin, disability, or age. Furthermore, we believe Christ would never belittle anyone based on his or her race, color, religion, gender, national origin, disability, or age. Therefore, we feel strongly that no one in a classroom should be belittled for any reason. If you experience such an offense in any class in this Department (caused either by the instructor or a fellow student), we strongly encourage you to contact the Department Chair.

Dress and Grooming

“The dress and grooming of both men and women should always be modest, neat, and clean consistent with the dignity adherent to representing The Church of Jesus Christ of Latter-day Saints and any of its institutions of higher education.” Students understand and have committed to obey this policy, thus instructors or other students should never be placed in the uncomfortable situation of having to remind someone of adhering to the sacred honor they have pledged.

Policy on the Use of Technology in the Classroom

Technology is an essential part of today’s learning environment. However, technology, when used inappropriately, can also hinder learning. Most students have, at some point, sat next to students who use their laptops or PDAs in class to check e-mail, talk to friends, instant message, search the internet, or play on-line games. Unfortunately, every person sitting around such students is distracted by this behavior and classroom learning decreases. As a result of these distractions, the Department of Exercise Sciences has implemented the following policy:

Using laptops or PDAs in class to legitimately take notes or work on class projects is allowed, but all other use of laptops, PDAs, or other electronic devices in class is prohibited. Please respect your fellow students and professors and abide by this department policy (and courtesy).

This would naturally include not reading newspapers, doing work for another class, or other potentially disruptive activities not associated with the class in session.

Cell Phone Policy

Students are not allowed to use cell phones in classes in the Department of Exercise Sciences. Please turn them off as you enter the classroom and keep them stored out of sight in your backpack, purse, or pocket.

BRIGHAM YOUNG UNIVERSITY

Department of Exercise Sciences Health Promotion Practicum, 688R

Instructor: Larry A. Tucker, Ph.D.
Office: 237 S.F.H.
Phone: 422-4927
Email: tucker@byu.edu

Experience is a great teacher. Application of knowledge is an important step in the learning process. This course will focus on the application of the principles, skills, and concepts students have learned within the areas of health promotion and disease prevention.

Objective:

After completing this course, students will be able to:

1. Apply the principles, skills, and concepts they have learned while working in a real-life health promotion/disease prevention work setting, as measured by daily written logs, and a final oral exam, to be evaluated by Dr. Tucker.
2. Review the literature and write a research paper on a health promotion topic associated with their internship experience that will be evaluated by Dr. Tucker

Registration:

It is recommended that students register for all of their 688R credit hours at the beginning of their internship. If multiple semesters are necessary to complete the internship, the instructor will give the student a "T" grade until the internship is complete.

Pre-internship meeting:

All students interested in fulfilling a 688R internship experience must meet with their instructor before working any internship hours. The internship experience must be approved by the instructor in advance. Failure to comply with this rule will result in forfeiture of internship hours acquired before approval.

Personal Conduct:

Students are to work diligently and faithfully to fulfill their internship responsibilities. As BYU students, students are expected to uphold the honor and dress codes and display Christ-like behavior. Students' behavior and examples reflect on themselves, the Department, the University, and the Church and therefore need to be professional and competent. If a significant problem arises during the internship experience, the student should telephone the instructor.

Credit:

Students must work for at least 50 hours in their internship setting to earn 1 hour of credit. Four hours of BYU credit requires at least 200 hours of on-the-job participation.

Assignments:

Research paper. Before concluding the internship experience, students must write a research paper covering a topic approved in advance by the instructor. The paper must be 6-10 pages long, double spaced and typed with all facts and significant information referenced. The paper should focus on a health promotion topic highly related to the work you have been doing for your internship.

Weekly logs. Students should keep a log/journal describing their internship activities each day. The log should indicate the day of the week and date worked, the number of hours worked each day, and the activities and accomplishments of each day. The log should be turned in or emailed to the instructor at the end of each work week. The log should include a list of the student's goals for the upcoming week. The log should include a running total showing the number of hours worked during the past week and a running grand-total showing the total number of hours invested in the internship to date.

Evaluations:

Twice during each internship semester or term (midterm and final) students should have their on-the-job supervisor evaluate their performance using the evaluation sheets supplied by the instructor. The evaluation sheets should be emailed to the instructor by the supervisor, not the student, and the evaluation sheet should include the telephone number of the supervisor.

At the conclusion of the internship experience, the student is expected to meet with the instructor for an oral exam regarding the student's internship-related activities and accomplishments.

Final Grade:

The final internship grade will be a function of the student's on-the-job performance according to his/her supervisor's evaluation (35%), the student's weekly logs submitted to the instructor (35%), the type-written research paper (20%), and the final oral exam (10%).

COURSE CONTRACT COVER SHEET
International Study Programs
France Internships

Name of Student _____ BYU ID# _____ - _____ - _____

Full Name of Professor _____ Dept. French & Italian

Proposed Course Name French Internship Course # 399R

Semester/Term _____ Year _____ Number of Credits for Course 3 or 4 (circle choice)

In the space below or on an attached document, detail the requirements (agreed upon by professor and student) for fulfilling the above listed course.

- **Academic Journal:** Keep an academic journal and/or blog and present it to your professor upon return. The journal should not be a list of what you did each day, but should include information about learning experiences, cultural observations, cultural events you attend, interesting cultural facts, etc... Feel free to add pictures, brochures, etc...
- **Internship Paper:** Write either a 15 pages paper in English or 7 page paper in French on your internship experience in France. Include things such as a description of your duties and responsibilities and tasks, things you learned, accomplishments, goals, etc...
- **Host City Paper:** Write either a 15 pages paper in English or 7 page paper in French on your host city.
- **IMPORTANT: One of the two papers MUST be in French. Papers must be double spaced, 12pt, Times New Roman, default margins.**
- **Interview:** You will have an interview with your professor upon return.

All material is due within one month of your return to BYU.

By signing below, I agree to fulfill (as student) and oversee (as professor) the above listed requirements. All work will be submitted and evaluated no later than one month following the field study or internship unless the professor deems otherwise and sets a date in the space provided.

Due Date _____.

Late Policy 5 % per week

Student _____ Professor _____

The student keeps the original contract. The overseeing professor and the French & Italian department should receive copies.

COLLEGE OF HUMANITIES

Danny Damron
College Internship Coordinator
3129 JFSB
danny_damron@byu.edu
801-422-2448

Welcome: Congratulations on your upcoming internship! I'm excited by your commitment to develop the professional competencies employers tell us are most important to career success. You may know:

- Employer expectations are changing; competitive job applicants must have fully developed professional competencies before they take their first job.¹ Unfortunately, employers are finding that recent college grads lack the competencies required for entry into the labor market.²
- An internship helps students develop portable professional competencies **and** provides the experiences from which they can draw in crafting a compelling, evidence-based story translating their internship experience into the language of employers.³
- An internship provides professionally relevant experiences, building a bridge between the world of study and the world of work.⁴ Mastery of the professional competencies will also help you navigate your career, wherever it might take you.⁵

Course Introduction: This course gives you a chance to implement, enhance, and master the professional competencies employers say they most want recent grads to have. These are the same professional competencies introduced in the internship prep course. You will have a chance to work on all seven professional competencies:

¹ "National Bureau of Research findings show that employer-sponsored training has fallen from an average of 2.5 weeks per year, per employee in 1979 to 11 hours in 1995. Data for 2011 reveals that 21% of those surveyed had received *no* training in the past five years."

<http://www.nebhe.org/thejournal/mind-the-gap-between-grad-skills-and-employer-expectations/>

² <http://chronicle.com/article/A-College-Degree-Sorts-Job/137625/#id=overview;>

<http://mckinseysociety.com/education-to-employment/>; "Under the Economic Turmoil a Skills Gap Simmers," CERI Research Brief 1-2010

³ A 2010 NACE study says that 75% of employers find the internship an essential element of a job candidate's profile. The study further shows a clear correlation between internship experiences and a successful job search. <http://chronicle.com/article/The-Employment-Mismatch/137625/#id=internships> and <http://www.jobweb.com/jobmarketnews.aspx?id=2473>

⁴ <http://www.ceri.msu.edu/wp-content/uploads/2010/01/internshipCERI-Research-Brief-XX.pdf>, p. 15

⁵ As of 2012, the average worker...stays in the same job for about 4.6 years and has between 10-11 jobs over a lifetime. (<http://www.bls.gov/news.release/pdf/tenure.pdf>;
<http://www.bls.gov/nls/nlsy79r23jobsbyedu.pdf>)

HCOLL 399R Internship Course Syllabus

1. establishing expectations;
2. project management;
3. building cultural competence;
4. developing successful professional relationships;
5. contributing to effective teams;
6. communicating effectively; and
7. making sense of data

Each assignment (connected to one of seven competencies) is based on a developmental approach to learning. As you work toward professional competency mastery, you will be guided through a preparation phase, an execution phase, an assessment phase (a time to gather feedback and reflect on your executed plans), and a make-SMART-plans (planning-to-improve) phase (see the outline on the last page of this document). Upon completion of this course, you will have the kind of substantive, professional competency development experience from which you can draw to construct a powerful, evidence-based story of what you offer future employers. You will also have a set of highly valuable portable competencies, relevant to the multiple contexts in which your career will unfold.

Internship Objective: *Use “A Pattern for Designing Your Future” to create and document a series of meaningful internship experiences yielding evidence of professional competencies mastery and deeper self-awareness*

Learning Outcomes:

Throughout their internships, students will become more proficient implement professional competencies learned in HCOLL 396R

Students will integrate a powerful, evidence-based, professional competency story into job/grad school application documents

Credit Options

3 Credits

- ✓ 8 required assignments (one from each Module + final reflection)
- ✓ minimum of 126 documented internship hours

6 Credits

- ✓ 8 required assignments (one from each Module + final reflection)
- ✓ 7 optional assignments (choose one from each Module)
- ✓ minimum of 252 documented internship hours

9 Credits

- ✓ 8 required assignments (one from each Module + final reflection)
- ✓ 14 optional assignments (choose two from each Module)
- ✓ minimum of 378 documented internship hours

Internship Duration Options

- ✓ 8 weeks: Spring or Summer Term

HCOLL 399R

Internship Course Syllabus

✓ 14 weeks: Fall, Winter, or Spring and Summer Terms

Course Assignments

Detailed assignment descriptions, grading rubric are online, accessed through Brainhoney: byuonline.byu.edu. All feedback on assignments, including grades can be viewed online.

Note about assignment due dates: “end of week” means Saturday at midnight, internship local time

Module 1: Establishing Expectations

Required

1st Day & 1st Week (500-word journal entry) – Due: end of 1st week

Make and carry out effective plans to establish expectations for your internship.

Optional

Letter of Recommendation (250-word journal entry) – Due: end of 13th week

Write a professional competencies-focused letter of recommendation highlighting evidence-based contributions you made to your organization.

100-Day Goals Plan (250-word journal entry) – Due: end of 12th week

Set direction for your internship by mapping out goals with time frames for completion.

Module 2: Project Management

Required

Project Tracker (90-second YouTube video summary of project plans + 3-minute YouTube assessment video) – Due: end of 4th & 8th weeks

Follow sound project management principles to carry out an effective project.

Optional

Harness the 80/20 Rule (250-word journal entry) – Due: end of 11th week

Use a work log to discover and focus on your most important work priorities.

Three Things I Will Get Done This Week (250-word journal entry) – Due: end of 12th week

Make weekly plans to complete your most important work priorities.

Module 3: Building Cultural Competence

Required

Personal Development Plan Tracking (1-, 2-, and 3- minute YouTube videos summarizing, reflecting on, and assessing the Personal Development Plan) – Due: end of 1st, 7th, and 14th weeks

Enhance one of your intercultural competencies by carrying out your Personal Development Plan.

Optional

Critical Incidents (600-word essay) – Due: end of 9th week

Identify effective and appropriate behavior in cross-cultural situations.

Area/Organization Cultural Profile (600-word essay) – Due: end of 9th week

Document how to effectively navigate important cultural differences.

Cultural Analysis Through Literature (600-word essay) – Due: end of 9th week

HCOLL 399R

Internship Course Syllabus

Use literature to better understand your host country's cultural assumptions, values, and practices and identify effective and appropriate behavior.

The New York Times Contrast (600-word essay) – Due: end of 9th week

Identify effective and appropriate behavior by contrasting coverage of local, national, and international events in two newspapers.

Module 4: Developing Successful Professional Relationships

Required

Network Development (two 2- and a 3- minute YouTube videos summarizing, reflecting on, and assessing efforts to build a powerful network) – Due: end of 5th, 9th, and 13th weeks

Plan and develop a meaningful professional network.

Optional

Create, Keep and Enhance Professional Relationships (250-word journal entry) – Due: end of 11th week

Build meaningful connections with others at your internship site.

Relationship as a Pattern of Conversations (250-word journal entry) – Due: end of 11th week

Look at your pattern of conversations to assess what's working and what's missing and carry out plans to improve.

Difficult Conversations (250-word journal entry) – Due: end of 11th week

Plan for and have a difficult conversation that moves professional relationship forward.

Module 5: Contributing to Effective Teams

Required

Am I an Effective Team Member? (Two 250-word blog posts) – Due: end of 6th and 11th weeks

Assess your role as a team member and make plans to enhance your contributions to the team.

Optional

Power Struggle (250-word blog post) – Due: end of 10th week

Using the principle of enrolling, observe a power struggle within a group or team and plan to become a better team leader.

Team Observer (250-word blog post) – Due: end of 10th week

Watch a team or group to identify effective processes and practices and make plans to implement what you learned.

Module 6: Communicating Effectively

Required

Mid-Internship Performance Assessment (500-word journal entry) – Due: end of 7th week

Gather feedback on your performance and make plans to improve.

Optional

Commitment Tracker (250-word journal entry) – Due: end of 9th week

Make plans to improve your performance in making and keeping commitments.

Practice Feedforward (250-word journal entry) – Due: end of 9th week

Gather ideas about how you can improve and put them into practice.

Internship Course Syllabus

How am I as a Listener? (250-word journal entry) – Due: end of 9th week

Watch yourself and others as listeners and make plans to improve.

Get Good at Being Interested (250-word journal entry) – Due: end of 9th week

Effectively show others you are sincerely interested in their story.

Module 7: Making Sense of Data

Required

Analyze, Present, and Interpret (500-word journal entry) – Due: end of 4th week

Use the principles of good charts to effectively analyze, present, and interpret data to benefit your internship workplace.

Optional

Rate a Chart (250-word journal entry) – Due: end of 10th week

Use the criteria of good charts to evaluate a chart relevant to the work you do.

Your Organization's Use of Data (250-word journal entry) – Due: end of 10th week

Use the criteria of good charts to evaluate how well your organization uses data.

Final Reflection

Required

Translating Your Internship Experiences (500-word essay and drafts 1 and 2 of elevator speech, cover letter, resume, letter of recommendation) – Due: end of finals week

Create a powerful, evidence-based story translating your internship experience into the language of employers.

A Pattern for Designing Your Future **Internship Course Assignment Components**

I. Prepare

- With each given assignment in mind, review the appropriate Learning Module from the Internship Preparation Course materials
- Anticipating specific situations when you will use those concepts, make plans to successfully execute.
 - What are your plans? Provide an outline.
 - What do you want to accomplish?
 - How will you know you successfully executed your plans?

We don't learn from experience; we learn from reflecting on experience.
—John Dewey

II. Execute

- Follow your plans through to completion
 - What did you do?

III. Assess

- Gather feedback and reflect on how you executed your plans
 - Did you accomplish what you wanted to accomplish?
 - What went well? What didn't?

True intuitive expertise is learned from prolonged experience with good feedback on mistakes.

—Daniel Kahneman

IV. Make SMART⁶ Plans to Improve

- Outline plans to make your performance more effective and successful
- Document those plans
- Identify work/non-work situations (one's you know are coming and potential ones) where you can execute those plans

⁶ Specific, **M**easurable, **A**greed-upon, **R**ealistic, **T**ime-bound

HISTORY 199R

ACADEMIC INTERNSHIP

COURSE SYLLABUS

Fall 2016

ACADEMIC ADVISOR

Dr. Richard Kimball
2139 JFSB
richard_kimball@byu.edu
Ext: 2-9277

INTERNSHIP COORDINATOR

2130F JFSB
hist_intern@byu.edu
Ext: 2-1789

COURSE DESCRIPTION AND OBJECTIVES

History 199R, Academic Internship, is an educational experience that allows the student to learn from history professionals outside the classroom. The Internship Supervisor directs the work experience on the job; they outline tasks, train the intern, and assess performance. The Internship Supervisor will also evaluate the student's actual performance once at mid-semester and again at the completion of the internship. The student is responsible to their Internship Supervisor just as any employee is to his or her employer and is expected to follow the BYU Honor Code and be professional in dress and behavior. The student is also responsible for completing all assignments and sending them in on time. The Academic Advisor will assess the language, research, writing, and analytical skills and abilities the student has developed and used during their internship experience based upon the students' assignments and self-assessments.

An internship is to be treated as professional work experience. Do not accept an internship unless you are serious about the opportunity and can complete all the requirements expected of you. If your performance does not meet the established standards, the internship provider is not obligated to continue the student's internship. The Internship Coordinator reserves the right to contact the experience provider or the student to check on progress, solve problems, provide input, explain expectations, or make changes as necessary.

LEARNING OUTCOMES

Specific learning outcomes will be determined by the Internship Supervisor within the first 2 weeks of a student's internship start date. This will be part of the students Statement of Expectations, which is the first assignment of the class (see assignments). This will help the student focus on specific skills they are expected to learn and leave the internship with. At the end of the semester the Internship Provider will evaluate whether these skills/goals were acquired/achieved.

EARNING CREDIT FOR AN ACADEMIC INTERNSHIP

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2.0	84	5-7	12
3.0	126	7-10	18
4.0	168	11-14	24
5.0	210	15-17	30
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***In order to receive final approval for your internship and to register for the class, you must submit an IRAMS internship application through BYU's Internship**

Office: <http://saas.byu.edu/intern/>.

ASSIGNMENTS

All assignments are due by midnight on the date listed. However, due to the nature of each student's individual internship, some students may reach their deadlines at different times than what is listed. Please refer to the "General Timeframe" deadlines below and work with the Internship Coordinator to set appropriate individual deadlines for each assignment if necessary.

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Statement of Expectations	Within 2 weeks of start date	September 9 th
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Internship Project Report	Three-quarters through internship	November 18 th
Final Self-Assessment and Evaluation	At the end of the internship	December 8 th
Final Report	At the end of the internship	December 8 th

*We **highly recommend** that students write their supervisor a thank you note at the end of their internship experience. This will help to leave a good impression on your supervisor, which may be helpful if you want to use them as a personal reference for a job or graduate school application in the future.*

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Email: hist_intern@byu.edu
 Address: Brigham Young University
 2130F JFSB
 Provo, UT 84602
 Telephone: 801-422-1789

GRADING

History 199R is available only on a PASS/FAIL basis. Grades will be awarded based on the student's two written reports, two self-assessments, the internship supervisor's two evaluations, and the FULL completion of the required hours.

STUDENT REPORTS

INTERNSHIP PROJECT REPORT

Due: See Assignments

The purpose of this report is to document your internship experience and the work that you have produced or participated in since your internship began. There is no required page minimum, but your report should be a thorough and complete review of your internship project. In cases where the intern must keep the details of their particular internship projects confidential, please try to provide a broad overview. Some suggestions of how to structure your report or what you can include in the report are listed below.

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Contact the History Internship Coordinator if you have any additional questions about this assignment. Samples of previous internship project reports are also available in the Internship Coordinator's office.

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Due: See Assignments

Requirements: 3-5 pages, double-spaced

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- How has your internship drawn on your history training (from previous coursework and/or internships) and how has your internship refined or added to that knowledge? (Hint: This is the most important question so be sure to address it.)
- What are some of the controversies or conflicts surrounding public history projects in general and your particular internship project in particular? How did the historians and/or professionals at your internship organization address or resolve some of those problems? (Refer to your readings to address these questions.)

- What are some of the new skills and abilities you have acquired in the course of your work? How will you continue to master or maintain the skills you acquired during this internship experience and how will you develop related skills in the future?
- What was the educational value of the internship experience? How has it enriched the overall education you are getting at BYU and the more specialized education you are obtaining through the History Department? Would you recommend a similar internship experience to other history students and why?
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HISTORY 199R

ACADEMIC INTERNSHIP

COURSE SYLLABUS

Winter 2017

ACADEMIC ADVISOR

Dr. Richard Kimball
2139 JFSB
richard_kimball@byu.edu
Ext: 2-9277

INTERNSHIP COORDINATOR

Maren G. Kirwan
2130F JFSB
hist_intern@byu.edu
Ext: 2-1789

COURSE DESCRIPTION AND OBJECTIVES

History 199R, Academic Internship, is an educational experience that allows the student to learn from history professionals outside the classroom. The Internship Supervisor directs the work experience on the job; they outline tasks, train the intern, and assess performance. The Internship Supervisor will also evaluate the student's actual performance once at mid-semester and again at the completion of the internship. The student is responsible to their Internship Supervisor just as any employee is to his or her employer and is expected to follow the BYU Honor Code and be professional in dress and behavior. The student is also responsible for completing all assignments and sending them in on time. The Academic Advisor will assess the language, research, writing, and analytical skills and abilities the student has developed and used during their internship experience based upon the students' assignments and self-assessments.

An internship is to be treated as professional work experience. Do not accept an internship unless you are serious about the opportunity and can complete all the requirements expected of you. If your performance does not meet the established standards, the internship provider is not obligated to continue the student's internship. The Internship Coordinator reserves the right to contact the experience provider or the student to check on progress, solve problems, provide input, explain expectations, or make changes as necessary.

LEARNING OUTCOMES

Specific learning outcomes will be determined by the Internship Supervisor within the first 2 weeks of a student's internship start date. This will be part of the students Statement of Expectations, which is the first assignment of the class (see assignments). This will help the student focus on specific skills they are expected to learn and leave the internship with. At the end of the semester the Internship Provider will evaluate whether these skills/goals were acquired/achieved.

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Final Self-Assessment and Supervisor Evaluation	At the end of the internship	Wednesday April 19 th
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Maren Kirwan

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FAMILY HISTORY 496R

ACADEMIC INTERNSHIP

COURSE SYLLABUS

Fall 2016

ACADEMIC ADVISOR

Karen Auman
2111 JFSB
kauman@byu.edu
Ext: 2-6138

INTERNSHIP COORDINATOR

Cindy West
2130F JFSB
hist_intern@byu.edu
Ext: 2-1789

Details as to the specific placement and project to be done by the intern are worked out on a case by case basis with the internship provider. The student should respond to any emails from the internship coordinator and send a brief email to the internship coordinator as to progress in the internship at mid-semester/term. The reports discussed below are due on the last class day of the semester/term.

Expected Learning Outcomes

- Utilize a significant range of skills and abilities in critical thinking, both in historical analysis and genealogical evidentiary analysis
- Possess a command of the key historical and genealogical terms, as well as theoretical background in the discipline
- Identify and solve historical and genealogical problems through primary and secondary source research, using library archival and technological resources
- Produce historical analysis, genealogical research reports, narrative family histories and compiled lineages that are clear, precise and well-written and incorporate the historical background of the time and place
- Demonstrate content knowledge of historical sources for the United States, generally and for a selected geographical region in the U.S. or elsewhere in the world
- Apply research skills learned to the search for their own ancestors and assist others in their searches, integrating in the process the world of academics and reason with that of faith

Requirements

1. September 9th: Statement of Expectation - brief statement about where you are working and what you will be doing for the internship.
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Internships (History 496R) which provide exposure to the real working world of the family historian/genealogist are an integral and key part of the BYU family history experience. The basics about that program lie in the answers to several questions:

Rigorous practical experience in the world of genealogical activity is the key element of an internship. The Intern should plan to spend a minimum of 120 hours (for 3 credits; add 45 hours of work per credit hour) plus report writing time for a three credit hour internship. Ideally there will be both research and service (indexing, cataloging, etc.) components.

Recognizing that genealogical professionals contribute to the progress of the field as a whole, interns are asked to spend about fifteen to twenty percent of the internship time on a special project having lasting value. Past projects have included indexes to key collections or reference books, guides to genealogical use of a special collection, genealogical research guides to a county or province, and access materials to county histories. The special project should be selected by the intern after consultation with the mentor and supervising faculty.

Grading

The faculty grading supervisor will review the reports prepared by the intern and the evaluation of the on-site mentor(s) and, possibly taking into account the experiences of other interns in similar situations and discussing the intern's work with the faculty consultant for the geographic area, assign a letter grade for the internship class.

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Sec Ed 476/496 Student Teaching/Intern Fall Semester, 2016



Supervisors

Elaine Peterson: elaine.peterson@byu.edu

Krista Thornock: krista_thornock@byu.edu

Jeff Nokes: jeff_nokes@byu.edu

Course description

Student teaching (Hist 476) or a teaching internship (Hist 496) is the keystone project of your history/social science teaching degree. It is a semester-long (student teaching) or year-long (internship) field experience during which you assume most or all of the roles of a classroom teacher. The field placement requires a synthesis of the content coursework and educational coursework. A mentor teacher on site and a university supervisor who visits regularly will provide support to you. Successful evaluations are a key to your ability to be hired as a teacher.

Objectives

Students will apply concepts learned in content and education courses to do the following

1. Develop and execute engaging lesson plans that teach content knowledge and skills
2. Develop and use assessments to promote learning
3. Establish a positive learning environment
4. Demonstrate an awareness of adolescent development and learning differences in interaction with students
5. Reflect on classroom experiences to improve instruction
6. Collaborate with colleagues, supervisors, and school faculty
7. Demonstrate professional behavior and sound, ethical decision-making

Assessments

You will be regularly observed by a university supervisor and formative assessments will be given on an ongoing basis. The following formal assessments, used across departments at BYU, will be completed at the end of your student teaching:

1. UPTOP Evaluation—this instrument will be completed by both your mentor teacher and your university supervisor based on their observations of your teaching. It involves 10 items related to your interaction with students, teaching, planning, assessment, and other factors. You will be given a copy of the instrument well in advance of your final evaluation. The UPTOP results are used by principals in making decisions on whom they will interview and hire.
2. TWS—You will need to complete a portfolio and receive a passing score on it to pass student teaching.

Grading

Student teachers and interns receive either a pass or fail. The following are criteria that would warrant a failing grade

1. Failure to complete assigned assessments (TWS) at a passing level
2. Low scores on UPTOP
3. Unprofessional behavior that would be grounds for termination if engaged in by a provisional teacher
4. Failure to participate in student teaching seminars explained below

Expectations for Student Teaching/Internship:

1. For the next 4 months/year student teaching/internship should be your **highest** priority. You cannot take classes and should not be employed during this time.
2. Work out an appropriate schedule with your mentor teacher and university supervisor (full schedule, planning period, not too many preps, AP classes, teaching in your minor, etc.).
3. Let your BYU supervisor know 1) your teaching schedule, 2) the school's bell schedule, 3) the school's A/B calendar, and 4) your contact information; maintain weekly contact with your BYU supervisor.
4. Follow your school's calendar and your mentor's schedule (professional development days, parent teacher conferences, etc.)
5. Arrive at least 30 minutes before the first class begins and stay at least 30 minutes after the last class ends. (Teachers are expected to follow this schedule).
6. For Student Teachers: become as active as possible in the classroom as soon as possible. For example, you may follow this suggested schedule:
 Week 1: observe, learn students' names, conduct mini-lessons, grade papers, pass back papers, help students during individual work and group work, etc.
 Week 2: help your mentor teacher with the planning and teaching
 Week 3: allow your mentor teacher to help you with the planning and teaching
 Week 4-13: plan and teach units with your mentor in a supportive role
 Week 14: team teach with your mentor teacher
 Week 15: observe your mentor and other teachers
7. Attend mandatory seminars and meet other BYU requirements. (See calendar).
8. If you will miss school, you must contact your mentor teacher and make arrangements for them to teach – providing substitute lesson plans as appropriate. You must also let your university supervisor know you will be absent. You must not be absent except in cases of sickness or emergency. If you miss more than a day or two you will be expected to make up those days.
9. For Student Teachers: don't allow yourself to be taken advantage of. (Your mentor teacher should mentor you). Contact your university supervisor soon if you have concerns.
10. Follow school policies carefully. If you have questions, ask your mentor teacher.
 Never be alone with a student.
 Do not touch students.
 Do not give students rides.
 Exceed the school's dress code.
 Protect the confidentiality of student information.
 Always practice professional behavior (avoid social media use with students).
11. For Student Teachers: talk with the cooperating teacher about classroom policies. Be cautious about changing their policies even if they give you the opportunity to do so.
12. You will be evaluated in the following ways: CPAS (mentor teacher and BYU supervisor) and TWS.

Guidelines for Discipline

1. Start tough. You can soften up later.
2. Be assertive. You have the right to expect appropriate behavior.
3. Be polite, professional, and fair when correcting inappropriate behavior.
4. Be prepared to confront misbehavior. This may be unpleasant, but you will have to do this. More effort up front means less effort later on.
5. Have consequences for appropriate and inappropriate behavior, and follow through with those consequences.
6. Use little discipline strategies when you can. Learn and use students' names. Move towards misbehavior. Create a seating chart.

7. Develop a simple intervention pyramid and a clear, consistent signal to let students know when they are moving to a new level of intervention.
8. Work to keep students on task. Recognize that non-disruptive, off-task behavior (such as sleeping in class) often leads to disruptive, off-task behavior.
9. Follow through. Don't make a threat you can't or won't follow through on.
10. Over plan. Running out of things to do creates serious problems.
11. Have an appropriate sense of urgency about the activities each day. This lets students know that time is important and cannot be wasted.
12. Use a self-start/bell ringer activity to engage students while you take care of classroom tasks such as taking attendance and passing out papers.
13. Plan at the right level. Too easy or too difficult work leads to problems.
14. Use a variety of activities. Start with the most structured and end with the least structured.
15. Don't lecture (or engage in another activity) too long.
16. Make sure students know your expectations. (If you want them to raise their hand during a discussion, let them know. If you want them to stay in their seat, or work silently, or work with a single partner, let them know.)
17. Seek help from your mentor teacher, school administrators, and parents. Find out what other teachers do that works with individual students.

Social Studies Student Teacher Calendar

August 17-22	Teacher Preparation and Professional Development Days
August 19, 22, 23	First day of school for Alpine, Jordan, Provo, Nebo, Wasatch
Student teacher – mandatory seminar dates	Orem Junior High 4:00-5:30
TBA	August 29; September 12, 26; October 10, November 14
November 22	Mentor Teacher luncheon
Nov 28-Dec 2	Last Day for BYU Student Teachers in the schools
December 2	Make up days for student teaching if needed
	Teacher Work Sample Due. Upload to MyLink

B.S. in Public Health
Internship Packet



Fall 2015 and Winter 2016

BYU Department of Health Science

Health Promotion
Health Science
Epidemiology
Environmental/ Occupational Health

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Note: The guidelines in this packet replace all documents published since February 2014.

Welcome: Vision of BYU's Department of Health Science Public Health Internship

Over the course of the public health program, students receive knowledge through in-class instruction. In addition to this classroom-based instruction, students gain hands-on experience, which together, give them the skills they need to work in public health.

By participating in an internship, students learn to apply academic learning to real world situations, perform work related to his/her career interests, receive supervision and training, and assess the possibilities of permanent employment. For many students, the internship experience will provide his/her first involvement with public health and bridge the gap between what was learned in the classroom and public health practice.

The Department of Health Science is committed to helping students have the best internship experience possible. This experience is intended to be a partnership between you, your internship supervisor, and the Department of Health Science.

Internship Purpose

The internship is the capstone experience *required* for all Health Promotion and Health Science students, and is *recommended* for Epidemiology and Environmental/Occupational students. All students must complete prerequisite courses prior to beginning the internship. The goal of the internship is to provide students with the opportunity to apply theory (knowledge gained in the classroom) to the real world (internship) of public health. While in their internship, students will develop skills and competencies in public health, be mentored by public health professionals, increase their marketability for employment and/or graduate work, and refine themselves professionally.

The purpose of the public health internship:

- Help students gain an understanding and appreciation of the roles, duties, and responsibilities of full-time professionals in public health;
- Expose students to professional organizations and associations;
- Encourage participation in activities on local, state, and national levels;
- Provide students with leadership and professional development opportunities;
- Give students an opportunity to participate in program planning, implementation, and evaluation of programs within various health-related agencies and organizations; and
- Help establish professional contacts and references

Internship Criteria

All internships approved for academic credit must meet the following criteria:

- Completion of all emphasis required prerequisite course work (page 6) with a C- or greater (no concurrent enrollment). Students who receive a D grade or lower must re-take the prerequisite prior to starting the internship.
- The internship must be located at a primary public health agency whose work reflects best practices and theory driven research in public health. The majority of the work must be public health-based (i.e., related to the 10 Essential Public Health Services and the emphasis specific competencies, as described on pages 4-6).
- Agency Supervisor must have a degree in public health or closely related field with a degree and a minimum of six-months post-graduation experience.
*In the rare situation where an agency offers a public health-based internship opportunity, but there is no on-site public health staff member to serve as a supervisor, the Department Internship Coordinator will work with you to identify an internship consultant (a public health professional in the local area who will meet with you periodically to discuss the public health issues related to the internship). **This must be approved by the Department Internship Coordinator prior to beginning the internship.**
- Complete a set of projects that exposes you to the breadth of best practices in public health. This should culminate into at least one specific tangible product, which will be included in your final written report. The tangible product(s) should be something that represents your major internship responsibilities, including the quality and quantity of your work. Examples might include a research report, survey, program plan, database, newsletter, focus group moderator guide, developed curriculum, evaluations, and so forth.
- Major responsibilities and tasks should include:

- a) At least one of the 10 Essential Public Health Services; and
- b) At least one of the competencies for your selected emphasis
- Detailed daily log to include competencies used (page 9) and application (at least a paragraph per day include daily task completion, application of classroom knowledge and reflection of skills and competencies gained.
- Submit a written report for evaluation by the Department Internship Coordinator before the end of the semester (see rubric for details). Written report will result in a letter grade based on the evaluation from the on-site Internship Supervisor and the Department Internship Coordinator.

Internship Hours: 1 credit = 42 hours of internship work

In order for internship hours to be counted, students must be registered for the Hlth 496R and the appropriate section. No retroactive credit for previous internship experience can be given. No exceptions; this is University policy.

10 Essential Public Health Services

<http://www.cdc.gov/od/ocphp/nphpsp/essentialphservices.htm>

1. Monitor health status to identify and solve community health problems
2. Diagnose and investigate health problems and health hazards in the community
3. Inform, educate, and empower people about health issues
4. Mobilize community partnerships and action to identify and solve health problems
5. Develop policies and plans that support individual and community health efforts
6. Enforce laws and regulations that protect health and ensure safety
7. Link people to needed personal health services and assure the provision of health care when otherwise unavailable
8. Assure competent public and personal health care workforce
9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services
10. Research for new insights and innovative solutions to health problems

Emphasis Specific Competencies

Health Promotion (6.0 – 9.0 internship credits, 6 required, at least 252 hours):

7 Areas of Responsibility for Health Educators <http://www.nchec.org/credentialing/responsibilities/>

1. Assess individual and community needs for health education
2. Plan health education strategies, interventions, and programs
3. Implement health education strategies, interventions, and programs
4. Conduct evaluation and research related to health education
5. Administer health education strategies, interventions, and programs
6. Serve as a health education resource person
7. Communicate and advocate for health and health education

Health Science (3 credit hours required, 126 hours):

Internship work should demonstrate public health-related responsibilities, research, service, and/or outcomes that directly or indirectly connect you to people and communities based on their health needs, social determinants of health status, or health disparities. A Health Science emphasis internship is **not** a practitioner or physician shadowing. Your internship should have a **strong mentoring component**. You need an internship mentor to supervise and evaluate your work. It could be an agency, fieldwork, or faculty research mentor. A concrete deliverable through a **final written report** to your internship mentor and to the Department Internship Coordinator will be expected at the completion of your internship.

Epidemiology (1.0-3.0 credits optional):

Competencies for Applied Epidemiologists in Governmental Public Health Agencies Tier 1: Entry-Level or Basic Epidemiologist

http://www.cdc.gov/appliedepicompencies/downloads/AEC_Summary_Tier1.pdf

1. Assessment and analysis

- a. Recognize public health problems pertinent to the population
- b. Conduct surveillance activities
- c. Identify acute and chronic conditions or other adverse outcomes in the population

- d. Apply principles of good ethical/legal practice as they relate to study design and data collection, dissemination, and use
 - e. Organize data from surveillance, investigations, or other sources
 - f. Analyze data from an epidemiologic investigation or study
 - g. Summarize results of the analysis, and draw conclusions
 - h. Assist in developing recommended evidence-based interventions and control measures in response to epidemiologic findings
 - i. Assist in evaluation of programs
- 2. Basic Public Health Sciences**
- a. Know how causes of disease affect epidemiologic practice
 - b. Identify the role of laboratory resources in epidemiologic activities
 - c. Use identified informatics tools in support of epidemiologic practice
- 3. Communication**
- a. Prepare written and oral reports and presentations that communicate necessary information to agency staff
 - b. Recognize the basic principles of risk communication
 - c. Incorporate interpersonal skills in communication with agency personnel, colleagues, and the public
 - d. Use effective communication technologies
- 4. Community dimensions of practice**
- a. Provide epidemiologic input into epidemiologic studies, public health programs, and community public health planning processes at the state, local, or tribal level
 - b. Participate in development of community partnerships to support epidemiologic investigations
- 5. Cultural competency**
- a. Describe population by race; ethnicity; culture; societal, educational, and professional backgrounds; age; gender; religion; disability; and sexual orientation
 - b. Establish relationships with groups of special concern (e.g., disadvantaged or minority groups, groups subject to health disparities, historically underrepresented groups)
 - c. Describe surveillance systems that include groups subject to health disparities or other potentially underrepresented groups (using standard categories where available)
 - d. Conduct investigations using languages and approaches tailored to population
 - e. Use standard population categories or subcategories when performing data analysis
 - f. Support public health actions that are relevant to the affected community
- 6. Financial and operational planning and management**
- a. Conduct epidemiologic activities within the financial and operational plan of the agency
 - b. Describe the financial planning and budgetary process of the epidemiology program
 - c. Implement operational and financial plans
 - d. Use skills that foster collaborations, strong partnerships, and team building to accomplish epidemiology program objectives
- 7. Leadership and systems thinking**
- a. Support the organization's vision in all programs and activities
 - b. Use performance measures to improve epidemiology program effectiveness
 - c. Promote ethical conduct in epidemiologic practice
 - d. Practice professional development
 - e. Prepare for emergency response
- 8. Policy development**
- a. Support the application of epidemiologic knowledge to the development and analysis of public health policies

Environmental/Occupational Health (1.0 – 9.0 credits optional)

1. Assess individual and organization (company) needs for health education
2. Plan occupational/environmental health strategies, interventions, and programs
3. Implement occupational/environmental health strategies, interventions, and programs
4. Conduct evaluation and research related to occupational/environmental health
5. Administer occupational/environmental health strategies, interventions, and programs
6. Serve as an occupational/environmental health resource person

7. Communicate and advocate for occupational/environmental health

15 Steps to Completing an Internship

1) Complete the emphasis required classes with a C- or greater

- Public Health students must complete the following required courses and emphasis specific courses with at least a “C-” grade before registering for and completing the internship. Students cannot be concurrently enrolled in an internship and the prerequisite courses. If a D+ grade or lower is received, the student must retake the class before beginning the internship:

Health Promotion: (6.0 – 9.0 internship credits, 6.0 credits required)

- Hlth 100 Intro to Public Health
- Hlth 310 Chronic Diseases
- Hlth 311 Infectious Diseases
- Hlth 322 Environmental Health
- Hlth 330 Health Promotion
- Hlth 345 Epidemiology
- Hlth 432 Methods in Health Promotion
- Hlth 434 Evaluation Methods
- Hlth 439 Program Planning

Health Science: (3.0 credits required)

- Hlth 100 Intro to Public Health
- Hlth 310 Chronic Diseases
- Hlth 330 Health Promotion
- Hlth 434 Evaluation Methods
- Hlth 439 Program Planning

Environmental/Occupational Health: (1.0 – 9.0 credits optional)

- Hlth 100 Intro to Public Health
- Hlth 310 Chronic Diseases
- Hlth 311 Infectious Diseases
- Hlth 322 Environmental Health
- Hlth 330 Health Promotion
- Hlth 345 Epidemiology
- Hlth 420 Injury Prevention
- Hlth 422 Disaster Response & Emergency Preparedness
- Hlth 424 Occupational Health and Safety

Epidemiology: (1.0-3.0 internship credits optional)

- Hlth 100 Intro to Public Health
- Hlth 310 Chronic Diseases
- Hlth 311 Infectious Diseases
- Hlth 322 Environmental Health
- Hlth 330 Health Promotion
- Hlth 345 Epidemiology
- Hlth 440 Computer Applications in Epidemiology
- Hlth 443 Field Epidemiology

2) Attend a mandatory internship meeting (held each September and January)

- The 1-hour mandatory internship meeting is held at the beginning of each major semester. Attendance within a year of your internship will count; otherwise, you will need to come to another meeting as requirements/approval change. Attendance is recorded and a statement of acknowledgement will be signed.

3) Develop your internship based on your public health interests

- Decide what you want to learn or do during the internship. Also, decide what area you are most interested in working as far as content, population or agency. Lastly, realize based on where you will be living, you may choose a public health internship based on geography.
- Brainstorm a list of agencies where you would like to do an internship. You can look on the Health Science blog and website for agencies where students have completed internships. Research more about the agency to find out what they do, whom they serve, and so forth. If you are not sure whether or not the agency would be an appropriate place to do an internship, please ask the Department Internship Coordinator.
- Find the name and contact information of the program manager or director. Prepare your email to include the following information: senior at BYU, required to do an internship, a list of why you want to intern with this agency, a list of skills/competencies you possess, and include resume and sample of your writing. Follow-up with a phone call to set an appointment to meet with him/her in person to discuss potential internships.
- Apply for multiple internships at the same time in hopes you hear back from 1-2 quickly. Only applying for one internship and then waiting to hear back from them will significantly delay the process and may result in late registration.
- During the interview, articulate what you want to learn in your internship, what your skills are, and how you can contribute to their agency. Also, be prepared to discuss possible internship responsibilities (Form B) and tangible products to be produced. You may also want to bring a portfolio with examples of the work you have done. For example, a copy of your program plan from Hlth 439 would show some of your best work.

4) Obtain pre-approval for internship site (Form A online):

<https://hs.byu.edu/Internships/Forms/LandingPage.aspx>

- Once you have identified a public health-related agency where you would like to do an internship, the next step is to get approval for the site (Form A). This pre-approval process will ensure that you do not complete all the necessary forms and then discover that the agency may not be the most appropriate location for an internship. Approval of the site does not mean the overall internship is approved. The final approval comes when the Department Internship Coordinator and Internship Supervisor approve the Internship Responsibilities (Form B). When filing out Form A, do not check every box for the 10 Essential Public Health Services or emphasis specific competencies. Choose which ones are most relevant and applicable.
- Start looking early, preferably 3-4 months before starting your internship. Certain internships require more than 3-4 months preparation time (e.g., Kennedy Center for International travel or Washington Seminar).

5) Develop 5 major internship responsibilities with your Internship Supervisor

- The internship responsibilities include a general description of the major tasks that you will complete during the internship. Set up an appointment with your agency internship supervisor to review internship responsibilities. Please be as specific as possible. These tasks should relate to the 10 Essential Public Health Services and the emphasis specific competencies. Your work should result in the final tangible product.
- Example of major internship responsibilities:
 - Prepare and write press releases for diabetes awareness month
 - Prepare and deliver presentations on healthy eating to the community groups
 - Complete a car seat safety certification class
 - Write a research report on cancer rates in Caratoga County

6) Submit internship responsibilities (Form B) online for coordinator and supervisor approval (electronic signatures through Route Y log in)

- After you meet with the agency internship supervisor, submit Form B online for Department Internship Coordinator approval. Once approved, an automatic email will be sent to your agency supervisor for electronic approval. Make sure their email is correct on Form A. Failure to correctly input the email will result in computer programming issues at the end of the semester, jeopardizing grade submission and graduation. Supervisors must obtain a myBYU username and password for approval. If they have been a

student at BYU previously, they should already have a log in. Suggest they keep this log in information in a secure place; they will need it for their supervisor evaluation (Form H) at the end of the internship. (Directions can be found in Appendix D, page 20-21)

- The internship is not approved until both the Department Internship Coordinator and Agency Supervisor approves the internship responsibilities form (Form B).

7) Complete required University Internship Forms (Form C and Form D)

- It is your responsibility to complete all University forms in a timely manner before you can register for Health 496R. The Department Internship Coordinator does not manage these forms; the University Internship Office manages them. If you have questions, please call the University Internship office at (801) 422-3337 or email at internship@byu.edu.
- Form C, IRAMS (Internship Registration and Management System), is completed online; click the link <https://y.byu.edu/ry/ae/prod/internship/cgi/internshipApplication.cgi>
- For more detailed instructions on how to complete IRAMS, click here. <https://intern.byu.edu/sites/intern.byu.edu/files/files/IRAMS%20instructions-Student.pdf>
- **PLEASE NOTE:** There is a University hold on your registration until both the Department Internship Coordinator and the University Internship Approval approve this form. You will not be able to register for the internship until approvals have been completed. Please plan accordingly to ensure scholarships and financial aid may be awarded based on registration. International internship students will not need to complete Form C, but will need to submit paperwork from the Kennedy Center.
- Form D, the Master Agreement (<https://intern.byu.edu/sites/intern.byu.edu/files/files/InternshipMasterAgreement.pdf>) is a University form that outlines liability. This form is to be signed by your Internship Supervisor and the University Internship Office. You may scan and email it to Stephanie or send it directly to the Internship Office in 5435 HBL. Form D (Master Agreement) is only necessary if there has never been a BYU student at that agency before.
- If you would like to find out if there is a Master Agreement already signed for your agency, you may check the database here: https://gamma.byu.edu/ae/prod/internship/cgi/internshipProviderSrch.cgi?search_mode=lookup Master Agreements are valid for 10 years.
- International internship students will need to complete the International Master Agreement. Please use this link to complete the registration process. <https://intern.byu.edu/content/international-internships>
- **PLEASE NOTE:** If you are interning at Intermountain Healthcare/Mountainstar or any of their affiliates, you must complete additional paperwork and approvals before registering for the internship. You will need to upload your drug screen, background check, and immunization record into the IRAMS system before you can register. For complete instructions, click here: <https://intern.byu.edu/content/intermountain-healthcare-interns>

8) Register for Health 496R, Section 2, Instructor: Stephanie Lutz

- Register for your internship as early as possible, but before the add/drop deadline (2nd week of school).
 - Gerontology interns must register for Hlth 496R, section 1.
 - **All domestic students must register for Hlth 496R, section 2.**
 - International internships will be assigned their own section by the Kennedy center.
 - **Internship hours do not count until the first day of the semester and the student has registered for and paid tuition for the credits, and they are on the roll.**
 - You may sign up for all required credit hours in one semester or split the credits between semesters.
 - You must enroll for internship credit during the semester that you plan to complete the internship.
 - If you enroll for credits and do not complete an internship, you will receive an “T” grade, which will stay on your transcript until you submit your written report. Once evaluated, your “T” grade will be replaced with a letter grade. T grades expire after 1 year at which time a letter grade must be put in its place.
- PLEASE NOTE:** You may register for the internship up to 3 times. R in Health 496R means repeatable, up to 3 times. (I.e. 2 credits in spring, 2 credits in summer, 2 credits in fall).
- For detailed direction on how to register for the class, please refer to Appendix D.

- **LATE REGISTRATION:** Adding the class after add/drop deadline: If you were late registering for the internship class and the add/drop deadline has passed, you will need to petition to add the internship. You must completely fill out the petition form, deliver it for signature to the Department Internship Coordinator (Stephanie Lutz), and submit it to the Registration Office in B-150 ASB. Once approved, the Registration Office will automatically register you for the course and correct section. Petitions can be found here: https://intern.byu.edu/sites/intern.byu.edu/files/files/StudentPetition_1.pdf

9) Begin internship

- You cannot start your internship until the start of the semester. Forms must be approved and registration completed. If you go for training before the start of the semester, these hours will not count toward your total hours.
- *If you are not registered for academic credit through Hlth 496R before starting the internship, the hours you work will not count. No retroactive credit. This is university policy. No exceptions.*

10) Complete daily log of internship experience (Form E) each day

- Plan to spend the last 15-20 minutes of each day, writing your daily log entry. Students will fill out 2 sections per entry: 1) Competencies used, and 2) Application.
- Competencies Used section should list at least (1) Essential Public Health Service and/or (1) emphasis specific competencies used that day and a brief explanation how you used it (3-4 sentences)
- The Application section should explain tasks you accomplished that day, skills you developed, lessons learned, and what you learned in the classroom (theory) applies to what you are doing in the internship (application). This is a time to reflect on how the accomplished tasks relate to the bigger picture of public health. (5-6 sentences)
- Entries must be very specific and detailed; vague descriptions will receive lower scores. Refer to the sample logs below.

Sample Daily Log:

Sample #1

1/9/15	1/9/15	7.00
Competencies Used:	COMPETENCIES:1. Assess individual and community needs for health education, 2. Plan health education strategies, interventions, and programs, 10. Research for new insights and innovative solutions to health problems ACCOMPLISHED: Today I worked on assessing the needs of the patients at this clinic as well as the physicians. I am trying to figure out what health information the patients are lacking, and where the physicians feel the disconnect is between patients and health education. I was able to meet with my supervisor and go over the work I have done on the survey, the fact sheets, and other ideas I have come up with. We brainstormed how to make my ideas realistic. I worked on my fact sheets, but I spent a good deal of time researching new insights and innovative ways to educate patients on health problems that are relevant to them. I am going to try and improve the OB packet they give to new moms here in the office. I was able to discover free online presentations about complicated OBCYN matters that comes from UCLA Health. We are looking into making this available to our patients.	
Applications:	The classes I took that have helped me thus far in my internship taught me how to think outside the box to address health problems. Technology in Health Promotion helped me realize that technology is a great portal in which we can communicate with patients. People turn to technology today to research information about health problems and it would be naive to ignore that this is where patients are going to educate themselves. I am trying to capitalize on all avenues that patients turn towards for health information. Behavior Change has taught me that different approaches work for different people. My classes have helped train me to continue to pursue the task at hand.	

Sample #2

1/13/15	1/13/15	6.00
Competencies Used:	Today I used Essential Public Health Service #3, inform, educate, and empower people about health issues. I also used Health Promotion Emphasis #6, serve as a health education resource person. I went to a health fair for Questar employees and was able to educate people about cancer prevention. I also worked on some "homework" from my supervisor on reading more about the HPV vaccine and the ASC 2014 report on cancer in America.	
Applications:	Going to a health fair was a good opportunity to educate people on cancer screenings. I was able to show people sun damage to their skin using a "Skin Scope". I was then able to follow that up with education about Utah melanoma rates and skin cancer prevention and screening. I found they were receptive to hearing that after they saw the damage their skin had accrued over time from the sun. I think my Health Promotion and Methods in Health Promotion classes helped here. I was given opportunities to present health information to class members there, and it made it easier to present to the people at the health fair. I also saw some principles of stages of change and readiness for change at the health fair. One man approached us and clearly wanted to change his eating habits, but was confused as to what that meant. We were able to talk to him about that. He was in a position to be receptive and ready for change.	

11) Submit Mid-point Review online (Form F)

- When you have completed half of your internship hours, please complete F found on the department website internship system.
- Submit Form F for Department Internship Coordinator to review. Your daily log will also be reviewed at this time. As needed, feedback will be provided via email from the coordinator or the internship TA.
- Your agency internship supervisors will complete Form F2 to evaluate your work. You can view their comments online as an assessment of your work up to this point.

12) Send agency internship supervisor link to complete evaluation (Form H)

- At least two (2) weeks before you have completed your hours, please ask your agency internship supervisor to complete their evaluation form (Form H).
- The link to this form will be emailed to them after the intern pushes the “submit form to supervisor” button on Form H online.
- The only person who can do the evaluation is the same person who approved Form B (programmed into the system). If your supervisor has changed, please notify the Internship Coordinator immediately so it can be changed/updated BEFORE the end of the semester. Failure to do so may result in delayed grade submission and delayed graduation.
- Your supervisor’s evaluation of you (Form H) is 40% of your final internship grade.
 - The Agency Supervisor will need to use the same NetID and password they used to approve Form B. If they forgot their NetID, it can be retrieved vs. obtaining a new ID. Creating a new ID will mess up the system and will delay/frustrate the evaluation submission. (See Appendix D, page 20-21 for instructions explaining how to retrieve a NetID.
 - The evaluation and comments are confidential and will not be viewable to the student intern in order to ensure honest, accurate reporting from your supervisor.
 - A letter grade cannot be assigned without supervisor evaluation submission.

13) Complete agency recommendation form (Form G) online before the end of the semester.

- You do not need to include a hard copy in your written report.
- If the notebook is submitted but the agency recommendation is not, it may result in a T grade, potentially delaying graduation.
- This is for future internship student viewing. You may leave your name and contact information or share anonymously.
- Please be accurate in your reporting; students will review what you have to say about the internship agency and your experience.

14) Send thank you letter to agency internship supervisor & upload 5 digital photos

- The thank you letter can be typed or handwritten and should include the following: date, experience provider’s name and address, body of letter, and your signature, name, and address to close. Sample letters can be found at: <https://owl.english.purdue.edu/owl/resource/653/02/>
- Student must upload five (5) high quality digital photos as evidence of their work at their internship.
 - At least 2 photos should be of the student at their internship. The remaining photos can be of tasks, events, or other happenings at the internship.
 - Photos will be upload to the department internship system on the department website.
 - Photos may be used by the Department in the future. Students will sign a photo release form.

15) Complete the internship written report and turn it in to the Department Internship Coordinator by the deadline.

- If you plan to graduate in a certain semester, plan on submitting in your internship notebook by the due date (or earlier) as stated on Learning Suite, which will be about 5 days before the end of the semester.
- **Late submissions will result in a 2% deduction for each day past the deadline (up to 10% deduction).** Notebooks will not be accepted past reading days.
- Mailed notebooks must be postmarked by the due date.

Internship Written Report Rubric

Written Report Format:

- Written report must be bound with spiral or strip binding. NO 3-ring binders.

- All paperwork must be typed. No handwritten documents will be accepted.
- Use 1.5 spacing, and 1” margins.
- The summary of internship experience (part III) should be a minimum of (6) six full pages in length.
- The written report must include headings for each section, a table of contents, and page numbers.
- The written report should constitute professional, technical writing, not casual conversational writing, no bullet points
 - Professionalism in your writing and presentation of your written report is worth 10% of your total grade (20 points).

The Written Report should consist of these following sections, in the following order:

1. **Title Page**—Please include the following:
 - a. Name of Student
 - b. Student ID Number
 - c. Agency where internship was completed
 - d. Semester the student registered for internship
 - e. Semester the student completed the internship
2. **Table of Contents**—include labeled headings for each section and page numbers
3. **Summary of Internship Experience** (minimum of 6 full pages in length)
 - a. **Overview** (2 pages minimum)—20 points
 - i. List your major responsibilities (obtain from Form B).
 - ii. Provide an overview of your work during your internship.
 - iii. Describe/how you fulfilled each of your major responsibilities. Describe to what degree you accomplished the major responsibilities. If you were not able to accomplish all of them, explain the circumstances that prevented you from doing so.
 - b. **Skills/Competencies** (2 pages)—30 points
 - i. Explain one or more emphasis specific competencies your work included and how you demonstrated it. . Points will be deducted for explanations that do not demonstrate an understanding of the competencies and how they relate to the your work.
 - ii. List one or more of the 10 Essential Public Health Services that your work included and describe how your internship work included one or more of the “10 Essential Public Health Services.” Refer to <http://www.cdc.gov/od/ocph/nphpsp/essentialphservices.htm> for more information.
 - iii. In what areas of responsibility of public health did you feel unprepared?
 - iv. Describe the skills you developed through your internship.
 - c. **Career** (1 page)—10 points
 - i. Describe how the internship has prepared you for future employment in public health.
 - ii. As a result of the internship experience, describe the type of public health jobs you would be most interested in working.
 - iii. Describe how this internship helped you draw conclusions on future employment in public health.
 - d. **Tangible Product** (minimum one-page written narrative, not including the tangibles/evidence of your work you provide in the notebook)—30 points
 - i. Include at least one-page written description of the tangible product(s).
 - ii. When you submit your report, include samples of your work. These should justify the hours on the internship and provide evidence of your work. Tangible products should include a variety of examples and include your best work. Depending on what the product is, it may not be able to be bound with the report, but can be attached separately. If it cannot be attached (e.g., a video you produced), please include a copy on a CD or flash drive and submit it with the written report.
 - iii. Examples of tangible products could be research reports, surveys, program plans, database, newsletters, a focus group moderator guide, developed curriculum, evaluations, fact sheets, brochures, etc.
4. **Daily Log** (full log included from Health Science website)—60 points
 - a. This should be filled out daily in the appropriate sections of the log. Date stamped.
 - b. The daily log should be written using professional language, not casual conversation.
 - c. The log should not have any sections/words cut off from the margins
5. **Agency Recommendation Form**—(Form G) 10 points
 - a. Submitted online, no hard copy required

- b. Viewable by other students; please be professional and positive
- c. May leave comments confidentially or agree to be contacted by future students
- 6. **Thank You Letter for your Agency Internship Supervisor**—10 points
 - a. Must include a hard copy in written report
 - b. Letter can be typed or hand written
- 7. **Five (5) High quality digital photos from internship of student** (submitted online, no hard copy required)—10 points
 - a. At least 2 of these photos must include a picture of the intern
 - b. Label each picture Firstname_Lastname_1-5
 - c. Only upload photos in .jpg format
 - d. Please do not include pictures of you at your desk. Be creative!
 - e. Please be aware of copyright infringements and photography permissions particularly in schools and agencies. You are responsible for making sure you are not violating copyrights and source citation.
- 8. **Digital approval of internship responsibilities, policies, procedures and requirements**—10 points
 - a. Completed as a prerequisite to Form A; no hard copy required.

Grading Policy: A total of 200 points are available for the internship. Grades are weighted: 40% by the agency supervisor and 60% by the Internship Coordinator. Completion of the internship does not guarantee you an A grade. The grade for the internship is based on the work as described in the daily log, the written report, tangible products, and the internship supervisor’s evaluation of the intern’s performance. If you are short hours, you will be graded based on the amount of hours you completed. (I.e. if you only completed 88% of your hours, you can only receive a B+ on your total internship). If your internship provider has not given you enough hours during the semester, Stephanie can assign T grades based on individual circumstances and you can complete your hours at a later date.

Component	Points Possible
Professional presentation of written report	20
Overview	20
Skills & Competencies	30
Career	10
Tangible Products	25
Daily Log	55
Agency Recommendation (Form G online)	10
Thank-You Letter (hard copy)	10
Digital Photos (uploaded)	10
Approval of internship responsibilities (online)	10
Total points	200
Department Coordinator Evaluation of Student Work	60%
Agency Internship Supervisor Evaluation of Student Performance	40%

Grade Scale

A: 94-100%	A-: 90-93%	B+: 87-89%	B: 84-86%
B-: 80-83%	C+: 77-79%	C: 74-77%	C-: 70-73%
D+: 67-69%	D: 64-67%	D-: 60-63%	E: Below 60%

Due Date: Internship written reports are due **five (5) days before** the end of the semester.

Late Policy: Failure to submit the written report on the due date will result in a 2% loss of total percentage points per day with up to a 10% deduction. Receiving a T grade on the internship may delay the posting of graduation. If the written report is multiple days late, it may be best to postpone graduation. This date will not be changed. Although you are not attending classes on BYU campus for your internship, you will be held to the same academic standard. This means that your due dates will not be altered or extended.

T Grade Policy: “T” grades indicate course work still in progress. A “T” grade should be changed to a regular letter grade as soon as the student completes the work, but within 1 year. The “T” grade is to be used at the department’s discretion in the following cases:

- Students are not able to complete all the required hours for an internship because the internship provider does not have enough meaningful work for the student to complete for a period of two or three weeks. In such a case, a T grade may be given while the student completes additional work elsewhere to achieve the required hours.
- Family or individual circumstances dictates that the student must take a temporary leave of absence for the internship, but work will resume as quickly as possible.
- When students are enrolling for an internship that can reasonably be completed by the grade deadline for a semester or term, professors *should not lead students to believe that they can receive a T grade if their work piles up and it is difficult for the student to finish it at the end of the internship.*
- The T grade is not to be used like the incomplete grade, simply to give students a little more time to finish up work that should have and could have been completed within the boundaries of a regular semester or term.

Department Internship Coordinator:

Stephanie Lutz, MS, CHES
 2060 B Life Science Building
 Provo, UT 84606
stephanie_lutz@byu.edu
 (801) 422-1943 office phone
 (801) 830-1605 department cell (call or text with questions)

Office hours: By appointment. To schedule an appointment with the Internship Coordinator to discuss internship options, please call the Health Science Office at (801) 422-3386.

Appendix A: Internship Forms

Form	Form Name	Details	Submitted by:	Approved By:	Form Location:	Due
A	Internship Pre-approval & Responsibilities	Completed before any internship work begins; start early	Student	Department Internship Coordinator	HS Website, Internships, Forms (submit online)	3-4 months BEFORE internship begins
B	5 major Internship Projects & Responsibilities	Outline internship responsibilities with the agency supervisor.	Student	Department Internship Coordinator & Internship Supervisor	HS Website, Internships, Forms (submit online)	2-3 months BEFORE internship begins
C	IRAMS	Internship Registration and Management System provides information about the internship agency to the University.	Student	Internship Coordinator; University Internship Office	Internship Application on MyMap	1 month BEFORE internship begins
D	BYU Master Academic Internship Agreement	Completed only if one has not been completed in the past or if the agency is not on file. Check the database at: https://gamma.byu.edu/ae/prod/internship/cgi/internshipProviderSrch.cgi?search_mode=lookup If not, the student must provide the agreement to the agency. Once it is completed, the student returns it to the Department Internship Coordinator.	Agency Supervisor (if no agreement has been completed for previous interns)	University Internship Office, 5435 HBLL 801-422-3337	http://saas.byu.edu/intern/OtherFiles/pdf_forms/InternshipMasterAgreement.pdf	BEFORE internship begins (if applicable) Hard-copy required http://saas.byu.edu/intern/OtherFiles/pdf_forms/InternshipMasterAgreement.pdf

E	Daily Log	The student should complete the daily log every working day of the internship. Vague descriptions of activity will result in reduction of points. An Electronic copy daily, hard copy with final written report/ notebook)	Student	Reviewed when Form F is submitted	HS Website, Internships, Forms (submit online)	DAILY
F	Mid-Point Review Questions	Filled out after the student has completed ½ of his/her internship hours.	Student	Department Internship Coordinator or Internship TA	HS Website, Internships, Forms (submit online)	Once half of the hours are completed
F2	Mid-Point Evaluation of Student	Completed by Internship Agency Supervisor to assess student's progress up to this point. Viewable by student and Department Coordinator	Agency Supervisor	Reviewed by student	HS Website, Internships, Forms (submit online)	Once half of the hours are completed
G	Agency Evaluation	Interns evaluate the internship site	Student	Reviewed during grading process	HS Website, Internships, Forms (submit online)	1 week before internship hours completed
H	Final Intern Evaluation	Agency Supervisor Evaluation of the student intern	Agency Supervisor	Reviewed during grading process	HS Website, Internships, Forms (submit online)	2 weeks before semester ends

Appendix B: Health Science Internship FAQ

1. When should I start looking for my internship?

Please begin the internship approval process at least 3-4 months before the internship begins to ensure all approvals are made and you are able to register for the course on time. Failure to do so may result in delayed approves, delayed registration, delayed start date, and may jeopardize your scholarship and/or financial aid. It is your responsibility to begin this process early, not the week of the new semester.

2. What counts toward my total internship hours?

Time that does not count: commute to and from internship, time spent preparing for internship prior to registering for the internship class, time spent writing the internship written report. Hours must be completing working at the interning, not writing about it.

Time that does count: filling out daily logs (Form E), time spent traveling from an event to your internship site, time spent on daily tasks and responsibilities, time spent at/on professional development.

3. How many credits do I have to complete for my internship?

This depends on your emphasis. Health Promotion students must complete a minimum of 6 credit hours, but can complete up to 9 credit hours. Health Science is required to complete 3 credit hours. Epidemiology may complete up to 3 credit hours as electives. Environmental/Occupational health may complete up to 9 credit hours of elective credits.

2. How are credit hours determined?

1 credit hour = 42 hours of work

3. When can I complete my internship? To receive University credit for your internship, you must complete the following classes; no concurrent enrollment:

Health Promotion: Hlth 100, 310, 311, 322, 330, 345, 432, 434, 439

Health Science: Hlth 100, 310, 330, 434, 439

Environmental/Occupational: Hlth 100, 310, 311, 322, 330, 345, 420, 422, 424

Epidemiology: Hlth 100, 310, 311, 322, 330, 345, 440, 443

4. What if I do not finish all of the internship hours I signed up for by the end of the semester?

If you had enough hours/work to complete during the semester, you will be graded based on the amount of hours you completed. If your internship provider has not given you enough hours during the semester, Stephanie will assign T grades based on individual circumstances.

	1 credit =42 hours	2 cr=84	3 cr=126	4 cr=168	5 cr=210	6 cr=252	7 cr=294	8 cr=336	9 cr=378
10%	4.2	8.4	12.6	16.8	21	25.2	29.4	33.6	37.8
20%	8.4	16.8	25.2	33.6	42	50.4	58.8	67.2	75.6
30%	12.6	25.2	37.8	50.4	63	75.6	88.2	100.8	113.4
40%	16.8	33.6	50.4	67.2	84	100.8	117.6	134.4	151.2
50%	21	42	63	84	105	126	147	168	189
60%	25.2	50.4	75.6	100.8	126	151.2	176.4	201.6	226.8
70%	29.4	58.8	88.2	117.6	147	176.4	205.8	235.2	264.6
80%	33.6	67.2	100.8	134.4	168	201.6	235.2	268.8	302.4
90%	37.8	75.6	113.4	151.2	189	226.8	264.6	302.4	340.2
100%	42	84	126	168	210	252	294	336	378

5. Do I need to sign up for a class?

Yes. If you are completing a domestic internship, you will sign up for Hlth 496R section 2. If you are completing an international internship, you will be assigned a specific section of Hlth 496R through the Kennedy Center

6. When do my internship hours start?

Hour may count when you have complete Forms A-D, registered for Hlth 496R section 2, your name appears on the roll, and the first day of the semester has started.

6. An agency wants to hire me as an intern, but I have not finished all of the required courses for my internship. Can I receive retroactive credit?

No. This is a University policy. Unfortunately, there are no exceptions.

7. I am moving out of the state for my spouse’s grad school, job, etc. May I take additional elective credits and opt out of the Health Science internship?

No. This is a mandatory requirement for Health Promotion and Health Science students. Students in Epidemiology and Environmental/Occupational may complete an internship for elective credit, but it is not a requirement for graduation.

8. Must the daily log (Form E) be filled out daily?

Yes. Each entry is time stamped so the internship coordinator will know when you are not entering it daily. This may result in a loss of points.

9. How will my internship be graded?

Your internship grade is based on the written report requirements (see rubric). Your written report will be turned in at the end of the semester. This is written report is required of all interns.

10. What if I don’t finish my internship hours by the end of the semester? Will I fail the class?

If you do not finish the internship hours you signed up for by the end of the semester, you will receive a T grade. This is a temporary grade that does not affect your GPA and will be replaced by your internship grade once you complete your internship and your written report is graded.

11. I received a D+ in one of the prerequisites for my internship. I want to retake the class during my internship. Can I do this and still get credit for my internship?

No. The purpose of the prerequisites is to ensure you have achieved minimum proficiencies and gained valuable skills necessary to be an effective public health professional. You must complete all of the prerequisites before beginning your internship.

12. I don't want to work in public health after I graduate. Can I do my internship in a field different than public health?

No. However, you may be able complete your internship in a non-traditional public health setting as long as the primary work you will be doing is best practices in public health. Because you will be graduating in public health, your internship must be public health focused with a supervisor who has a background in public health vs. being a good experience for the next step (job, graduate school, etc.).

13. I attended a mandatory internship meeting 6 months ago and I am starting my internship in 1 month. Do I need to attend another mandatory meeting?

No. If you have attended a meeting within 1 year of starting your internship, this will count. These meetings are held at the beginning of each major semester, in September and January.

14. My Form A was approved, but the website will not let me proceed to Form C.

Although your Form A may be approved, this does not mean your internship is approved. The final approval of your internship comes when the internship coordinator and supervisor approves Form B. Forms are sequential and should be completed as such.

15. My supervisor lost their Net ID and/or password. Should they create another one?

No. Your supervisor should go to the byu.edu website and retrieve their NetID and password. Their original ID is programmed into the system and it will take time to re-program the system. They should NOT create a new one; instead, they should retrieve their original one.

16. Another student has completed an internship at the same location as my internship. Do I need to create another Master Agreement (Form D)?

No. If BYU already has a master agreement on file for that location, you do not need your supervisor to sign another one.

17. My internship supervisor said that I could start my internship before the semester started. Can I count these hours towards my internship?

No. Your internship does not start until the first day of the semester and you have registered for your internship class, Hlth 496R section 2.

18. I was not able to sign up for my internship until after the add/drop deadline. Can I still sign up for the internship this semester?

Yes, through a petition process, you can still sign up for your internship. You must complete Forms A-D before you can sign up for your internship. You will need to fill out a "Petition to Add Internship" form, have Stephanie Lutz sign it, and take it to B-150 ASB. Once your petition is approved the Registrar's office will automatically sign you up for Hlth 496R, section 2. To obtain the form, go to intern.byu.edu

19. What are the photos I am uploading going to be used for?

The Department of Health Science will use the photos you upload internally. These photos may be used on the department website or department fliers.

20. I am behind on my hours and have little time to finish my internship notebook. Can I have an extension?

No. There are no exceptions to the internship written report deadline. This is your final for the class and although the internship is not conducted in a traditional classroom setting, the assignments asked of students will be treated as such. You will lose 2% on your written report for everyday it is late. If must mail your notebook to the internship coordinator, the postmark must be by the internship notebook due date. You request a T grade, but this is decided on a case-by-case basis.

21. Can my internship notebook be placed in a 3-ring binder?

No. Internship notebooks must be spiral bound. The requirements for the required format are outlined in both the internship rubric and the internship packet.

22. How much influence does the internship coordinator have on my internship? How much does my internship supervisor have?

The internship coordinator's evaluation is worth 60% of your grade. The internship supervisor's evaluation is worth 40%. You cannot receive a grade unless both evaluations are collected.

23. What is Form A?

Form A is for internship site pre-approval. The purpose of this form is for the internship coordinator to determine if the internship you are applying for is appropriate for the public health credit. Just because Form A is approved does not mean your internship is approved. Approval is complete after Form B. Be sure to submit your supervisor's correct contact information on Form A.

24. What is Form B?

Form B outlines your responsibilities and projects you will work on/complete during your internship. Both the internship coordinator and your internship supervisor must approve this form.

25. What is Form C?

Form C is your IRAMS (Internship Registration and Management System). For questions regarding IRAMS please refer to intern.byu.edu. There is a hold on your registration until the coordinator and University approve this form.

26. What is Form D?

Form D is your internship Master Agreement. If a student has already interned at the same location as you, you will not need to complete a new Master Agreement. If you are interning at a new location, you will need to provide the agency with the Master Agreement for signature. Once they have completed the Master Agreement, you will need to scan and email it to the internship coordinator or Adrienne Chamberlain in the University Internship Office.

27. What is Form E?

Form E is your daily log. Do not submit Form E until your internship hours are completed. Form E must be filled out every day you work at the internship. Please note: the time you spend on Form E does count towards your internship hours. Please spend the last 15-20 minutes of each day filling out your daily log so that it is appropriately dated and detailed.

The most important section of your daily log is the "application" section. This section describes the "how" and "why" of your internship and relates what you learned in class to your real world experience.

28. What is Form F?

Form F is your mid-point evaluation. You will report on the progress of the 5 responsibilities as outlined in Form B. If you have any questions at that point, you are encouraged to report them in Form F.

29. What is Form F2?

Form F2 is a midpoint evaluation that your internship supervisor will complete and assess your performance up until that point. It is viewable by the student to make adjustments as needed.

30. What is Form G?

Form G is your agency recommendation form. You can choose whether or not this form is anonymous. Your response will be posted to the Department of Health Science website for the benefit of future students. Maintain your professionalism on this form.

31. What is Form H?

Form H is your supervisor evaluation form. This form is worth 40% of your total grade. Your internship supervisor must complete this form using the original NetID they created at the beginning of the internship. Please send the link (by pushing "send to supervisor") at least 2 weeks before the end of the semester.

32. When should I contact my internship coordinator/TA during my internship?

Whenever you have a concerns/questions about your internship, please feel free to contact us. If there is a concern of serious consequences, PLEASE contact your internship coordinator immediately.

33. If I get hired on as a full-time employee and they need me to have a degree, but I have 1 class left, can I have that class waived?

No. There are no exceptions to this rule. You must complete all of the required courses, both General Education and Health Science curriculum to earn your degree. This is why we encourage students to complete all of their coursework before beginning their internship.

34. If I get hired on as a full-time employee, will this increase my internship grade?

No. Although we congratulate you on this achievement, your grade is based solely on the internship rubric provided online and in the internship packet.

35. Where can I look for internships?

The Department of Health Science website is a great place to start. This website has a list of current internship sites that are seeking interns. The list is updated daily. The website also has a list of "Past Internships". This list is comprised of locations where students have already interned. This list also has student reviews and recommendations. Also, send an email to uphcareers@gmail.com and request receiving their weekly email featuring internship opportunities in Utah.

36. How does my supervisor get a NetID (same as MyBYU log in)?

Please refer to this internship packet, appendix B, Creating a NetID and Password. Refer to the Retrieving a NetID and Password document if they have lost their NetID and password. Do not encourage or allow them to create a new one.

37. How does my supervisor approve Form B?

Your supervisor must approve your Form B on the Health Science website (hs.byu.edu). Your supervisor will be sent an email with a link. This is why it is crucial you enter their email correctly in form A. For those who do not have a NetID, they will need to create one at byu.edu. Directions for creating a NetID can be found at hs.byu.edu and Learning Suite in .pdf format.

38. Will my supervisor need to use their login after they complete my Form B approval?

Yes, they will also need it for the final evaluation (Form H).

39. Do I need to schedule an appointment with Stephanie at midpoint?

No, your midpoint evaluation is completed online, Form F. You do not need to meet personally with her. She or her TA will review Form F and your daily log, Form E and provide feedback if needed.

40. How do I know if I am doing my Daily Logs (Form E) correctly?

If you would like someone to evaluate your Daily Logs (Form E), please contact the internship TA at publichealthinternships@byu.edu. The TA will individually evaluate your progress on your Daily Logs thus far. Your Daily Log will also be reviewed/evaluated when you submit Form F.

41. Where can I find the guidelines for preparing my final notebook for grading?

The rubric for your final notebook can be found on the Health Science website and in this packet. Following this rubric will ensure a higher grade than if you do not. If you have more specific questions after reading the aforementioned document, please contact your internship TA at publichealthinternships@gmail.com or your internship coordinator at stephanie_lutz@byu.edu.

42. How much influence does my supervisor have on my final grade?

Your internship supervisor's evaluation counts for 40% of your final grade. Your internship coordinator's evaluation counts for 60% of your final grade.

43. When do I submit Form E?

You will need to submit Form E when you are completely finished with your internship hours. Please do not submit Form E before you are done with all of your internship hours.

44. How does my supervisor complete Form H?

You must send your supervisor a link that you can access on your Form H tab. Your supervisor will go to this

link and log in with their BYU NetID and password. If your supervisor does not remember how to log in to their BYU account, they must call 801-422-4000.

45. How can I get a copy of Form E?

When you log into your Form E, there is an option at the top of the page to download your Daily Log (Form E) into .pdf format. If you are experiencing technical difficulties, please contact your internship TA at publichealthinternships@gmail.com or the internship coordinator at stephanie_lutz@byu.edu.

46. What should be in the ‘Competencies Used’ section of the Daily Log?

The Competencies Used section needs to include at least one (1) of the 10 Essential Public Health Services and one (1) emphasis specific competency (listed in the internship packet). In addition to listing these, you will need to write 1-2 sentences, briefly describing how you used these competencies.

47. What should be in the ‘Application’ section of the Daily Log?

The Application section of your daily log is the most important section. This section requires you to explain the ‘how’ and ‘why’ of your internship. You should explain why your responsibilities are important, how this relates to public health as a whole, how your internship is connecting the dots between theory (classroom) and practice (internship/work), and how your work relates your future in public health.

Appendix C: Creating a Net ID and password

The following are instruction for creating a new Net ID and password.

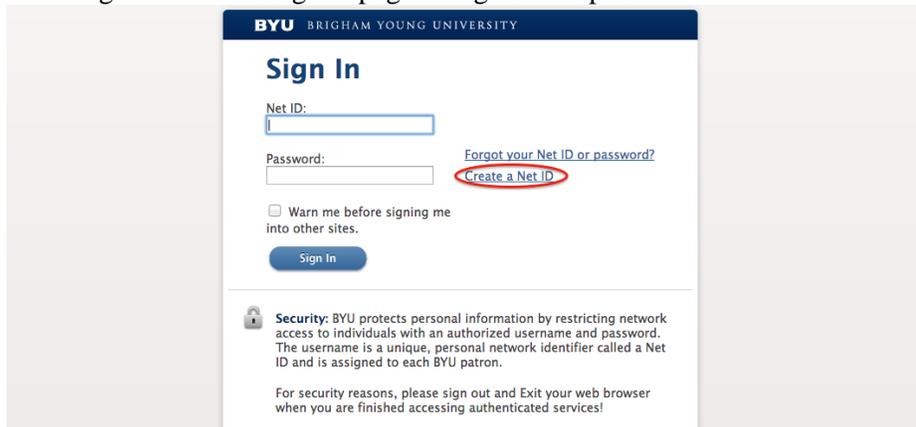
1.Go to the BYU home page (byu.edu).



2.Click on the button on the top right that says “myBYU”.

3.Clicking the myBYU button will take you to the Net ID sign in page.

4.The right side of the sign in page will give the option to “Create a Net ID”.



5. Enter the appropriate information (Social Security numbers are not required).
6. You will be redirected to create a password associated with your new Net ID. Please be sure to keep your Net ID and password for future reference. Please do not create another Net ID as this will conflict with the programming. If you have questions regarding retrieving a Net ID, please refer to the *Retrieving a Net ID and Password* directions.

Appendix D: Retrieving your Net ID and password

The following are instructions for retrieving a forgotten Net ID and password.

1. Go to the BYU home page (byu.edu).

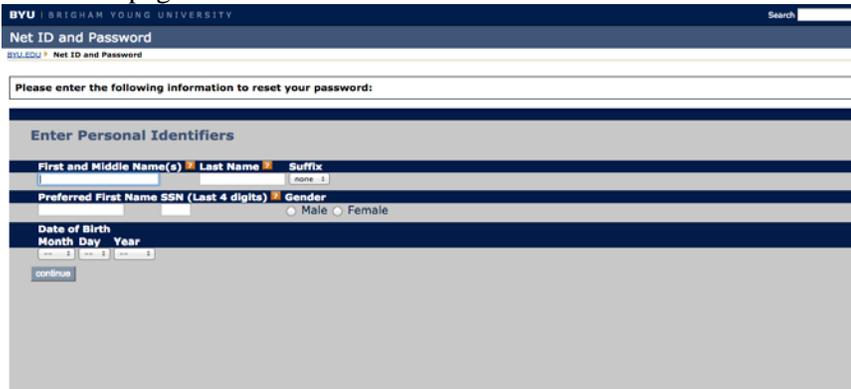


2. Click on the button on the top right that says: myBYU.
3. Clicking the myBYU page will take you to the Net ID sign in page.
4. The right side of the sign in page will give the option to click Forgot your Net ID or password.

5. Click on the Forgot your Net ID or password option.
6. You will be directed to the Retrieve Net ID/ Reset Password page.



- 7.If you have forgotten your password, enter your Net ID in the space provided to reset your password.
- 8.If you have forgotten your Net ID, click on the Forgot Net ID button, which will direct you to the Personal Identifiers page shown below.



- 9.Enter your information in the required boxes. The page will redirect you to your Net ID and allow you to create a new password.

Appendix E: Directions for registering for Hlth 496R, Section 002

To register for Hlth 496R: Select Hlth 496R in MyMap. Complete the “Internship Application”. Once you do that, the Department Internship Coordinator will receive an email. If you have completed Form B, the Internship Coordinator will approve your application. See IRAMS flowchart and instructions. <https://intern.byu.edu/sites/intern.byu.edu/files/files/IRAMS%20instructions-Student.pdf>

If you register after the add/drop deadline, you must petition to add the internship. Petition forms can be accessed online. https://intern.byu.edu/sites/intern.byu.edu/files/files/StudentPetition_0.pdf Once your IRAMS is approved, you may complete the petition, and bring the form to Stephanie Lutz’s office (2060 B LSB). She will need to sign the petition, and then you will need to return it to the B-150 ASB Registration Office. Once approved, the Registration Office will automatically register you for the course and put you in the correct section.

The University Internship Office puts a hold on your registration until Form C is approved. Please plan accordingly when factoring in financial aid and scholarship. It is your responsibility to have your internship all approved a few weeks before the start of the semester. Failure to do so may result in a loss of financial aid or scholarship, hours that cannot count toward internship, and delayed graduation.

Appendix F: Responsibilities: Student Intern & Internship Coordinator
Student Intern Responsibilities:

- Research, identify, locate, and secure their own public health internship.
- Look for internships at primary public health agencies whose work reflects best practices and theory driven research in public health. Internships must be congruent with the departmental approved curriculum, particularly the emphasis core.
- Make initial contact with the agency (via email, phone or in person) in order to gain acceptance as an intern at that agency.
- Work with an on site internship supervisor who has a degree in public health (or a closely related

field) and at least 6 months experience. This is to ensure the supervisor can accurately evaluate your work as an intern based on the 10 Essential Public Health Services and emphasis specific competencies. Their evaluation of your work is 40% of your total grade. Therefore, it is essential they have a solid background in public health for accurate evaluation.

- Upon acceptance, it is the responsibility of the student to submit Form A (pre-Approval form) online, including accurate information about the supervisor (contact information, degree) and as much information about the internship responsibilities as they relate to the 10 Essential Public Health Services and emphasis specific competencies.
- Provide the agency supervisor with student and supervisor responsibilities at the beginning and throughout the internship to include assisting supervisor in securing myBYU account information, outlining 5 major responsibilities/projects to be worked on during the internship, approval of Form B, final evaluation (Form H), and any other internship related issues that present during the internship.
- Complete University Internship forms including IRAMS (Form C) and the Master Agreement (Form D) in a timely manner so the University can remove the hold on their registration before the start of the semester.
- Register and pay tuition for the internship prior to the beginning of the internship. The students' name must appear on the roll before internship hours can be counted and prior to receiving credit and a final grade.
- If the student adds the internship late (after the first day of class), it is the responsibility of the student to work quickly through the approval process and add the class prior to the add/drop deadline. If the student does not make that deadline, it is their responsibility to obtain IRAMS approval first and then complete the petition form including signature of internship coordinator. Once that form is submitted and approved by the Registration Office, the student will automatically be added to the internship.
- Complete a log entry each day of the internship, including a reporting of the day-to-day tasks, a listing of the services and competencies used, and give thorough examples of how their classroom knowledge applies in a real world setting in public health.
- Complete a midpoint evaluation (Form F) online when half their hours are complete.
- Submit their agency recommendation (Form G) online near the end of the semester before written notebooks are due.
- Send the final evaluation form to their internship supervisor at least 2 weeks before the end of the semester to give supervisors sufficient time to complete. This evaluation is 40% of your grade. You will not receive a final grade until your supervisor completes this form. This may delay graduation if this form is not submitted in a timely manner.
- Prepare of written report of their internship experience in the form of a notebook. It must be submitted 5 days before the last day of University classes, before reading and final days. Failure to submit on time will result in loss of points, T grade, and/or delayed graduation.

Internship Coordinator Responsibilities (Stephanie Lutz):

- Provide resources for students to identify good opportunities for public health internships. This may include internship postings on the department website, emails sent to students, or posting on our Facebook page. It may also include one-on-one internship advising appointments as needed.
- Follow up with the agency supervisor to clarify any questions about student, department, and supervisor responsibilities.
- Approve or deny Form A (pre-approval) based on student qualifications including completion of prerequisite courses with a C- or greater, attendance at a mandatory internship meeting, internship acceptance at a primary public health agency and approval of internship responsibilities.
- Approve/deny Form B, Form C (IRAMS) and Form D (Master Agreement) in a timely manner to allow students time for edits, changes, and resubmissions. It is also the responsibility of the

coordinator to communicate any and all concerns regarding the internship approval process in order to trouble shoot any issues together.

- Sign petition forms after University IRAMS approval for students who start the internship process late. Once submitted to the Registration office and approved by the University, students will automatically be registered for the internship.
- It is the responsibility of the internship coordinator (or internship assistant) to review the midpoint evaluation (Form F), the daily log (Form E), and provide feedback to students.
- Work with the student to resolve any issues brought up in the midpoint evaluation (Form F).
- Provide guidelines in the form of a grading rubric for students to follow when preparing their written report. The grading rubric can be found on the department website and in the internship packet. Student will also be emailed a copy toward the end of the semester.
- Stay in communication (via email, phone, in person, or text) with the student and their agency supervisor throughout the semester and resolve any issues that arise.
- Evaluate and provide a final grade for the internship work presented in the written report. Upon submission, the coordinator will confirm receipt of written report. The coordinator will also meet the grading deadline to ensure final grade submission and graduation deadlines.
- Answer questions (if any) regarding the final grade for the internship. Agency supervisor's portion is 40% of total grade; internship coordinator is the remaining 60% of the grade. Agency supervisor grades and comments will remain anonymous.
- Oversee the entire internship process for all Department of Health Science internship students including approval, enrollment, registration, feedback, evaluation, and final grade submission.

HLTH 476/496: Secondary Student Teaching/Internship

Fall 2016

Name: Cougar Hall

Office Location: 2140 LSB

Cell Phone: 801-369-1708 (text messages preferred)

Email: coughall@gmail.com

Course Information

Description

The School Health Education student teaching and internship experiences are designed to give students field experience as a school health educator. Student teaching and internships give pre-service teachers an opportunity to demonstrate competency in all facets of school health education, including curriculum planning and design, classroom management, teaching strategies and methods, assessment, and effective health education practices. Health Science 476R and 496R are graded as pass/fail courses.

- Student teaching (476R) consists of 14 weeks or approximately 400 hours with a Level 2 mentor teacher.
- Student teachers must receive a minimum of 6 observations with written feedback from a University Supervisor (US) in their major area and 2 observations in their minor teacher area (if applicable).
- Student teachers must teach as least 1 class in their minor teaching area, or teach 10 weeks in their major and 4 weeks in their minor.
- Student teaching interns (496R) must be mentored during the school day by district personnel. In addition, interns receive a minimum of 8-10 observations with written feedback from a US in their major and 4-5 observations in their minor.

Educator Preparation Program

This course is part of your preparation for licensure in a major or minor that is part of the BYU Educator Preparation Program (EPP). This course will help you fulfill the EPP Outcomes (http://education.byu.edu/epp/core_assesments.html) required for accreditation. Advisors in Education Student Services (350 MCKB / 8014223426) can answer questions you have about the licensure requirements (<http://education.byu.edu/ess/licensing.html>) for your teaching major or minor.

Prerequisites

Student teachers must have a total GPA of 3.0 or better and must earn a "C" grade or better for course that count toward their major.

Learning Outcomes

Teacher Work Sample: Successful completion of TWS sections 1-7.

Student Teaching: Successful completion of a year-long internship or 14 week student teaching placement.

Clinical Practice Assessment Scale: University Supervisor and Mentor Teacher CPAS scores of 2 or higher on each of the 10 CPAS principles.

Praxis: Completion of the Praxis exam.

University Supervisor and Mentor Teacher CPAS scores of 3 or higher on each of the 10 CPAS Principles.

Utah Effective Teaching Standards: Meet the Utah Effective Teaching Standards (UETS) at the basic competence level.

Grading Policy

Student teaching is graded on a Pass/Fail basis. Required assignments include the successful completion of student teaching as determined by the university

supervisor and cooperating teacher CPAS scores (no "1" scores allowed and a 2.7 cut score from the US), PIBS assessment, teacher work sample (cut scores is a 1 from the US), PRAXIS (must register in order to student teach and must pass in order to graduate), and attendance at seminar meetings. Students who do not meet passing requirements may re-apply for student teaching.

Attendance Policy

Attendance at Monday seminars is required. Students not able to attend must communicate with the instructor prior to their absence.

Student teachers unable to teach in their placement due to illness or for personal reasons must communicate with their cooperating teacher and university supervisor prior to their absence.

Student teachers are required to be at their placement school during contract hours (generally 30 minutes before classes begin and 30 minutes after classes end). Student teachers are also encouraged to participate in all professional development days and collaboration meetings at the school or in their district.

Assignments

Weekly Unit Maps

Due: Each Saturday at 10:00 pm

Students must submit an abbreviated Unit Map detailing lessons for the coming week. Please also include any deviations from the regular schedule (assemblies, early-out days, etc...).

Daily Lesson Plans

Due: Each school night at 10:00 pm

Students must submit daily lesson plans the night before teaching.

Teacher Work Sample

Due: Friday, Dec. 2nd (rough draft). **Final draft due Friday, Dec. 16th.** (476R) OR

Friday, Mar. 3rd (rough draft). **Final draft due Friday, Mar. 17th.** (496R)

Students must complete TWS sections 1-7. A composite score of 2.0 on a 3-point scale is required for a passing grade. If not met, a professional development plan will be created by the university supervisor and McKay School of Education allowing the student teacher to remediate. Student teachers not willing to adhere to the professional development plan will be dismissed from the program.

Oral Report

Due: Friday, Dec. 9th at 4:00 pm (This is your final day of student teaching!) (476R)

Each student teacher will present a 10 minute report of what they have learned from student teaching. A report template will be provided each teacher for this report.

CPAS

Due: Friday, Dec. 16th (476R) OR Friday, Mar. 17th (496R)

Students will be evaluated by their university supervisor (US) and mentor teacher (MT) using the CPAS rubric. University Supervisor CPAS rubric = 50 pts.; Cooperating/Mentor Teacher CPAS rubric = 50 pts; Total = 100 pts. The US cut score required for graduation is 2.7 with no 1's.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students

are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all

students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

Date	Due
M Aug 29	Orientation
Sa Sept 10	Weekly Unit Maps and Lesson Plans begin
M Sept 19	Seminar
M Oct 10	Seminar
M Nov 7	Seminar
F Dec 2	Teacher Work Sample Due (Draft)
F Dec 9	Oral Reports (Last day of student teaching)
F Dec 16	Teacher Work Sample and CPAS Due

IAS 399R DOMESTIC INTERNSHIPS

Circumstances might prevent some students from relocating for an internship. Good opportunities are available in Provo and other nearby cities. Talk to friends, family, faculty, and advisors to find the best fit for you.

Once you have found a domestic internship, complete the following steps in order to receive academic credit for your experience.

BEFORE YOUR INTERNSHIP

Step 1: Receive Permission from a Faculty Coordinator

If you want your internship credit to be applied toward a major or minor requirement, you must obtain written permission from the faculty coordinator for your major or minor. Your faculty coordinator will determine whether your internship experience aligns with the academic goals of the major or minor and will work with you to decide where credits will count. You must receive this approval before your internship begins.

Step 2: Complete the Master Agreement

University policy requires all internship providers to have a master agreement with the university. If your organization has had BYU interns before, this agreement may already be on file.

Check BYU's internship database to see if your organization has a master agreement on file. If there is not a current master agreement on file, you will need to have your internship provider complete one before you may register for your internship credit. If you have any questions, contact the Advisement Center at (801) 422-3548 or kennedy_advisement@byu.edu.

Step 3: Find a Faculty Mentor

Select a faculty mentor who will serve as an additional resource to enrich your internship experience with academic components. The faculty mentor you select will be responsible for grading your academic efforts during the course of your internship and assigning 75 percent of your final grade.

When you are considering a potential mentor candidate, select a professor with whom you already have an established relationship and whose area of expertise is relevant to your internship experience. Provide your faculty mentor with the following documents:

- **Faculty Mentor Instructions**
- **Course Contract**
- **Grade Submission/Evaluation Form**

Step 4: Apply for an Internship

Apply for your domestic internship online by logging into myBYU; type “intern01” in the quick URL box to reach the application. Submit an internship application for every semester or term you will be completing. The class you will register for is “IAS 399R”. Make sure you save each of the sections, then click “Submit.”

Step 5: Meet with a Domestic Internship Coordinator

To schedule an appointment, go to room 273 HRCB, call (801) 422-3548, or e-mail kennedy_advisement@byu.edu. When you come for your appointment, bring the following completed documents:

- Course Contract (see Step 3)
- Master Agreement (see Step 2)—if there is an agreement on file, you do not need to bring another one.

The online application submitted in Step 4 will not be approved until you have met with the domestic internship coordinator and completed the required documentation.

Step 6: Register for IAS 399R

Once your preliminary paperwork and application is processed, you will receive an e-mail from the university internship office clearing you to register for the internship. Register for IAS 399R.

Please remember to register for the class as soon as it is available. If you fail to add the correct class, you will not receive credit for your internship.

DURING YOUR INTERNSHIP

Step 7: Internship Provider Information

Your internship provider determines 25 percent of your grade. Give the following documents to your supervisor at your internship, and remember to have the provider submit the completed forms at the end of your internship:

- **Experience Provider Instructions**
- **Intern Evaluation Form**
- **Intern Attendance Record**

AFTER YOUR INTERNSHIP

Step 8: Submit Documents

After you have completed your internship, it is your responsibility to make sure all the required documents are submitted to the domestic internship coordinator.

Attendance Record with signature (see Step 7)

Completed Intern Evaluation form (see Step 7)

Completed Grade Submission Form (see Step 3)

Step 9: Complete Exit Survey

Near the end of your internship experience, the internship coordinator will e-mail you a link to the Internship Exit Survey. The purpose of the survey is to help you to reflect on and evaluate your internship experience and to provide information that will improve future internship opportunities for other students. We hope you will take time to thoughtfully complete the survey. Your grade will not be submitted until you have completed the survey.

IAS 399R COURSE CONTRACT

DOMESTIC IAS Internships

Student Name: _____ Student ID#: _____ - _____ - _____
Semester/Term Enrolled: _____ Year: _____ Number of Credits: _____
Internship Starting Date: _____ Concluding Date: _____

REQUIREMENTS FOR 3.0 credits of IAS 399R

Due Dates

- 1. Required Reading (15%):** Select a minimum of 1,000 pages of readings per three credit hours on culture, history, language, business, media, or related topics. Some of these readings should be incorporated into your research paper. Obtain your faculty mentor's approval before reading. Include an annotated bibliography (1–2 paragraph description of reading, and number of pages read). _____

- 2. Internship Report, 4–10 pages (15%):** Create an internship report that covers in detail your goals and objectives for the internship, activities, contacts, achievements, and challenges. This is an ongoing project to be worked on throughout your internship, reflecting your experiences chronologically. Part of your report should be a conclusion for each of these areas as well as an over all synopsis of your total experience. Each subject should be covered in-depth and with an eye as to how it will be of assistance to your professional and personal future. Supplemental multimedia formats that fully incorporate your internship experience are welcomed (PowerPoint, photos, etc.). _____

- 3. Research Paper, 12–15 pages (30%):** Write a final research paper per three credit hours related to a topic you have some experience with from your internship. This must be a major paper of high quality on an important topic, with proper referencing. Ideally, your paper should be of value to your internship supervisor or organization. Consult with your faculty mentor to identify a suitable topic. _____

- 4. Final interview and student evaluation (15%):** _____

Late policy: _____

* Examples: "No late work will be accepted;" or "There will be a 10% grade reduction for each week late."

I understand and agree to my responsibilities as a student and an intern. I agree to complete the above-named course requirements by the due dates specified. I also understand that 75% of my final grade is determined by my faculty mentor, and the other 25% is determined by my experience provider. It is my sole responsibility to make certain all documents are submitted in a timely manner to the Domestic Internship Coordinator so a final grade can be submitted for the course.

Student intern signature

Date

I understand and agree to my responsibilities as a faculty mentor. I will provide support and create an academic structure that will complement and facilitate the student's internship experience. I understand that I am responsible for 75% of the final grade and will submit the grade submission/student evaluation form and course assignments to the Domestic Internship Coordinator in 273 HRCB after grading.

Faculty Mentor signature (responsible for evaluating work)

Date



IAS 399R FACULTY MENTOR INSTRUCTIONS

DOMESTIC IAS Internship

Thank you for your willingness to direct an IAS student's internship experience. Due to the structure of the Kennedy Center majors, we do not have department faculty to oversee students' internships and we greatly appreciate your assistance in this matter. As a faculty mentor you will be responsible to advise, provide support, and create an academic structure that will complement and facilitate the student's internship. In order to receive academic credit for an internship, it must be both scholastic and a useful pre-professional experience. The following is a set of instructions and standard requirements that may be modified according to the needs of the student you are mentoring and at your discretion.

MAINTAINING CONTACT

Frequently, students lose contact with their mentor over the course of their internship and the mentor is unable to determine their progress. Although this is left to your preference, we strongly encourage you to set guidelines of communication where the student checks in with you at an appropriate frequency during the internship. This will create academic structure for the student and help you as the mentor when it is time to determine the grade for the internship.

REQUIREMENTS FOR IAS 399R COURSE CONTRACT

Complying with the Office of Academic Internship requirements, the Kennedy Center developed a model course contract to use as a guideline to follow. If any changes are made, please make sure the course contract reflects those changes. Keep in mind the university requires: **1) text and/or readings; 2) papers and/or reports; and 3) projects and/or a research paper.** We recommend setting different due dates for each assignment that are most convenient for you, though **all coursework must be completed and submitted no later than one semester (or two terms) after the internship is completed.**

1. Required Reading (15%)

Students enrolled in IAS 399R are required by the department to read a minimum of 1,000 pages of readings per 3.0 credit hours. Please make note of the number of credit hours the student wants to receive and plan accordingly. Discuss with the student the type of internship he or she will be participating in and what type of academic goals they have in mind. The readings selected should relate to the field or industry of the internship or any other appropriate topics or sub-topics.

2. Internship Report (15%)

Students are required by the department to submit a 4–10 page report detailing the nature of their experience, internship goals, personal objectives, lessons learned, etc. The format for this report is the decision of the faculty mentor and the student.

3. Research Paper (30%)

Students are also required to write a final 12–15 page major research paper related to their internship, with proper referencing. **This is not a report of what the student did or a daily journal narrating his/her experiences but rather a substantial academic research paper.** The student should use his/her required reading as a primary source for the research paper.

4. Final Interview and Student Evaluation (15%)

In addition to the coursework, we suggest that a final interview be conducted between you and the student to assess the trajectory of the internship, how academic goals were met, to collect any coursework, and to complete the student evaluation. This interview may take place via telephone if circumstances do not allow for a personal meeting.

GRADE SUBMISSION

The suggested weight of each course requirement is listed above, as well as on the course contract, but it may be modified to your discretion. Notice that you determine 75% of the grade, while the experience provider determines 25% of the grade. **If you decide to give a grace period of one semester (or two terms) after the internship to complete the course requirements, the student should be responsible to meet those deadlines, otherwise appropriate grade reductions should apply.** Once the grade is determined, fill out the IAS 399R grade submission form included in this packet. The **Grade Submission/Student Evaluation Form** and student's coursework should be mailed (273 HRCB) or faxed (801) 422-0382 to the Domestic Internship Coordinator for calculation of the final grade and for our records. **The student will receive a "T" grade until the grade form, evaluations, and coursework are received.**

Questions or concerns?

Domestic Internship Coordinator, 273 HRCB, Phone: (801) 422-3548, FAX: (801) 422-0382, E-mail: melissa_christensen@byu.edu.

IAS 399R GRADE SUBMISSION/STUDENT EVALUATION FORM

Student Name: _____ Student ID#: _____ - _____ - _____

Semester/Term Enrolled: _____ Year: _____

Internship/Experience Provider: _____

INSTRUCTIONS: Please circle the appropriate ratings in the student evaluation section, making any additional comments. Decide the number of points awarded for each assignment and calculate the total number of points (maximum 75 possible). Submit completed form and coursework to: Domestic Internship Coordinator 273 HRCB or FAX: (801) 422-0382.

STUDENT EVALUATION

	Poor	Below Average	Average	Above Average	Excellent
Student's communication with mentor was in a timely manner.	1	2	3	4	5
Assignments were completed and submitted in a timely manner.	1	2	3	4	5
Student's willingness to undertake/complete assignments.	1	2	3	4	5

Additional Comments: _____

GRADE

Assignments	# of Points Given
Required Reading (15 points)	_____
Internship Report (15 points)	_____
Research Paper (30 points)	_____
Student Evaluation—see above (15 points)	_____
Total # of Points (maximum 75 points)	_____

This will constitute 75% of the student's final grade. The remainder will be calculated from the experience provider's evaluation of the intern and the student's internship attendance record.

Note: If the faculty mentor is allowing the student a one semester (or two terms) grace period, the student will be given a "T" grade until the grade form, evaluations, and coursework are received.

Faculty Mentor's Signature: _____ Date: _____

Faculty Mentor's Name (Please Print): _____ Phone Ext: _____

Department: _____

IAS 399R EXPERIENCE PROVIDER INSTRUCTIONS

DOMESTIC IAS Internships

Thank you for your willingness to accept a Kennedy Center student as an intern with your organization. As an experience provider we ask that you mentor, provide support, and create a structure that will complement the student's learning experience during their internship. In order to receive course credit for an internship, our department requires academic coursework along with your feedback and evaluation. The following is a set of instructions and expectations that our department requires from the experience provider, as well as the student's academic expectations that a Brigham Young University faculty member oversees and grades.

ATTENDANCE AND INTERN EVALUATION

We feel that as the experience provider, your feedback concerning the intern's performance at your organization is vital to his/her development and transition into the workforce. In order to reflect this importance, your organization is responsible for part of the intern's final grade for the course. Due to possible limitations in your time we only require an **attendance record** and an **evaluation** for the intern. Based on your evaluation of the intern and the grade for their academic coursework, our department will calculate the final grade for the course. The grade will be calculated as follows:

Experience Provider Section:

1. Intern Attendance Record (10%)

We want our interns to be an integral part of your organization's success, and in order to do so they need to be fulfilling their time commitments to your organization. The **attendance record** will insure that your organization benefits from their attendance, and allows our office to determine that the intern has fulfilled the necessary hours in order to complete their internship requirement. Our office requires 60 hours of internship work per credit hour received from the university. Your intern has signed up for _____ **credit hours** with our office for a **total of _____ hours of work required.**

2. Experience Provider Evaluation of Intern (15%)

Like regular employee reviews, this evaluation will let our office know how the intern functioned as a member of your team. We ask that you review the intern's competence in their assigned job, professionalism, interpersonal relations, and personal attributes, as well as their overall effectiveness while with your organization. If you desire, please feel free to share this evaluation with the intern during an exit interview to let them know how they performed as a member of your team.

Academic Section:

The course requirements were determined by the university and the department in order to optimize the intern's learning experience. The intern's faculty mentor is responsible to evaluate the student's academic coursework and submit an appropriate grade.

1. Required Reading (15%)

2. Internship Report (15%)

3. Research Paper (30%)

4. Final Interview and Academic Student Evaluation (15%)

GRADE SUBMISSION

Notice that you determine 25% of the grade, while the faculty mentor will determine 75% of the grade. Please complete and sign the **Intern Attendance Record** and **Experience Provider Intern Evaluation** forms included in this packet. (Please note that in place of the Intern Attendance Record, our office will gladly accept any form of attendance record or time punch record that your organization currently employs.) The attendance record and evaluation should be signed and sent or faxed to the Internship Coordinator for calculation of the final grade and for our records. **The student will receive a "T" grade until evaluation, and attendance are received. This means that although the student will not be penalized on their overall university GPA, they will not receive credit towards graduation.**

QUESTIONS OR CONCERNS?

Domestic Internship Coordinator
273 HRCB
Provo, UT 84602
Phone: (801) 422-3548
Fax: (801) 422-0382
E-mail: melissa_christensen@byu.edu

EXPERIENCE PROVIDER INTERN EVALUATION

Name of Intern: _____ Student ID#: _____ - _____ - _____

Internship Starting Date: _____ Concluding Date: _____

Instructions: Please circle the appropriate rating for each category. If it does not apply, please write "not applicable" under comments. **Use current and past interns as the comparison group.** Submit completed form to: Domestic Internship Coordinator, Brigham Young University, 273 HRCB, Provo, UT 84602 or fax: (801) 422-0382.

SUMMARY OF JOB PERFORMANCE:	Poor	Below Average	Average	Above Average	Excellent	Comments
Competence in the Job:						
Decision-making Skills	1	2	3	4	5	_____
Organizational Skills	1	2	3	4	5	_____
Attention to Detail	1	2	3	4	5	_____
Productivity	1	2	3	4	5	_____
Initiative	1	2	3	4	5	_____
Creativity	1	2	3	4	5	_____
Communication, Verbal	1	2	3	4	5	_____
Communication, Written	1	2	3	4	5	_____
Professionalism:						
Personal Appearance	1	2	3	4	5	_____
Attitude	1	2	3	4	5	_____
Punctuality	1	2	3	4	5	_____
Dependability	1	2	3	4	5	_____
Confidentiality	1	2	3	4	5	_____
Adaptability	1	2	3	4	5	_____
Interpersonal Relations:						
Client Relations	1	2	3	4	5	_____
Staff Relations	1	2	3	4	5	_____
Empathy	1	2	3	4	5	_____
Cooperation	1	2	3	4	5	_____
Friendliness	1	2	3	4	5	_____
Personal Attributes:						
Enthusiasm	1	2	3	4	5	_____
Persistence	1	2	3	4	5	_____
Assertiveness	1	2	3	4	5	_____
Emotional Stability	1	2	3	4	5	_____
Motivation	1	2	3	4	5	_____
Overall Rating of Intern	1	2	3	4	5	_____

Please comment on the overall performance of the intern in reference to the initial job performance objectives that were established before the internship.

Supervisor Signature _____ Date _____

Would you like another intern?

- Yes
 Not at this time

Supervisor Name (Please print) _____

If yes, the internship coordinator will contact you via phone or e-mail about your intern application and hiring process.

Company Name _____
 Address _____
 Phone _____
 E-mail _____

Due: _____

INTERN ATTENDANCE RECORD

Name of Intern: _____ Student ID#: _____ - _____ - _____

Internship Starting Date: _____ Concluding Date: _____ Total Internship Hours needed = credit hours requesting _____ X 60hrs = _____ hrs

Instructions: Please mark the number of hours the intern worked each day on the chart below. Calculate the total number of hours worked each week and the total internship hours. The total internship hours should be greater than or equal to the total internship hours needed (calculated above). At the conclusion of the internship, send the signed attendance record to: Domestic Internship Coordinator, 273 HRCB, Brigham Young University, Provo, UT 84062 or fax: (801) 422-0382. Note: We will accept any attendance record your company uses, however be sure to include the intern's name, student ID#, supervisor's name and signature, and company's information when sending the record.

Week	Dates	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total Hours
1	to								
2	to								
3	to								
4	to								
5	to								
6	to								
7	to								
8	to								
9	to								
10	to								
11	to								
12	to								
13	to								
14	to								
15	to								
16	to								
								Total Internship Hours	

Supervisor Signature _____ Date _____

Supervisor Name (Please print) _____

Company Name _____
Address _____
Phone _____
E-mail _____



Contact Info: sot_advisement@byu.edu Phone: (801) 422-1818 FAX: (801) 422-0653

INTERNSHIP REQUIREMENTS

INDES 399R

Comment [SH1]: Some additional information on syllabi.byu.edu: <https://learningsuite.byu.edu/view/bLTxb2dLEXnp.html#assignment>

Comment [SH2]: I can't see this – in Content on Learning Suite

Comment [SH3]: All work is basically due at the end of the semester except the emails mentioned above.

❖ During Your Internship:

- Once you have registered for the class, it should show as one of your courses on **Learning Suite**.
- Read the **Internship and New Hire Guidelines** and take the **Internship Quiz**. (Document and quiz available on Learning Suite under Content and Exams, respectively.)
- Reply to **two emails** from sot_advisement@byu.edu.
 - These emails will ask you questions and remind you of important information. Read through them carefully and reply promptly, **no later than the due date indicated in the email**. The first will be sent near the beginning of the semester/term, and the second will be sent a couple of weeks before the last day of classes.
 - Check your junk/spam folder frequently to ensure that emails from our office aren't being sent there rather than your inbox. Responding to these emails is a required assignment, so make sure you receive them.
- Work at least **60 hours at your internship per credit hour** you are registered for in the internship class (feel free to work more than that).

❖ Due by 4 p.m. on the last day of BYU classes (check Learning Suite) to 250 SNLB:

- Complete the **Student Evaluation of Practicum Employer**. (Available as a PDF on Learning Suite. Type it, print it out, and turn in a hard copy to our office.)
- Fill in your information on the **Finalization Form**. (Available as a PDF on Learning Suite. Type it, print it out, and turn in a hard copy to our office.)
- Write a **Final Internship Brief**, at least 2 full pages in length. It should be a brief summary of the internship and can include pictures of any projects you worked on. However, pictures are not required. (Detailed instructions on Learning Suite. Turn in a hard copy to our office.)
- Prepare a **Final Presentation**, 7 slides formatted in a PDF document. Content must reflect your experience and should include: who you worked for, projects you worked on, working environment, things you learned about design and things you learned about yourself.
- International Internships only: Create a **digital poster** about your internship experience. (Detailed instructions on Learning Suite. Email a copy to our office and the Weidman Center.)
- Your supervisor should complete the **Employer Evaluation of Practicum Student**. Our office will email this *directly to your supervisor* near the end of the semester. This is an online link, so you will not need to turn in a hard copy.

- ❖ I understand the assignments and acknowledge that failure to complete these assignments by the due date will result in an E grade for the internship.

Signature: _____ Date: _____

Printed Name: _____

INTERNSHIP REQUIREMENTS

INDES 399R

❖ **During Your Internship:**

- Once you have registered for the class, it should show as one of your courses on **Learning Suite**.
- Read the **Internship and New Hire Guidelines** and take the **Internship Quiz**. (Document and quiz available on Learning Suite under Content and Exams, respectively.)
- Reply to **two emails** from sot_advisement@byu.edu.
 - These emails will ask you questions and remind you of important information. Read through them carefully and reply promptly, no later than the due date indicated in the email. The first will be sent near the beginning of the semester/term, and the second will be sent a couple of weeks before the last day of classes.
 - Check your junk/spam folder frequently to ensure that emails from our office aren't being sent there rather than your inbox. Responding to these emails is a required assignment, so make sure you receive them.
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❖ **Due by 4 p.m. on the last day of BYU classes (check Learning Suite) to 250 SNLB:**

- Complete the **Student Evaluation of Practicum Employer**. (Available as a PDF on Learning Suite. Type it, print it out, and turn in a hard copy to our office.)
- Fill in your information on the **Finalization Form**. (Available as a PDF on Learning Suite. Type it, print it out, and turn in a hard copy to our office.)
- Write a **Final Internship Brief**, at least 2 full pages in length. It should be a brief summary of the internship and can include pictures of any projects you worked on. However, pictures are not required. (Detailed instructions on Learning Suite. Turn in a hard copy to our office.)
- Prepare a **Final Presentation**, 7 slides formatted in a PDF document. Content must reflect your experience and should include: who you worked for, projects you worked on, working environment, things you learned about design and things you learned about yourself.
- International Internships only: Create a **digital poster** about your internship experience. (Detailed instructions on Learning Suite. Email a copy to our office and the Weidman Center.)
- Your supervisor should complete the **Employer Evaluation of Practicum Student**. Our office will email this *directly to your supervisor* near the end of the semester. This is an online link, so you will not need to turn in a hard copy.

- ❖ I understand the assignments and acknowledge that failure to complete these assignments by the due date will result in an E grade for the internship.

Signature: _____ Date: _____

Printed Name: _____

IP&T 599R - Academic Internship

Fall 2016

Section 001: 359 MCKB on W from 11:00 am - 11:50 am

Section 002: 359 MCKB on W from 1:00 pm - 1:50 pm

Section 003: TBA TBA on T B A from 5:00 pm - 5:00 pm

Instructor/TA Info

Instructor Information

Name: Jason McDonald

Office Location: 150-E MCKB

Office Phone: 801-422-3674

Email: jason@byu.edu

Course Information

Description

Internship experiences allow students to reinforce skills and principles learned through their coursework as well as to develop additional practical expertise. Consequently both master's and doctoral students in the IP&T program are required to be involved in internships. The internship is a "real world" work experience under the supervision of a qualified professional. The student performs work on a professional level for a client who may or may not be within the university community. The internship may or may not involve remuneration. Current employment may count towards internship credit provided you explain in writing as part of your contract how you will augment your normal experience during the semester/term in which you receive credit. Your internship supervisor will also certify that you completed these supplements as part of the grading process. This is to ensure that you are receiving academic credit for a learning experience that stretches you (similar to students who receive internships for new work experiences), and not just for work you would have done regardless of your student status. In exceptional cases, and with prior approval of the internship coordinator, your standard work assignment(s) may count for internship credit without additional modification.

Examples of how you could extend your current assignments include (but are not limited to): seeking additional mentoring from your supervisor or a more experienced employee with whom you do not normally interact; contributing to a project outside your common work assignments; meeting with a member of the faculty 3-4 times throughout the semester to help connect your work experiences to the academic side of the field; or coaching other members of your team on knowledge/skills learned in your IP&T courses.

Acceptable as Internships	Unacceptable as Internships
Helping design, produce, and validate instructional materials	Only taking pictures that will be used in the instructional materials
Helping conduct an evaluation study, which could involve various aspects of designing the study, developing instruments, collecting and analyzing the data, or writing the report	Only tabulating and entering data in a spreadsheet
Helping conduct a research study, which could involve doing a literature review, designing the study, writing a proposal, developing instruments, collecting and analyzing the data, or writing the report	Only editing the reports
Major responsibility for teaching a course	Only grading papers and exams

Credit Requirements

To obtain a wide variety of work experience, all IP&T graduate students are urged to become involved in some type of internship experience often while in the program. Master's students are required to register for a minimum of 3 credit hours of internship, while doctoral students must register for a minimum of 6 credit hours of internship.

To meet this requirement students may register for 1-3 credit hours of IP&T 599R during any semester or term. During fall and winter semesters students should plan on working approximately 3 hours per week for each hour of credit awarded. During spring and summer terms students will need to work approximately 20 hours per week to receive 3 hours of credit, or 6 hours per week for every hour of credit. Students may not register for more than 3 credit hours of internship per semester/term, although they may work more than 10 hours per week on an internship. This requirement insures that students are involved in practicum experience throughout their stay in the program and not just during the first few semesters.

Suggestions for Finding an Internship

Besides signing up for internship credit, students are responsible for finding and negotiating their own internship experience each semester. This can be done in several ways.

- Teaching assistantships are regularly available for certain undergraduate courses within the department. Please contact the faculty supervisor for more information.
 - IP&T 286, Instructional Technology in Teaching (Rick West)
 - IP&T 334, Integrating Technology in Early Childhood Education (Royce Kimmons)
 - IP&T 444, Integrating Technology in Elementary Education (Royce Kimmons)
- By subscribing to the [IPTGrads listserv](http://education.byu.edu/ipt/mail.html), (<http://education.byu.edu/ipt/mail.html>) where internships are posted regularly
- By consulting with the Chair of the IP&T Department

- By talking to IP&T faculty members about research internships in their areas of interest
- By asking other IP&T students, especially those who have been in the program for several years, if they are aware of possible internships
- By contacting organizations that have provided internships in the past:
 - Department of Instructional Psychology & Technology
 - BYU David O. McKay School of Education
 - BYU Center for Instructional Design
 - BYU Faculty Center
 - BYU Independent Study
 - BYU Center for Service and Learning
 - BYU Technology-Assisted Language Learning (TALL)
 - BYU Second Language Departments
 - LDS Missionary Training Center
 - LDS Church
 - Western Governors University
 - Allen Communications
 - Thanksgiving Point
 - Utah Valley University
 - Novell
 - Imagine Learning

During their graduate program, students should select a wide variety of internship experiences. Ideally they should identify internship experiences in each of the major areas of the program: instructional design, evaluation, measurement, research, and teaching. They should avoid doing all of their internship work with one organization or individual. In addition, they should consider internship experiences that relate to their career goals. Research and teaching internships are especially important for those interested in an academic career.

Registration, Supervision, and Grading

STEP 1

Submit a signed Internship Contract Form to the department internship coordinator for approval. Once an acceptable internship has been identified, students should meet with their internship supervisor (the person who is providing the internship) to outline the work they will be asked to do during the internship experience. The internship supervisor may be a faculty member or a representative of the organization providing the internship. Students must then submit the Internship Contract Form (signed by the internship provider) to the department internship coordinator (Dr. Jason McDonald). This form should include a detailed description of the nature of the proposed internship experience, including the student's role and level of involvement and the specific assignments and products to be produced.

STEP 2

Complete the [online internship application](https://sa.byu.edu/ps/ps/EMPLOYEE/HRMS/c/Y_INTERNSHIP_STUDENT.Y_INT_WELCOME.GBL?nb)

(https://sa.byu.edu/ps/ps/EMPLOYEE/HRMS/c/Y_INTERNSHIP_STUDENT.Y_INT_WELCOME.GBL?nb)

WELL BEFORE the add/drop deadline. Before students can register for internship credit

they must complete this application. Make sure to fill in current contact information for yourself and the internship provider. Once you have submitted this application, an email will be automatically sent to the department internship coordinator for approval.

STEP 3

Register for IP&T 599R before the add/drop deadline. You must register for the course during the semester you are completing the internship. Once the internship coordinator approves the online internship application, you will receive an email verifying your acceptance. You will then be able to register for IP&T 599R. To receive internship grades, students are no longer required to get a grade form completed by their internship sponsor. The department internship coordinator will contact the internship provider directly to get grade information and feedback at the end of the semester contract. To view grades, contact the department internship coordinator.

Although it is not necessary for students to receive pay for an internship, frequently these internships are funded. The university pay scale corresponds to the student's status in the program. Advancement in status for a PhD student is made when PhD comprehensive projects are completed. Students working with outside agencies or organizations are free to negotiate their own pay scale.

Any changes to the internship policy can be found in the IP&T student handbook:

<https://docs.google.com/document/d/1PXydqYj7UnBbvjbHa2rqkGTRYDOnD0jWrWwb9CORT1M/edit#heading=h.p8v9y2tgbh7v>
(<https://docs.google.com/document/d/1PXydqYj7UnBbvjbHa2rqkGTRYDOnD0jWrWwb9CORT1M/edit#heading=h.p8v9y2tgbh7v>)

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

IS 599R - Academic Internship

Fall 2016

Section 001: TBA TBA from 5:00 pm - 5:00 pm

Instructor/TA Info

Instructor Information

Name: Rayman Meservy

Office Location: 788 TNRB

Office Phone: 801-362-2083

Email: rayman_meservy@byu.edu

Name: Caroline Thorne

Office Phone: 801-422-5602

Email: caroline_thorne@byu.edu

Assignments

Assignment Descriptions

International Student Checklist

Aug
30

Due: Tuesday, Aug 30 at 12:59 am

(in addition to Enrollment Checklist)

- Check with International Services (<http://international.byu.edu> (<http://international.byu.edu>)) to see if you qualify for CPT (Curricular Practical Training)
- Obtain an offer letter on official company letterhead from your prospective employer *following the guidelines required by the CPT application available through the International Services office*. Submit a copy of this letter to Ann Sumsion
- Obtain a letter from Ann Sumsion to be submitted to International Services
- Register for IS 599R for at least 0.5 credits per term / semester
- Submit paper work to International Services

Enrollment Checklist

Aug
30

Due: Tuesday, Aug 30 at 12:59 am

The requirements on this list must be completed in order to be officially enrolled in IS 599R and before Project #1 (the Initial Report) can be submitted.

- Complete the on-line internship application (<http://intern.byu.edu> (<http://intern.byu.edu>) --> "IRAMS" --> "Student Application" --> IS 599R-001) for the semester or term when the internship work will begin. Registration is available only after the necessary paperwork and application are submitted and approved. You will be notified of final approval by e-mail from the university Internship Office.
- Provide a copy of the offer letter on company letterhead to Caroline Thorne (see contact info above). If a formal offer letter is not available, then provide a description of employment and compensation (if any) signed by employer on company letterhead.
- If you are an MISM student and wish to use the course as elective credit, verify that IS 599R is listed on your on-line grad plan. If it is not listed, submit an updated grad plan for approval.
- Register for IS 599R after receiving department and university approval.

- If you are single and will be living off-campus while interning, you must complete a waiver to live in non-BYU housing or you will be fined. If you are married, this requirement does not apply. If you have questions, please visit <http://www.byu.edu/offcampushousing> (<http://www.byu.edu/offcampushousing>) or contact the Off-Campus housing office at 801-422-5066.
- If you are an international student, complete the International Student Checklist that follows, in addition to all previous steps.
- After completing the steps above, meet individually with Caroline Thorne to provide all paperwork and ensure that your planned experience will qualify for information systems academic credit.

Hand-delivered documents should be submitted to Caroline Thorne in 789 TNRB.

*All internship forms are available through this IS 599R Learning Suite course page under "Course Documents."

Project #1--Initial Report

Sep
16

Due: Friday, Sep 16 at 12:59 am

Due within two weeks of beginning the internship

The purpose of this report is to help the intern manage expectations for his/her internship. Begin by discussing the objectives and goals agreed upon by the intern and the intern's supervisor including a specific description of work the intern is expected to do. In addition, include a short history of the firm/company including clients, products, strategy, etc., and a description of the intern's sub-unit or division. Finally, discuss how you intend to create real learning value for yourself in your internship. This report is to be 4-5 pages in length, double-spaced, and is **due within two weeks of beginning the internship work**.

Project #2--Analysis Project

Oct
28

Due: Friday, Oct 28 at 12:59 am

Due at midpoint in the internship

The purpose of this project is to perform and report on a deep analysis of some critical aspect of the organization you work for or a client you've worked on while working on your internship. It is important to apply this analysis to your previous classroom learning. A pre-approved list project topics is provided below. (It is best to focus on topics where you have some academic experience.) Other analytical topics may be pursued with pre-approval by the instructor.

- Diagram and analyze a critical operations or process. Discuss improvement opportunities.
- Identify the potential ethical issues faced by the organization (both externally with its customers and competitors, and internally with its employees and suppliers/partners). Analyze these issues in the context of a formal ethics model or professional code of conduct (e.g., AICPA Code of Conduct: <http://www.aicpa.org/Research/Standards/CodeofConduct/Pages/default.aspx> (<http://www.aicpa.org/Research/Standards/CodeofConduct/Pages/default.aspx>))
- Describe the organization's HR policies and OB strategy/practices. Compare and contrast these policies and practices with academic theory discussed in the classroom.

This report is to be 4-5 pages in length, double-spaced, not including any exhibits, and is **due at the midpoint in the internship**.

Employer's Evaluation

Nov
30

Due: Wednesday, Nov 30 at 10:59 pm

During the last week of your internship, you should give your employer the Evaluation of Intern form. Do not confuse this with your evaluation of the internship. Your supervisor should complete the evaluation and return it to Rayman Meservy. Be sure the employer signs and sends **the original form directly to Rayman Meservy** and does not give it to you. The instructions, with snail mail address and fax number, are found at the top of this form.

Note: This form is available in the "Course Documents" folder of this course

Project #3--Reflection Report

Dec
06

Due: Tuesday, Dec 06 at 10:59 pm

Due by last day of class or two weeks after completing internship, whichever is earliest, and at least two days before student evaluation interview

The final report should include a discussion of the work accomplished during your internship, an analysis of what you learned during your internship (both personally and professionally), what impact the experience had on your career objectives, and how the experience might have been improved. You may want to attach copies of some of your work products (be aware of confidentiality) or a log of the assignments you completed. This report should be 4-5 pages in length, double-spaced, not including any attachments of your work products. This report is **due within two weeks after the end of your internship** or by the **last day of class** in the semester registered for IS 599R, **whichever comes first**. You should also submit it **at least two days prior** to your student evaluation interview.

Thank You Card

Dec
06

Due: Tuesday, Dec 06 at 10:59 pm

Due within 30 days of return to BYU

Send or deliver a thank you note/card to your employer

Course Completion Checklist

Dec
06

Due: Tuesday, Dec 06 at 10:59 pm

This list must be completed before your final grade will be submitted to the University

- Complete the Enrollment and/or International Student Checklist(s)
- Complete Projects #1, #2, and #3 by the deadlines specified (fewer projects are required if you are registered for fewer than three credit hours).
- Deliver the "Eval of Intern" form* to your employer and confirm that it has been returned directly to Rayman Meservy.**
- Submit the "Eval of Company" form* to Rayman Meservy (usually by bringing it with you to the Student Evaluation Interview).**
- Send or deliver a thank you note/card to your employer.**
- Complete the Student Evaluation interview with Rayman Meservy.**

*All internship forms are available through the I S 599R Learning Suite course page under "Course Documents."

**If registering for I S 599R across multiple sequential semesters for the same employer, do not complete these requirements until the conclusion of the last enrollment in IS 599R.

Student Evaluation Interview

Dec
06

Due: Tuesday, Dec 06 at 10:59 pm

When you complete the internship and are ready to return to campus, you should contact the instructor by e-mail (meservy@byu.edu) and schedule your student evaluation. We will briefly discuss your internship, your achievements, lessons learned, etc. You must **complete the student evaluation during the first month you return to BYU**. You need to bring your completed Evaluation of Company form with you to this meeting.

Note: This form, like all other forms, is found in the "Course Documents" folder for this course—it is **not** the employer's evaluation of your work.

Eval of Intern.pdf [Download \(plugins/Upload/fileDownload.php?fileId=c0419f26-PeAs-SSEr-vnGd-Vfbc6552508a&pubhash=SH2FrUySIEc6QjudQhDmgrd53bJG92gFQeDZk7nbjnuuufnd3E18MLHZ5e2h24jCQWPu7om8qEGw3v7zsV9nw==\)](#)

Eval of Company.pdf [Download \(plugins/Upload/fileDownload.php?fileId=343f1247-h3Cw-dz3l-Xi4n-xuc7874cdac0&pubhash=8Fksw_eAuLDOWh5AbKACFgqPs3XdhBSkxMqrfLV0Cb8Zlv98c_i1R59-g_p9FnMSpxfY0iFG2iw7a4QWrze5Kg==\)](#)

Categories	Percent of Grade
Projects	75%
Evaluations	25%
Thank You Card	0%

Course Checklists	0%
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University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

IT 199R REQUIREMENTS

❖ During Your Internship:

- Once you have registered for the class, it should show as one of your courses on **Learning Suite**.
- Read the **Internship and New Hire Guidelines** and take the **Internship Quiz**. (Document and quiz available on Learning Suite under Content and Exams, respectively.)
- Reply to **two emails** from sot_advisement@byu.edu.
 - These emails will ask you questions and remind you of important information. Read through them carefully and reply promptly, no later than the due date indicated in the email. The first will be sent near the beginning of the semester/term, and the second will be sent a couple of weeks before the last day of classes.
 - Check your junk/spam folder frequently to ensure that emails from our office aren't being sent there rather than your inbox. Responding to these emails is a required assignment, so make sure you receive them.
- Work at least **60 hours at your internship per credit hour** you are registered for in the internship class (feel free to work more than that).

❖ Due by 4 p.m. on the last day of BYU classes(Check Learning Suite) to 250 SNLB:

- Complete the **Student Evaluation of Practicum Employer**. (Available as a PDF on Learning Suite. Type it, print it out, and turn in a hard copy to our office.)
- Fill in your information on the **Finalization Form**. (Available as a PDF on Learning Suite. Type it, print it out, and turn in a hard copy to our office.)
- Write a **Final Report**, at least 2 full pages in length, on your internship experience. (Detailed instructions on Learning Suite. Turn in a hard copy to our office.)
- International Internships only: Create a **digital poster** about your internship experience. (Detailed instructions on Learning Suite. Email a copy to our office and the Weidman Center.)
- Your supervisor should complete the **Employer Evaluation of Practicum Student**. Our office will email this *directly to your supervisor* near the end of the semester. This is an online link, so you will not need to turn in a hard copy.

- ❖ I understand the assignments and acknowledge that failure to complete these assignments by the due date will result in an E grade for the internship.

Signature: _____ Date: _____

Printed Name: _____

Course Outcomes	
1	Student acquires professional experiences in the discipline.
2	Student demonstrates professional communication skills (report).
3	Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

INTERNSHIP REQUIREMENTS-IT 399R

❖ During Your Internship:

- Once you have registered for the class, it should show as one of your courses on Learning Suite. You will receive a letter grade for this course. Completion of the proposal, evaluations, and the grading of the final paper will all be considered in determining your grade.
- During the first two weeks submit an Internship Proposal Plan to sot_advisement@byu.edu. This will be a more formal version of the form you submitted for approval with Brother Ekstrom. Content of the proposal should include:
 - A description of the work you will perform
 - An explanation justifying the work as an academic experience
 - A description of academic activities proposed during the semester
 - An outline of your internship report
- Read the Internship and New Hire Guidelines and take the Internship Quiz. (Document and quiz available on Learning Suite.)
- Reply to two emails from sot_advisement@byu.edu. These emails will ask you questions about your internship and remind you of important information. Please check your email frequently and respond promptly. NOTE: Please check your junk/spam folder frequently to ensure that emails from our office aren't being sent there rather than your inbox.
- Meet with Brother Ekstrom twice during the semester to discuss the final report progress.

❖ Due by 4pm on the last day of BYU classes(Check Learning Suite)to 250 SNLB

- Complete the Student Evaluation of Practicum Employer. (Available as a PDF on Learning Suite. Type it, print it out, and turn in a hard copy to our office.)
- Fill in your information on the Finalization Form. (Available as a PDF on Learning Suite. Type it, print it out, and turn in a hard copy to our office.)
- Write a **10-20 page report**, based on your internship experience. This report should be an application of the concepts you have learned in the IT program to your internship experience. (Detailed instructions on Learning Suite. Turn in a hard copy to our office.)
- International Internships only: Create a **digital poster** about your internship experience. (Detailed instructions on Learning Suite. Email a copy to our office and the Weidman Center.)
- Have your supervisor complete the Employer Evaluation of Practicum Student. (We email your supervisor an online link to complete a survey.)

- ❖ I understand the assignments and acknowledge that failure to complete these assignments by the due date will result in an E grade for the internship.

Signature: _____ Date: _____

Printed Name: _____

Course Outcomes	
1	Student acquires professional experiences in the discipline.
2	Student demonstrates professional communication skills (report).
3	Student demonstrates the ability to use reflective thinking to convert professional experience into academic understanding.

Course contract
Italian 399R, Internships, 3/6 credits

Semester/Term: _____

Student name: _____

Student # ID: _____

Course and Program Learning Outcomes:

- Evaluate and analyze key elements of the professional culture of your host country in contrast to those of your native culture.
- Show cultural sensitivity by learning and implementing different ways of dealing with unfamiliar situations.
- Reason intelligently and communicate your thoughts effectively when evaluating and writing about your work experience in the host country.

Course Description:

You are expected to engage in work experiences and to enhance the academic skills you already possess (research, critical thinking, rigorous analysis, oral and written communication, etc.) in a professional setting. This course will require you to reflect on and assess your internship learning. The assignments and activities of this course are not meant to be busy work; rather, they invite you to think about the story you will tell others about this internship and the ways in which it prepared you for what comes after you receive your diploma.

Class Assignments: A. You will work in **the area and with the firm** assigned to you and in the location set up for the internship (100 points):

B. Keep a field journal in English or Italian. In order to get the most out of your internship and to develop the language necessary to tell the story of your internship to future employers, graduate admissions committees, etc., you are asked to write (in narrative form) how you have used your skills in your work and what skills you can continue to develop and implement upon the internship's completion. Write at least three times per week. These field "write-ups" (what we call here a journal) are extremely important in any kind of research that takes place in a cross-cultural setting. Journal entries will often outline and summarize the day's events, but should also contain a strong element of personal reflection. Perhaps the major purpose and benefit of a quality field journal is that it is a forum to discuss significant cross cultural insights and discoveries, as well as other findings pertaining to your research or field study. Reflections, opinions, perspectives, interpretations, and personal philosophies should be freely expressed. Each entry should clearly have the date and location (city, country). The emphasis should be on the information and quality of thought instead of spelling, sentence structure and grammar. Finally, please note the number of hours you spent on the internship during each week.

Email journal entries weekly to: cinzia.noble@gmail.com (150 points)

C. Write a 2-3 page evaluation of your experience in Italy.

The final essay asks you to tell the story of your internship. Looking back on your experience,

what did you contribute personally to the organization where you worked? (Assess your general contribution and note specific work projects and how they contributed to the organization). How do you think your background prepared you for this work? If it did not, why? You may also organize your evaluation according to the following goals:

1) knowledge goals; what did you learn? 2) skill goals; what skills did you acquire or enhance? 3) personal goals; how did you achieve personal growth (including interpersonal skills)? 4) career development goals; how will your internship responsibilities relate to your career plans?

In sum, what particular skills and/or qualities/traits did your study abroad and internship experiences provide for you? Did they allow you to interact with people who hold different interests/values/perspectives from you? Did they help you to understand better cultural differences in the workplace? Did they help you to become more adaptable? Did they teach you to apply information to new or broader contexts? (Remember that critique is a form of learning, and even negative experiences and changing attitudes towards work and potential careers can be a very important result of doing an internship.) **Email your evaluation paper by the deadline listed here below to: cinzia.noble@gmail.com** (100 points)

D. Write a **research essay** on a Sienese landmark or on the history of Siena (*5 pages, typed, Times New Roman 12, and quotations with a list of works cited, MLA style*). This essay will allow you to learn more about the local culture so you will be better able to relate to the unique traditions and customs of the people of Siena. Make sure that you choose a specific subject, narrow that subject even further to a particular aspect which appears puzzling or contradictory or problematic, conduct research, and reference your information according to MLA Style. The more specific your subject, which addresses some kind of problem, the better your paper will be. For example, writing on the Duomo of Siena would be a topic that is too general, while writing on the Libreria Piccolomini in the Duomo of Siena would be better, but an even better topic would be to find out why Pinturicchio was chosen to paint the interior of the library and how his frescoes are considered to be innovative in subject matter and technique. Make sure that you have a list of works cited at the end of your paper and that the works are academic publications, and not Wikipedia articles or similar links. (100 points)

Email your research essay by the deadline listed here below to: cinzia.noble@gmail.com

E. **Supervisor reviews:** At the halfway point and by the last day of class, you should be sure that I have received two written/electronic evaluations of your work from your internship supervisor/s and/or Prof. Bonomi. (50 points)

All homework and journal entries should be typed, double spaced and sent to cinzia.noble@gmail.com
Total points: 500 points

Reports due: _____

Signatures

Prof. Cinzia Donatelli Noble

Student

Class Policies:

Participation: Full participation in an internship means full participation and attendance at all required work and course experiences. Your on-site supervisor/s will comment on your performance as an intern including attendance and participation—at the halfway point and at the end of the semester. In addition, I will evaluate your weekly written assessments for completeness and the degree to which you demonstrate a reflective response about the work you are doing and the skills you are employing/gaining. **Finally, you are expected to communicate promptly to Prof. Noble any desired changes to your schedule or modifications of your internship assignment because you need your professors' written approval before any changes can be made.**

Plagiarism will not be tolerated. Plagiarism is the presentation of material from others as your own work. If you have questions about what constitutes plagiarism, please contact me, the Writing Center, or review the MLA Manual of Style.

Preventing Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please contact me, the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>, or the Honor Code Office at 801-422-2847.

Students with Disabilities: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

Additional Research Paper Guidelines

Mechanics and Style:

- Paper is double-spaced, typed, in “Times New Roman” 12 pt. font (like the font in this paragraph). Depending on the teacher’s instructions concerning the length of the paper, there will be a minimum of five full pages of text plus a list of works cited. Follow carefully MLA 7th style throughout, for format and for referencing. Questions on MLA style? Questions on how to format your final bibliographical page in MLA style? Refer to your *MLA Handbook* for this course, and/or go to the English Writing Center, in JKB 4026.
- All pages are to be numbered in the upper righthand corner of your paper. Header bears your name, followed by page number – no comma in between. See *MLA Handbook* for formatting the header. *Fonts on header (including the page #) must match fonts in the body of your paper.* There is no cover sheet, as per your *MLA Handbook* guidelines. Header may begin on p. 1 or on p. 2 – your choice (see following point).
- See *MLA 7th Handbook* p. 117, section 4.3, fig. 7 for formatting the top page of a research paper. See p. 118, fig. 8 for how to format the header of subsequent pages.

- Quotations are reported in the original language. Please do not translate. If the language of quotes is not Western European, please give a summary/explanation of your quote in an endnote (not a footnote).

- Unless instructed otherwise, use endnotes not footnotes. Endnotes should be kept to a minimum. Parenthetical bibliographical information should be included in the text whenever possible, in parentheses, following the sentence in which author and pages are referenced (see all of ch. 6, p. 213 of *MLA 7th Handbook*). Endnotes are to be used only for information that cannot fit in parenthetical form within the text. Endnotes are not used for page references, nor for bibliographical information. The purpose of an endnote is only to expand upon the text. The English Writing Lab can help with this, too.

**EXTERNSHIP MANUAL
2016**

**Brigham Young University
J. Reuben Clark Law School**

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EXTERNSHIP FACULTY AND STAFF



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EXTERNSHIP REGISTRATION CHECKLIST

Under no circumstances can a student begin working in an externship before **each** registration step is complete. Please do not ask for exceptions – this is a University rule and it cannot be changed, waived or excused. Here are the steps you need to take to complete your registration.

- Locate, interview and seek approval with the externship placement.
- Seek Law School placement approval (Please follow instructions on the Career Services web-site under Experiential Learning. Follow steps under Student Application, Petition, and Approval Process and submit application in PathFinder.
- Once Law School approval is granted, apply for University Approval. Log into MyBYU and type "Intern01" in the Quick URL, fill out form and submit. Matched and Domestic externship students MUST do this step. International externs are exempt from this process.
- You will receive a Clearance Notification **email** once you have been cleared by both the University and the Law School. You **do not** register for an externship class in the summer.
- Log into your Learning Suite Community.
- Follow instructions in the Externship Manual to begin and complete your externship. Please refer to the Externship Manual often as you work in the externship. **Summer externships cannot begin until April 26, 2016.**

Credit for your externship will be granted only if all requirements are completed by the associated deadlines. This means that if you fail to meet each of the externship checklist requirements you will receive a low pass (2.7) or failing grade (1.6).

INTRODUCTION

As an externship student, you are primarily responsible for how much you learn and to what extent you broaden your horizons. The externship faculty and attorney supervisor are interested in assisting you in learning from your experience and in developing lawyering skills. The externship program has been designed so that you can observe, engage in, and seriously reflect upon the work of a lawyer.

Objectives:

1. To help you develop abilities from experience;
2. To promote the development of professional responsibility;
3. To give you greater insight into the workings of the legal system; and
4. To train you in lawyering skills.

Manual:

The Externship Manual requirements will help you reach these objectives as you prepare diligently. You must read and certify that you have completed the reading by emailing your verification to Gaelynn Kuchar at kucharg@law.byu.edu.

Benefits:

The benefit to you as the student is that you can anticipate growth in your attitudes, reactions, and actions from your commitment. You will have the opportunity to earn academic credit while working on real cases with real clients; possible job placement; development of strong references for job applications; and service to the community.

EXTERNSHIP POLICIES

Externship Credit/Grading Policy

One hour of academic credit for an externship is granted for every 50 hours performed in the externship. Students must register for a minimum of two credits, unless special permission is received from Professor Hernandez. Therefore, the following credits require the corresponding externship hours:

- Two credits =100 hours
- Three credits =150 hours
- Four credits = 200 hours

No more than four credits can be earned for work during the summer. In limited circumstances, up to six credit hours can be earned during the summer if prior approval is obtained from Professor Hernandez.

You can include a reasonable amount of time spent doing the following when computing your externship hours: completing weekly journals, reading postings on Learning Suite Content, and completing reports in this Manual. You cannot include commuting time unless you are able to study or work for your externship during that time, for example, working while on a train, bus or in a car pooling arrangement.

The amount of effort required to complete learning objectives should be commensurate with the number of credit hours being earned.

Credit is awarded on a pass/fail basis. In order to receive a pass, you must be certified by the supervising attorney as having completed all the required work, submit required written reports from the Externship Manual and have your supervisor certify that you have completed 10 pages of work product or the equivalent. Failure to comply with these requirements could result in no credit being awarded, a failing grade and/or preclusion from participating in future externships. **A failing grade will be recorded at a 1.6.** You must follow ethical standards, applicable laws and standards of professional responsibility during your externship. In the event of a severe infraction of these standards, or a failure by you to rectify any violation after being notified, you may receive any of these consequences.

Credit Hour Limitation

You may **only earn up to 15 credits** from the following class options in order to graduate:

- Externship (Law 599R),
- Directed Research (Law 790R), and
- Co-Curricular Programs (Law 792R and 793R).

Procedures for unanticipated termination: If the student fails to complete the required number of hours prior to the deadline date, the student will receive a fail (1.6) and no credit will be given for the partial work completed. If the student is asked not to return to the field placement by the supervisor, the student should immediately contact one of the faculty advisors to discuss the

situation. If the student is in violation of the student's obligations under these policies, no credit will be given, even for partial work completed.

LEARNING SUITE

You will submit your Learning Plan, journals, Midterm and Final Evaluations certifications through Learning Suite. There are many benefits to using Learning Suite. You will always have access to the Externship Manual, which is posted under the tab for syllabus. You don't need to carry the packet around with you. You will be able to see exactly what has been submitted to us. You won't need to contact us to ensure that your materials are turned in.

You can access Learning Suite by going into "MyBYU" and entering your username and password. Learning Suite is located on the left column under "Campus Resources" the third choice from the top. You will click on Communities under Course List. This will take you to the site where we post the Externship Manual, all of the paperwork and journal assignments.

Faculty are at your disposal not only to discuss problems but also to process your learning experience with you. You will have a personal interview with your assigned faculty advisor around the mid-point of the externship. The primary objective of the interview will be to assess the experiences you are having and, if necessary, to recommend adjustments for the remainder of the placement experience.

Your phone calls, emails and visits to the faculty advisors are welcomed. If you have a concern about something taking place in your externship, please contact the faculty advisors directly by phone or email. You do not need to wait to address a problem in your journal. The faculty advisors will advise you on how to handle the challenge. In almost every situation the faculty advisors can help you solve any problems that arise on your own, but they will intervene in your behalf if necessary. The best way to address an immediate concern is to send an email addressed to your faculty advisor. If you need advice or assistance please contact your faculty supervisor directly by email or by phone. Faculty supervisors are always happy to answer questions.

WORKING IN THE EXTERNSHIP PLACEMENT

1. Beginning Your Work in the Placement. To begin your replacement, schedule an orientation meeting with your supervising attorney or judge on or before your first day of work. The meeting will set the tone of your relationship for the externship. Thus, it is crucial to cover the subjects listed in the following orientation checklist.

- **Understand the placement.** Seek to learn as much as possible about the function of the agency, office or organization. You can learn most of this by doing a search online and/or by reading the comments of past students. We strongly encourage externs to read the comments of past students prior to beginning the externship. The link is found at: <http://www.law2.byu.edu/site/career-services/externships>.
Click on the link: Access Externship Database/Paperwork. Passwords to get in are “work” and “popcorn”. Click on Find an Externship. Click the category of externship: posted, semester away, summer matched or international by request. Click on Search at the bottom. Find your externship from the alphabetical listing and click on “display”. If there is a list of past students, at the bottom of the list is “Student Comments”. Click on that link to see what former students said about your externship. It is an excellent way to prepare for your externship.
- **Establish the nature of work you will be doing.** Explain that you will need to draft a Learning Plan for your supervisor’s signature. Be prepared to talk to your supervising attorney about the professional skills you hope to develop in the placement and let your supervisor that it would be helpful to understand the type of experiences that are likely to be available during your time at the placement. See the Learning Plan Instruction Section for more information on drafting the Learning Plan.
- **Ask for any relevant office policies and chain of command.** Become familiar with office procedures and policies and to whom you should report. The formality of your externship will vary greatly depending on your placement. You should learn about the office dress code, how you should address those with whom you work, etc. All students are required to adhere to the BYU honor code at all times and in all places. If a question of ethics arises do not ignore it and assume it will work out. If it is appropriate ask your supervisor. If you do not feel you can do that or you are not sure what is appropriate, always feel free to contact one of the faculty advisors.
- **Office and reporting meetings.** Let your supervising attorney know you are interested in attending regular office meetings or regularly set court times. Ask if there is a schedule you may use to calendar dates and times for these meetings. Also ask to set a regular time to meet with your supervisor to discuss assignments and any questions you have about work you are doing in the placement.
- **Establish your expected work schedule.** Ensure that your supervising attorney understands the time period you have allocated to spend in the placement. Make sure you clearly understand what your supervising attorney expectations are for

your working hours. If you anticipate you will need time away from the placement, make sure you discuss this in advance of beginning your work in the placement.

- G **Ask for an office tour and office introductions.** Ask if it might be possible to have an office tour so you can understand the layout of the office, library, etc. and an introduction to your workspace. It is important that you also be introduced to others you will be working with in the placement.
- G **Ask for your first assignment.** Be prepared to ask for and carefully record details of your first assignment. Have a notebook or laptop to record the assignment.

2. Assignments. Understanding the work product you are to produce within given timelines is critical to your development as a lawyer. Please use the following checklist to guide your completion of assignments.

- Ask for and receive assignments.** Make sure that you are regularly asking for opportunities to add value to the office's work and for assignments which will allow you to develop the professional skills you've identified in your learning plan. When you receive an assignment, don't be afraid to ask questions. Most students find that if they ask the right questions at the beginning of the assignment they can produce a solid work product. Go over the assignment in detail with the supervising attorney to be sure you understand it. Ask which resources your supervisor would recommend as a starting point for your project.
- Establish the form of the work product you will produce.** To date, you have learned how to draft legal memoranda and appellate briefs. There are many types of work product which you may be asked to produce during your placement. Ask for samples which might guide the work product you will produce. Take time to find the appropriate law, procedure, etc. on your own as much as possible.
- Ask for a deadline on submission of the work product.** Ensure that you know when your supervising attorney expects you to complete the assignment you receive. "Check in" during a long assignment to let your supervisor know what you have found and where you are headed. You can get advice from your supervisor which will help you refine your project so that the end result is exactly what your supervisor wanted. Above all, make sure you adhere to all deadlines.

- **Ask for help as you complete assignments.** Some supervisors prefer to set regular meeting times and other supervisors have an “open door” policy (come in if I’m available). Ask your supervising attorney, as well as others, for help when necessary. Paralegals and support staff can be very helpful. Most students fear showing ignorance by asking questions. One of the challenges involved in the externship experience is learning when you should work independently to find an answer or solution and when you should ask more questions in order to obtain clarity. Think about your work from the standpoint of being the lawyer who is responsible for serving the client’s interest. Your first concern must be for the client, rather than for how your supervising attorney might view the work. By exercising this kind of independent thinking, you will stretch yourself beyond the comfortable and familiar. Avoid the kind of thinking reflected in the statement, “I didn’t know what my supervising attorney wanted me to do with the case.” Think in terms of what you would do with the case if you were ultimately responsible.

3. Feedback. We cannot overstate the importance of receiving feedback from your supervising attorney. Feedback will assist you in analyzing your performance and in determining what changes you should make with subsequent assignments. This feedback consists of receiving specific data about the effectiveness of what you did and, when necessary, suggested alternatives to enhance future performance. Please use the following checklist to assist you in seeking and receiving meaningful feedback.

- **Structure opportunities for feedback.** The heart of your externship experience will be your interaction with your supervising attorney, other attorneys and staff. To make the most of the learning opportunities these interactions present, you need to take an active, self-directed role. You will learn much more from your experience if instead of asking, “What do I do next on the Johnson case?”, you do your very best to figure out for yourself what *you* think ought to be done—out of all the alternative possibilities—and present that to your mentor clearly and concisely.

“On the Johnson case, I considered whether we should file a counterclaim for breach of warranty of habitability. It may be a good idea, but risky, because Mrs. Johnson tells me that on occasion she has refused entry to the manager, although she had pretty good reasons. Before filing the counterclaim, maybe I should go out to see her place, work up a list of all the potential violations, and go over that list with the manager. That would probably take me until next Wednesday—is that too much time?”

Do you see the difference? Students often ask for feedback by asking something like, “What did you think of that memo I did on the warranty of habitability stuff?” The answer you are likely to get is “Oh, it was fine” or maybe if you’re lucky, “It was fine, but next time try linking each separate violation to a particular judicial decision so that it can constitute a breach—it’s more effective”. If instead you say, “In that memo I did on the Johnson case, I thought about coupling each violation with some relevant precedent, to show how it could breach the warranty, but then I decided maybe that was overkill; the manager might get too intimidated and run to the landlord right away, which we don’t want. What do you think?” Now you’ll have a very different kind of discussion. Again, the idea is for *you* to pose the choices and

their possible advantages and disadvantages, not for you to expect your supervisor to do it for you.

- **Accept and follow feedback.** Receiving feedback can sometimes be uncomfortable. Too often students are happy to get “It was great. Thanks,” as feedback. Keep in mind that attorneys tend to be very task oriented. If you helped get one more thing off the desk, your supervising attorney will likely be pleased. But you will get more out of your learning experience if you learn to ask very specific and well thought out questions about how you might improve your performance.

4. Obtaining Required Documents from your Supervising Attorney or Judge. The key objective for the supervising attorney or judge is to give the student a valuable learning experience. In addition, the checklist below will guide you in seeking and submitting your supervising attorney’s input in connection with your externship.

- **Learning Plan Objective Form.** Obtain supervising attorney’s guidance and signature on this form.
- **Midterm Report.** Complete and present the midterm report to your supervising attorney for initials.
- **Final Evaluation Form.** Complete your parts of the Final Evaluation form and submit to your supervising attorney and for completion and certification of work product.

LEARNING PLAN OBJECTIVE INSTRUCTIONS

What is a Learning Plan: The Learning Plan is your goal statement to enable you to begin to achieve professional lawyering skills proficiency and to begin to develop a professional identity as a lawyer. It is the instrument through which you determine what you want to learn most during your time with the placement you have selected. It gives your supervisor the knowledge of what is most important for you to get out of the experience.

Our objective in assigning the Learning Plan is for you to create the measure by which you can determine if your externship was a success. You are responsible for making your externship successful. The way you do that is by carefully selecting what you most want to have happen and then discussing those objectives with your supervisor and arriving at the same plan.

Keep in mind your supervisor's primary duty is to fulfill his or her job responsibilities. Most supervisors remember what it was like to start out. They also hope that you will reduce some of their work load. Keep this in mind as you set your goals and discuss them with your supervisor.

How to Write a Learning Plan.

There are a broad range of skills and attributes that make up a good lawyer. You will want to focus your plan by reviewing the fundamental skills and values the ABA has identified to help give you some suggestions you may wish to select as areas for skills and value development. These are located on pages 18-20 of the Externship Manual.

We suggest that you refer to The CHECKLIST OF EXPERIENCES on the Career Services website found at this link: <http://www.law2.byu.edu/site/career-services/externships>. This link provides you with ideas of the type of projects that might be available in your type of externship (choose one which most closely matches your externship). Choose experiences that could enhance your externship and discuss what you have been thinking about and match it with the needs of your supervisor.

After formulating some possible goals, have an informal discussion with your supervisor about what projects and assignments will be coming up during your time in the office. Then write up your plan. Be concrete and descriptive. Take the written copy to your supervisor for discussion, clarification and approval. This does not need to be a time consuming process. You will save much time and regret if both you and your supervisor are on the same track from the beginning of the externship. We encourage you to complete the written Learning Plan within the first two weeks of the externship. If you are in an externship that is less than five weeks long, you should submit your Learning Plan with your first journal entry at the conclusion of your first week. The sooner both you and your supervisor understand the direction you both expect to go, the better the experience will be. The Learning Plan will help your supervisor and the faculty coordinators decide how to focus individualized feedback, teaching, and supervision on the areas that matter to you most.

Adjusting the Learning Plan.

Frequently, unexpected items come up in the practice of law. If you formulated a Learning Plan around a project that ends up getting bumped because of a new priority, then simply change the Learning Plan. Just write an addendum that states what the reasons are for changing the objectives. We *expect* that for most students the Learning Plan will change during the course of the semester. You will come to a clearer understanding of the role of the field placement and the available opportunities. If there is a major change in your goals, don't be frustrated. Realize you are seeing one of the realities in the practice of law. Typically a drastic change in plans means all the more opportunity to see something new.

At the end of the externship experience you and your faculty advisor will use your Learning Plan as the basis for evaluating your "success" in the externship.

Please remember that the faculty advisors are always happy to counsel with you in selecting objectives for your Learning Plan that will help you strengthen skills and gain confidence in your abilities.

The Learning Plan and should be submitted in Learning Suite as Journal #1.

The Learning Plan Objective Agreement Form should be submitted in the designated section in Learning Suite.

SAMPLE LEARNING PLAN

JOHN SMITH

_____ SEMESTER, 20 _____

I've read the ABA Statement of Skills and Values and thought about what I really want to learn during this next semester. Because I have so little experience in law related work it is difficult for me to know exactly which areas are the most important, but I have decided to start with the following:

1. Diagnosing legal problems. My tendency is to accept, more or less, the definition of the problem as it's put to me: by the client, by a supervising attorney, or whomever. I don't usually speculate very much about the accuracy or completeness of what is reported, and it hardly ever occurs to me to consider non-legal options that might be available. It seems so obvious that the defense lawyer's objective is always to prevent a conviction and the prosecutor's is always to get one. No big diagnostic problems, as a rule. But I guess it's possible that even in those cases, I could be missing some competing goals....

- Barriers: Impatience, frustration with what I consider "inefficient"; wanting to reach a decision and get on with it; time pressure from juggling multiple assignments.
- What I can do: Try to pay more attention and avoid always concluding right away that I know what we're after and what is highest-priority; discipline myself to check out my assumptions by asking clients more, etc.

2. Confidence. I would like to seem more confident and actually feel more confidence, especially in group settings--not only in a formal court proceeding, but in classes and meetings, and one-on-one with a client or supervisor. My oral communication skills could be more effective, but it's even more than that. I'm just afraid of making a mistake or saying something wrong or that sounds stupid.

- Barriers: A few bad experiences could really shut me down and make me even more reluctant and lacking in confidence. After the first year of law school, I'm not even sure I'm cut out for this work.
- What I can do: Make a point of participating frequently in case meetings or discussions (but don't be a pest); ask for direct feedback on things I'm insecure about; put more energy into planning alternatives so that I feel like I can handle anything that's likely to come up; don't get frustrated when I don't anticipate everything.

3. Initiative and Supervision: I want to ask for help when I need it but only when I'm sure I need it. I don't want to go for help too often, but at the same time I don't want to waste time or make a mistake because I didn't ask for help sooner.

- What might be in the way: I may oversimplify issues in an attempt to be able to handle them myself; I might be reluctant to get feedback because I'm afraid I will show my ignorance.

- What I will do: I will ask follow up questions so that I get clear directions when an assignment is given; I will ask if I'm coming for assistance too much or not enough.

4. Interviewing Clients: I want to be sensitive to the legal as well as non-legal needs of our clients, but I want to be in control of the interview. I want to be able to get to the point and get the information I need, but also be able to make the clients feel like they are important to us. I want to feel confident that I am getting the information that I need and that it is accurate.

- What might get in the way: My lack of knowledge about the type of case the client has might cause me to not know what questions to ask. I might be worried about getting "too personal" and so I might not get information that I need. I tend to go straight to the heart of the issue and so I might unintentionally make the clients feel like they are unimportant.
- What I will do: I will ask others in the office what they do to make the clients feel comfortable. I will ask the client periodically if they feel comfortable or if all of their questions have been answered. I will ask someone else to sit in on at least two of my interviews and to debrief me after the client leaves.

LEARNING PLAN OBJECTIVE AGREEMENT FORM

Supervising Judge/Attorney (print): _____

Firm, Court, Agency, etc.: _____

Street Address: _____

City, State, Zip: _____

Phone: (_____) _____ - _____

Mailing Address (if different from above): _____

Student Name (print): _____ **Semester:** _____

Date externship will begin: _____ Date externship will end: _____

Days & hours extern will be in the office: _____ Total hours in office/week _____

Weekly review meeting time with supervisor: _____

Extern's home phone: _____

Extern's email address: _____

Extern's outside employment, if any: _____

Hours per week spent in outside employment, if any: _____

AGREEMENT

We have discussed and agree to the above mentioned work hours and the attached learning plan objectives. I, _____, as the Judge/Attorney Supervisor agree to
(Supervisor Name, **please print**)

provide the necessary supervision and counseling to insure that the maximum educational benefit may be achieved for the student's work experience.

Judge/Attorney Signature

Date

Student's Signature

Date

I have submitted the required Learning Plan Objectives as part of Journal Entry #1

ABA STATEMENT OF SKILLS AND VALUES

Overview of the Skills and Values

A. Fundamental Lawyering Skills

Skill 1: *Problem Solving.* In order to develop and evaluate strategies for solving a problem or accomplishing an objective, a lawyer should be familiar with the skills and concepts involved in:

- 1.1 Identifying and Diagnosing the Problem;
- 1.2 Generating Alternative Solutions and Strategies
- 1.3 Developing a Plan of Action
- 1.4 Implementing the Plan
- 1.5 Keeping the Planning Process Open to New Information and New Ideas

Skill 2: *Legal Analysis and Reasoning.* In order to analyze and apply legal rules and principles, a lawyer should be familiar with the skills and concepts involved in:

- 2.1 Identifying and Formulating Legal Issues;
- 2.2 Formulating Relevant Legal Theories;
- 2.3 Elaborating Legal Theory;
- 2.4 Evaluating Legal Theory;
- 2.5 Criticizing and Synthesizing Legal Argumentation.

Skill 3: *Legal Research.* In order to identify legal issues and to research them thoroughly and efficiently, a lawyer should have:

- 3.1 Knowledge of the Nature of Legal Rules and Institutions;
- 3.2 Knowledge of and Ability to Use the Most Fundamental Tools of Legal Research;
- 3.3 Understanding of the Process of Devising and Implementing a Coherent and Effective Research Design.

Skill 4: *Factual Investigation.* In order to plan, direct, and (where applicable) participate in factual investigation, a lawyer should be familiar with the skills and concepts involved in:

- 4.1 Determining the need for Factual Investigation;
- 4.2 Planning a Factual Investigation;
- 4.3 Implementing the Investigative Strategy;
- 4.4 Memorializing and Organizing Information in an Accessible Form
- 4.5 Deciding Whether to Conclude the Process of Fact-Gathering;
- 4.6 Evaluating the Information That Has Been Gathered.

Skill 5: *Communication.* In order to communicate effectively, whether orally or in writing, a lawyer should be familiar with the skills and concepts involved in:

- 5.1 Assessing the Perspective of the Recipient of the Communication;
- 5.2 Using Effective Methods of Communication.

Skill 6: *Counseling.* In order to counsel clients about decisions or courses of action, a lawyer should be familiar with the skills and concepts involved in:

- 6.1 Establishing a Counseling Relationship That Respects the Nature and Bounds of a Lawyer's Role;
- 6.2 Gathering Information Relevant to the Decision to Be Made;
- 6.3 Analyzing the Decision to Be Made;
- 6.4 Counseling the Client About the Decision to Be Made;
- 6.5 Ascertaining and Implementing the Client's Decision.

Skill 7: *Negotiation.* In order to negotiate in either a dispute-resolution or transactional context, a lawyer should be familiar with the skills and concepts involved in:

- 7.1 Preparing for Negotiation;
- 7.2 Conducting a Negotiation Session;
- 7.3 Counseling the Client About the Terms Obtained From the Other Side in the Negotiation and Implementing the Client's Decision.

Skill 8: *Litigation and Alternative Dispute-Resolution Procedures.* In order to employ—or to advise a client about—the options of litigation and alternative dispute resolution, a lawyer should understand the potential functions and consequences of these processes and should have a working knowledge of the fundamentals of:

- 8.1 Litigation at the Trial-Court Level;
- 8.2 Litigation at the Appellate Level;
- 8.3 Advocacy in Administrative and Executive Forums.

Skill 9: *Organization and Management of Legal Work.* In order to practice effectively, a lawyer should be familiar with the skills and concepts required for efficient management, including:

- 9.1 Formulating Goals and Principles for Effective Practice Management;
- 9.2 Developing Systems and Procedures to Ensure that Time, Effort, and Resources Are Allocated Efficiently;
- 9.3 Developing Systems and Procedures to Ensure that Work is Performed and Completed at the Appropriate Time;
- 9.4 Developing Systems and Procedures for Effectively Working with Other People;
- 9.5 Developing Systems and Procedures for Efficiently Administering a Law Office.

Skill 10: *Recognizing and Resolving Ethical Dilemmas.* In order to represent a client consistently with applicable ethical standards, a lawyer should be familiar with:

- 10.1 The Nature and Sources of Ethical Standards;
- 10.2 The Means by Which Ethical Standards are Enforced;
- 10.3 The Processes for Recognizing and Resolving Ethical Dilemmas.

B. Fundamental Values of the Profession

Value 1: *Provision of Competent Representation*. As a member of a profession dedicated to the service of clients, a lawyer should be committed to the values of:

- 1.1 Attaining a Level of Competence in One's Own Field of Practice;
- 1.2 Maintaining a Level of Competence in One's Own Field of Practice;
- 1.3 Representing Clients in a Competent Manner.

Value 2: *Striving to Promote Justice, Fairness, and Morality* . As a member of a profession that bears special responsibilities for the quality of justice, a lawyer should be committed to the values of:

- 2.1 Promoting Justice, Fairness, and Morality in One's Own Daily Practice;
- 2.2 Contributing to the Profession's Fulfillment of its Responsibility to Ensure that Adequate Legal Services Are Provided to Those Who Cannot Afford to Pay for Them;
- 2.3 Contributing to the Profession's Fulfillment of its Responsibility to Enhance the Capacity of Law and Legal Institutions to Do Justice.

Value 3: *Striving to Improve the Profession*. As a member of a self-governing profession, a lawyer should be committed to the values of:

- 3.1 Participating in Activities Designed to Improve the Profession;
- 3.2 Assisting in the Training and Preparation of New Lawyers;
- 3.3 Striving to Rid the Profession of Bias Based on Race, Religion, Ethnic Origin, Gender, Sexual Orientation, or Disability, and to Rectify, the Effects of These Biases.

Value 4: *Professional Self-Development*. As a member of a learned profession, a lawyer should be committed to the values of:

- 4.1 Seeking Out and Taking Advantage of Opportunities to Increase His or Her Knowledge and Improve His or Her Skills;
- 4.2 Selecting and Maintaining Employment That Will Allow the Lawyer to Develop As a Professional and to Pursue His or Her Professional and Personal Goals.

JOURNALS

1. Requirements:

Journals must be submitted **each week** to Learning Suite. **Do not** submit multiple entries at the same time. You are responsible to submit an entry **every** week of your externship. Journal writing is a critical requirement of the law school's ability to allow you to receive credit under the American Bar Associations standards for law school accreditation. **Failure to do so will result in a Low Pass (2.7) or a Failing grade (1.6).**

Also, the journal is one of the primary ways we can evaluate whether you are learning and applying professional lawyering skills and values and how we can provide you with academic guidance in order to help you acquiring proficiency with these skills. For these reasons, it is important that we maintain weekly contact. Therefore, if you do not submit all of the required journal entries you will receive no credit, even if all the hours are completed.

If you go on vacation or don't work during a week, please write a line on your submission explaining that you did not work and the reason. We need to know if it was a planned vacation or if your supervisor isn't giving you any work or if you still don't have the security clearance you need.

2. What you should include in the journal:

In this externship, your primary focus should be learning and applying the fundamental lawyering skills and values noted in pages 18-20 of the Externship Manual. **Every weekly journal submission must include:**

- Your name, placement location, externship placement supervisor's name and dates work is performed
- What you are working on or what you accomplished
- Critical and analytical reflections on the professional lawyering skills and values you are learning and exercising in the placement (this should be the primary focus of the journal entry)

When drafting your journal entries, we want you to write critically and analytically about your learning and application of these skills and values. You should describe your assignments only to the extent you need to in order to explain what you learned from the assignment.

TIME SHEETS

Learning to keep track of time is, especially for free spirits, one of the most difficult things about the practice of law. Knowing how one spends one's time, however, can provide a very useful piece of information in thinking about how to improve one's own work. If the supervisor has an established method of keeping time, you will use that method. If there is no method in effect at your placement, then please create your own method for keeping track of your time. Notice that you turn in a summary of your hours on the Midterm and Final Student Evaluation forms in this Manual.

WORK PRODUCT GUIDELINES

Students should keep copies of all documents, letters and written materials unless the supervisor requests that this not be done for reasons of confidentiality. Depending on the field placement, the student may be able to collect the beginning of a document bank for future reference. Confidentiality and the office policy of where you are working is always the first priority. You should ask your supervisor if it is okay to keep a copy of any non-public document if you remove all identifying information (names, amounts, places and other client or deal specific information).

A minimum of 10 pages of original work product must be completed during your externship. Students generally will generate a great deal more than 10 pages of written work. The written work can include letters, research memos, documents, pleadings, contracts and opinions. The 10 pages can accumulate between various projects. **The supervisor must certify that the work has been completed on Supervisor Final Review Form.**

We encourage you to keep your own personal copies of your work product to use for a writing sample in the future, if acceptable to your supervisor and acceptable under ethical and professional responsibility standards.

MIDTERM EVALUATION

Set a time to meet with your supervisor. Review your Learning Plan objectives. Ask for feedback on your work. Tell your supervisor what types of experiences you would like to have during your remaining time. As part of your journal entry for that week, write about your evaluation of the experience so far, and what you learned in your discussion with your supervisor.

MIDTERM STUDENT REPORT

Student's Name: _____

Agency/Office _____

Supervisor: _____

Semester: Fall Winter Summer 20_____

Please record the dates and your hours worked in the log below:

Week Number	Dates	Total Hours	Supervisor's Initials
Week #			
TOTAL			

Evaluate the quality of your experience in the following areas:

	Low 1	2	3	4	High 5
1. I have access to my supervisor on a regular basis.					
2. I receive concrete feedback and guidance whenever needed.					
3. I am receiving the type of projects I anticipated in preparing the learning plan.					
4. I am making progress on the goals set in my learning plan.					

Are any changes necessary in your Learning Plan?: _____

Please comment on the above or provide any other information relevant to your externship: _____

FINAL EVALUATION

Write a 5-page reflection paper on your externship experience. The reflection paper should be based on the objectives you formulated in your Learning Plan at the start of your Externship. Please write about how you feel you reached and satisfied the goals you set for yourself, the development of your professional skills and how you believe your lawyer identity has developed as a result of the externship experience. Share your reflections with your supervising when discussing and completing the Supervisor Review of Student Self-Evaluation and Final Report Form.

Your final paper must be submitted on Learning Suite.

EXTERNSHIP FINAL REPORT

Student's Name: _____

Agency/Office: _____

Supervisor: _____

Semester: Fall Winter Summer 20_____

Please record the dates and your hours worked *since you filed your midterm report*:

Week #	Dates	Total Hours	Supervisor's Initials
Week #			
	TOTAL		
	Midterm Total		
	Externship TOTAL		

I, as supervisor of this student, verify that he/she has completed at least 10 pages of work product	Supervisor's Initials Here
---	-------------------------------

I have discussed the student's performance with him/her and I believe that his/her self-evaluation:

1. Reflects an accurate picture.
2. Does not reflect all he/she has accomplished.
3. Reflects somewhat more than he/she has accomplished.

If 2 or 3 is marked, please indicate why: _____

Please give a brief description of the student's greatest strengths as well as areas in need of improvement:

Judge/Attorney Supervisor's Signature: _____

EXTERNSHIP DESCRIPTION FORM

Username = work
Password = popcorn

*This is a **sample** of the form that is to be **completed and submitted online** @
<http://www.law2.byu.edu/site/career-services/externships>

Please copy and paste a copy of this form to Learning Suite

The information on this form will be posted to the password protected CSO website for future students interested in this placement.

Student Name: _____ Semester/Year: _____
Name of Office Agency/Firm/Court: _____ Judge/Attorney Supervisor: _____

1. How many hours of credit did you earn?
2. How was your externship arranged?
 - a Matched
 - b Posted on CSO website
 - c Self-initiated (not posted)
3. If a matched externship, how satisfied were you with the matching process?
4. How do you rank your experience in this externship?

Excellent	Good	Fair	Poor
-----------	------	------	------
5. Was the physical environment adequate?
6. What kinds of assignments/experiences did you have in your externship? Give a description of your externship, including your general responsibilities for projects on which you worked and any other information that will help give a clear picture of your externship and sponsoring organization.
7. How were your assignments given (only from mentor, through normal clerk channel, etc.)?
8. Were assignments appropriate and clear?
9. What were one or two of the most significant things you learned from your externship?
10. What unanticipated opportunities did you have for learning?
11. What financial "perks" (if any) were attached to your externship?
12. What costs were associated with your externship?

13. Did you experience any major challenges that might also be faced by a future extern?
14. What did you like the most and the least about your externship experience?
15. What advice do you have for future students to help them succeed in this externship?
16. Other than the comments made above, how might the externship experience be improved?
17. Should future students be aware of any logistical issues?
18. How do you think your externship will benefit you in your subsequent job search?
19. Did your externship aid you in selecting or confirming a career path?

EXTERNSHIP MANUAL

SUMMER 2016

**Brigham Young University
J. Reuben Clark Law School**

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Externship Registration Checklist

Under no circumstances can a student begin working in an externship before **each** registration step is complete. Please do not ask for exceptions – this is a University rule and it cannot be changed, waived or excused. Here are the steps you need to take to complete your registration.

- Locate, interview and seek approval with the externship placement.
- Seek Law School placement approval (Please follow instructions on the Career Services web-site under Experiential Learning. Follow steps under Student Application, Petition, and Approval Process and submit application in PathFinder.
- Once Law School approval is granted, apply for University Approval. Log into MyBYU and type "Intern01" in the Quick URL, fill out form and submit. Matched and Domestic externship students **MUST** do this step. International externs are exempt from this process.
- You will receive a Clearance Notification **email** once you have been cleared by both the University and the Law School. You **do not** register for an externship class in the summer.
- Log into your Learning Suite Community.
- Follow instructions in the Externship Manual to begin and complete your externship. Please refer to the Externship Manual often as you work in the externship. **Summer externships cannot begin until April 26, 2016.**
- Credit for your externship will be granted only if all requirements are completed by the associated deadlines. **This means that if you fail to meet each of the externship checklist requirements you will receive a low pass (2.7) or failing grade (1.6).**

SUMMER EXTERNSHIP INFORMATION CHECKLIST

This is a checklist of requirements and associated deadlines to receive full credit for your externship experience. **Credit will be granted only if all requirements are completed by the associated deadlines.** Please refer to specific sections of the Externship Manual for details. **Please record all certifications/submissions in Learning Suite.**

- Complete **all** registration requirements. Under no circumstances can a student begin working in an externship before **each** registration step is complete. Please do not ask for exceptions – this is a University rule and it cannot be changed, waived or excused.
- Certify you have attended the ABA required externship training meeting on April 21, 2016.
- Certify you have read the Externship Manual.
- Begin working in the placement and certify that you have reviewed and followed the instructions in the **WORKING IN THE EXTERNSHIP PLACEMENT**, section 1, of the Externship Manual. Verify you have read this section and detail your experience and outcomes in Journal #1.
- Keep weekly time sheets of hours you have worked. Time sheet information will be recorded in the Midterm Report as well as the Final Report and then submitted. You do not need to submit time sheets separately.
- Submit your Learning Plan – this will be a part of Journal #1 (*Due on Week 1 of your externship*).
- Submit Learning Plan Objective Agreement Form – (*Due on Week 2 of your externship*).
- Submit **weekly** reflective journals. **Failure to submit a satisfactory journal entry every week will be grounds for receiving a low pass or failing grade.**
- Submit your Midterm Report – (*Due at halfway point of hours worked*)
 - 2 credit hours = 100 hours --- midterm hours = 50
 - 3 credit hours = 150 hours --- midterm hours = 75
 - 4 credit hours = 200 hours --- midterm hours = 100
- Write and submit a final, 5-page reflection paper on your externship experience.
- Complete and submit the Final Report: Student Self-Evaluation, Supervisor Review of Student Self-Evaluation, Final Hours Report, and Work Product verification.
- Complete Externship Description Evaluation (online). Found at:
- Faculty Interview. Faculty advisors will contact students about scheduling these interviews.
- Completion Deadline:** All work hours, Externship Manual requirements, and interview completed and submitted on or before **August 12, 2016. NO EXCEPTIONS!**
- Registrar Meeting and Payment:** Meet with GaeLynn Kuchar on **August 19, 2016** in order to pay for and obtain course credit. The cost will be \$20.00 for up to 6 credits.

INTRODUCTION

As an externship student, you are primarily responsible for how much you learn and to what extent you broaden your horizons. The externship faculty and attorney supervisor are interested in assisting you in learning from your experience and in developing lawyering skills. The externship program has been designed so that you can observe, engage in, and seriously reflect upon the work of a lawyer.

Objectives:

1. To help you develop abilities from experience;
2. To promote the development of professional responsibility;
3. To give you greater insight into the workings of the legal system; and
4. To train you in lawyering skills.

Manual:

The Externship Manual requirements will help you reach these objectives as you prepare diligently. You must read and certify that you have completed the reading by uploading a statement to Learning Suite.

Benefits:

The benefit to you as the student is that you can anticipate growth in your attitudes, reactions, and actions from your commitment. You will have the opportunity to earn academic credit while working on real cases with real clients; possible job placement; development of strong references for job applications; and service to the community.

EXTERNSHIP POLICIES

Externship Credit/Grading Policy

One hour of academic credit for an externship is granted for every 50 hours performed in the externship. Students must register for a minimum of two credits, unless special permission is received from Professor Hernandez. Therefore, the following credits require the corresponding externship hours:

- Two credits =100 hours
- Three credits =150 hours
- Four credits = 200 hours

No more than four credits can be earned for work during the summer. In limited circumstances, up to six credit hours can be earned during the summer if prior approval is obtained from Professor Hernandez.

You can include a reasonable amount of time spent doing the following when computing your externship hours: completing weekly journals, reading postings on Learning Suite Content, and completing reports in this Manual. You cannot include commuting time unless you are able to study or work for your externship during that time, for example, working while on a train, bus or in a car pooling arrangement.

The amount of effort required to complete learning objectives should be commensurate with the number of credit hours being earned.

Credit is awarded on a pass/fail basis. In order to receive a pass, you must be certified by the supervising attorney as having completed all the required work, submit required written reports from the Externship Manual and have your supervisor certify that you have completed 10 pages of work product or the equivalent. Failure to comply with these requirements could result in no credit being awarded, a failing grade and/or preclusion from participating in future externships. **A failing grade will be recorded at a 1.6.** You must follow ethical standards, applicable laws and standards of professional responsibility during your externship. In the event of a severe infraction of these standards, or a failure by you to rectify any violation after being notified, you may receive any of these consequences.

Credit Hour Limitation

You may **only earn up to 15 credits** from the following class options in order to graduate:

- Externship (Law 599R),
- Directed Research (Law 790R), and
- Co-Curricular Programs (Law 792R and 793R).

Procedures for unanticipated termination: If the student fails to complete the required number of hours prior to the deadline date, the student will receive a fail (1.6) and no credit will be given for the partial work completed. If the student is asked not to return to the field placement by the supervisor, the student should immediately contact one of the faculty advisors to discuss the

situation. If the student is in violation of the student's obligations under these policies, no credit will be given, even for partial work completed.

LEARNING SUITE

You will submit your Learning Plan, journals, Midterm and Final Evaluations certifications through Learning Suite. There are many benefits to using Learning Suite. You will always have access to the Externship Manual, which is posted under the tab for syllabus. You don't need to carry the packet around with you. You will be able to see exactly what has been submitted to us. You won't need to contact us to ensure that your materials are turned in.

You can access Learning Suite by going into "MyBYU" and entering your username and password. Learning Suite is located on the left column under "Campus Resources" the third choice from the top. You will click on Communities under Course List. This will take you to the site where we post the Externship Manual, all of the paperwork and journal assignments. The Community list is as follows:

Susan Griffith -- Private Practice
Curtis Anderson -- Private Practice and International
Kristin Gerdy -- Judicial Clerkship
Carl Hernandez -- Government and Public Interest

These assigned faculty will review your journals and may respond by email if they have questions or comments about your entries or experiences you are reporting. Faculty are at your disposal not only to discuss problems but also to process your learning experience with you. You will have a personal interview with your assigned faculty advisor around the mid-point of the externship. The primary objective of the interview will be to assess the experiences you are having and, if necessary, to recommend adjustments for the remainder of the placement experience.

Your phone calls, emails and visits to the faculty advisors are welcomed. If you have a concern about something taking place in your externship, please contact the faculty advisors directly by phone or email. You do not need to wait to address a problem in your journal. The faculty advisors will advise you on how to handle the challenge. In almost every situation the faculty advisors can help you solve any problems that arise on your own, but they will intervene in your behalf if necessary. The best way to address an immediate concern is to send an email addressed to your faculty advisor. If you need advice or assistance please contact your faculty supervisor directly by email or by phone. Faculty supervisors are always happy to answer questions.

WORKING IN THE EXTERNSHIP PLACEMENT

1. Beginning Your Work in the Placement. To begin your replacement, schedule an orientation meeting with your supervising attorney or judge on or before your first day of work. The meeting will set the tone of your relationship for the externship. Thus, it is crucial to cover the subjects listed in the following orientation checklist.

- Understand the placement.** Seek to learn as much as possible about the function of the agency, office or organization. You can learn most of this by doing a search online and/or by reading the comments of past students. We strongly encourage externs to read the comments of past students prior to beginning the externship. The link is found at: <http://www.law2.byu.edu/site/career-services/externships>.
Click on the link: Access Externship Database/Paperwork. Passwords to get in are “work” and “popcorn”. Click on Find an Externship. Click the category of externship: posted, semester away, summer matched or international by request. Click on Search at the bottom. Find your externship from the alphabetical listing and click on “display”. If there is a list of past students, at the bottom of the list is “Student Comments”. Click on that link to see what former students said about your externship. It is an excellent way to prepare for your externship.
- Establish the nature of work you will be doing.** Explain that you will need to draft a Learning Plan for your supervisor’s signature. Be prepared to talk to your supervising attorney about the professional skills you hope to develop in the placement and let your supervisor that it would be helpful to understand the type of experiences that are likely to be available during your time at the placement. See the Learning Plan Instruction Section for more information on drafting the Learning Plan.
- Ask for any relevant office policies and chain of command.** Become familiar with office procedures and policies and to whom you should report. The formality of your externship will vary greatly depending on your placement. You should learn about the office dress code, how you should address those with whom you work, etc. All students are required to adhere to the BYU honor code at all times and in all places. If a question of ethics arises do not ignore it and assume it will work out. If it is appropriate ask your supervisor. If you do not feel you can do that or you are not sure what is appropriate, always feel free to contact one of the faculty advisors.
- Office and reporting meetings.** Let your supervising attorney know you are interested in attending regular office meetings or regularly set court times. Ask if there is a schedule you may use to calendar dates and times for these meetings. Also ask to set a regular time to meet with your supervisor to discuss assignments and any questions you have about work you are doing in the placement.
- Establish your expected work schedule.** Ensure that your supervising attorney understands the time period you have allocated to spend in the placement. Make sure you clearly understand what your supervising attorney expectations are for

your working hours. If you anticipate you will need time away from the placement, make sure you discuss this in advance of beginning your work in the placement.

- Ask for an office tour and office introductions.** Ask if it might be possible to have an office tour so you can understand the layout of the office, library, etc. and an introduction to your workspace. It is important that you also be introduced to others you will be working with in the placement.
- Ask for your first assignment.** Be prepared to ask for and carefully record details of your first assignment. Have a notebook or laptop to record the assignment.

2. Assignments. Understanding the work product you are to produce within given timelines is critical to your development as a lawyer. Please use the following checklist to guide your completion of assignments.

- Ask for and receive assignments.** Make sure that you are regularly asking for opportunities to add value to the office's work and for assignments which will allow you to develop the professional skills you've identified in your learning plan. When you receive an assignment, don't be afraid to ask questions. Most students find that if they ask the right questions at the beginning of the assignment they can produce a solid work product. Go over the assignment in detail with the supervising attorney to be sure you understand it. Ask which resources your supervisor would recommend as a starting point for your project.
- Establish the form of the work product you will produce.** To date, you have learned how to draft legal memoranda and appellate briefs. There are many types of work product which you may be asked to produce during your placement. Ask for samples which might guide the work product you will produce. Take time to find the appropriate law, procedure, etc. on your own as much as possible.
- Ask for a deadline on submission of the work product.** Ensure that you know when your supervising attorney expects you to complete the assignment you receive. "Check in" during a long assignment to let your supervisor know what you have found and where you are headed. You can get advice from your supervisor which will help you refine your project so that the end result is exactly what your supervisor wanted. Above all, make sure you adhere to all deadlines.

- **Ask for help as you complete assignments.** Some supervisors prefer to set regular meeting times and other supervisors have an “open door” policy (come in if I’m available). Ask your supervising attorney, as well as others, for help when necessary. Paralegals and support staff can be very helpful. Most students fear showing ignorance by asking questions. One of the challenges involved in the externship experience is learning when you should work independently to find an answer or solution and when you should ask more questions in order to obtain clarity. Think about your work from the standpoint of being the lawyer who is responsible for serving the client’s interest. Your first concern must be for the client, rather than for how your supervising attorney might view the work. By exercising this kind of independent thinking, you will stretch yourself beyond the comfortable and familiar. Avoid the kind of thinking reflected in the statement, “I didn’t know what my supervising attorney wanted me to do with the case.” Think in terms of what you would do with the case if you were ultimately responsible.

3. Feedback. We cannot overstate the importance of receiving feedback from your supervising attorney. Feedback will assist you in analyzing your performance and in determining what changes you should make with subsequent assignments. This feedback consists of receiving specific data about the effectiveness of what you did and, when necessary, suggested alternatives to enhance future performance. Please use the following checklist to assist you in seeking and receiving meaningful feedback.

- **Structure opportunities for feedback.** The heart of your externship experience will be your interaction with your supervising attorney, other attorneys and staff. To make the most of the learning opportunities these interactions present, you need to take an active, self-directed role. You will learn much more from your experience if instead of asking, “What do I do next on the Johnson case?”, you do your very best to figure out for yourself what *you* think ought to be done—out of all the alternative possibilities—and present that to your mentor clearly and concisely.

“On the Johnson case, I considered whether we should file a counterclaim for breach of warranty of habitability. It may be a good idea, but risky, because Mrs. Johnson tells me that on occasion she has refused entry to the manager, although she had pretty good reasons. Before filing the counterclaim, maybe I should go out to see her place, work up a list of all the potential violations, and go over that list with the manager. That would probably take me until next Wednesday—is that too much time?”

Do you see the difference? Students often ask for feedback by asking something like, “What did you think of that memo I did on the warranty of habitability stuff?” The answer you are likely to get is “Oh, it was fine” or maybe if you’re lucky, “It was fine, but next time try linking each separate violation to a particular judicial decision so that it can constitute a breach—it’s more effective”. If instead you say, “In that memo I did on the Johnson case, I thought about coupling each violation with some relevant precedent, to show how it could breach the warranty, but then I decided maybe that was overkill; the manager might get too intimidated and run to the landlord right away, which we don’t want. What do you think?” Now you’ll have a

very different kind of discussion. Again, the idea is for *you* to pose the choices and their possible advantages and disadvantages, not for you to expect your supervisor to do it for you.

- Accept and follow feedback.** Receiving feedback can sometimes be uncomfortable. Too often students are happy to get “It was great. Thanks,” as feedback. Keep in mind that attorneys tend to be very task oriented. If you helped get one more thing off the desk, your supervising attorney will likely be pleased. But you will get more out of your learning experience if you learn to ask very specific and well thought out questions about how you might improve your performance.

4. Obtaining Required Documents from your Supervising Attorney or Judge. The key objective for the supervising attorney or judge is to give the student a valuable learning experience. In addition, the checklist below will guide you in seeking and submitting your supervising attorney’s input in connection with your externship.

- Learning Plan Objective Form.** Obtain supervising attorney’s guidance and signature on this form.
- Midterm Report.** Complete and present the midterm report to your supervising attorney for initials.
- Final Evaluation Form.** Complete your parts of the Final Evaluation form and submit to your supervising attorney and for completion and certification of work product.

LEARNING PLAN OBJECTIVE INSTRUCTIONS

What is a Learning Plan: The Learning Plan is your goal statement to enable you to begin to achieve professional lawyering skills proficiency and to begin to develop a professional identity as a lawyer. It is the instrument through which you determine what you want to learn most during your time with the placement you have selected. It gives your supervisor the knowledge of what is most important for you to get out of the experience.

Our objective in assigning the Learning Plan is for you to create the measure by which you can determine if your externship was a success. You are responsible for making your externship successful. The way you do that is by carefully selecting what you most want to have happen and then discussing those objectives with your supervisor and arriving at the same plan.

Keep in mind your supervisor's primary duty is to fulfill his or her job responsibilities. Most supervisors remember what it was like to start out. They also hope that you will reduce some of their work load. Keep this in mind as you set your goals and discuss them with your supervisor.

How to Write a Learning Plan.

There are a broad range of skills and attributes that make up a good lawyer. You will want to focus your plan by reviewing the fundamental skills and values the ABA has identified to help give you some suggestions you may wish to select as areas for skills and value development. These are located on pages 17-19 of the Externship Manual.

We suggest that you refer to The CHECKLIST OF EXPERIENCES on the Career Services website found at this link: <http://www.law2.byu.edu/site/career-services/externships>. This link provides you with ideas of the type of projects that might be available in your type of externship (choose one which most closely matches your externship). Choose experiences that could enhance your externship and discuss what you have been thinking about and match it with the needs of your supervisor.

After formulating some possible goals, have an informal discussion with your supervisor about what projects and assignments will be coming up during your time in the office. Then write up your plan. Be concrete and descriptive. Take the written copy to your supervisor for discussion, clarification and approval. This does not need to be a time consuming process. You will save much time and regret if both you and your supervisor are on the same track from the beginning of the externship. We encourage you to complete the written Learning Plan within the first two weeks of the externship. If you are in an externship that is less than five weeks long, you should submit your Learning Plan with your first journal entry at the conclusion of your first week. The sooner both you and your supervisor understand the direction you both expect to go, the better the experience will be. The Learning Plan will help your supervisor and the faculty coordinators decide how to focus individualized feedback, teaching, and supervision on the areas that matter to you most.

Adjusting the Learning Plan.

Frequently, unexpected items come up in the practice of law. If you formulated a Learning Plan around a project that ends up getting bumped because of a new priority, then simply change the Learning Plan. Just write an addendum that states what the reasons are for changing the objectives. We *expect* that for most students the Learning Plan will change during the course of the semester. You will come to a clearer understanding of the role of the field placement and the available opportunities. If there is a major change in your goals, don't be frustrated. Realize you are seeing one of the realities in the practice of law. Typically a drastic change in plans means all the more opportunity to see something new.

At the end of the externship experience you and your faculty advisor will use your Learning Plan as the basis for evaluating your "success" in the externship.

Please remember that the faculty advisors are always happy to counsel with you in selecting objectives for your Learning Plan that will help you strengthen skills and gain confidence in your abilities.

The Learning Plan and should be submitted in Learning Suite as Journal #1.

The Learning Plan Objective Agreement Form should be submitted in the designated section in Learning Suite.

SAMPLE LEARNING PLAN

JOHN SMITH

_____ SEMESTER, 20 _____

I've read the ABA Statement of Skills and Values and thought about what I really want to learn during this next semester. Because I have so little experience in law related work it is difficult for me to know exactly which areas are the most important, but I have decided to start with the following:

1. Diagnosing legal problems. My tendency is to accept, more or less, the definition of the problem as it's put to me: by the client, by a supervising attorney, or whomever. I don't usually speculate very much about the accuracy or completeness of what is reported, and it hardly ever occurs to me to consider non-legal options that might be available. It seems so obvious that the defense lawyer's objective is always to prevent a conviction and the prosecutor's is always to get one. No big diagnostic problems, as a rule. But I guess it's possible that even in those cases, I could be missing some competing goals....

- Barriers: Impatience, frustration with what I consider "inefficient"; wanting to reach a decision and get on with it; time pressure from juggling multiple assignments.
- What I can do: Try to pay more attention and avoid always concluding right away that I know what we're after and what is highest-priority; discipline myself to check out my assumptions by asking clients more, etc.

2. Confidence. I would like to seem more confident and actually feel more confidence, especially in group settings--not only in a formal court proceeding, but in classes and meetings, and one-on-one with a client or supervisor. My oral communication skills could be more effective, but it's even more than that. I'm just afraid of making a mistake or saying something wrong or that sounds stupid.

- Barriers: A few bad experiences could really shut me down and make me even more reluctant and lacking in confidence. After the first year of law school, I'm not even sure I'm cut out for this work.
- What I can do: Make a point of participating frequently in case meetings or discussions (but don't be a pest); ask for direct feedback on things I'm insecure about; put more energy into planning alternatives so that I feel like I can handle anything that's likely to come up; don't get frustrated when I don't anticipate everything.

3. Initiative and Supervision: I want to ask for help when I need it but only when I'm sure I need it. I don't want to go for help too often, but at the same time I don't want to waste time or make a mistake because I didn't ask for help sooner.

- What might be in the way: I may oversimplify issues in an attempt to be able to handle them myself; I might be reluctant to get feedback because I'm afraid I will show my ignorance.

- What I will do: I will ask follow up questions so that I get clear directions when an assignment is given; I will ask if I'm coming for assistance too much or not enough.

4. Interviewing Clients: I want to be sensitive to the legal as well as non-legal needs of our clients, but I want to be in control of the interview. I want to be able to get to the point and get the information I need, but also be able to make the clients feel like they are important to us. I want to feel confident that I am getting the information that I need and that it is accurate.

- What might get in the way: My lack of knowledge about the type of case the client has might cause me to not know what questions to ask. I might be worried about getting "too personal" and so I might not get information that I need. I tend to go straight to the heart of the issue and so I might unintentionally make the clients feel like they are unimportant.
- What I will do: I will ask others in the office what they do to make the clients feel comfortable. I will ask the client periodically if they feel comfortable or if all of their questions have been answered. I will ask someone else to sit in on at least two of my interviews and to debrief me after the client leaves.

LEARNING PLAN OBJECTIVE AGREEMENT FORM

Supervising Judge/Attorney (print): _____

Firm, Court, Agency, etc.: _____

Street Address: _____

City, State, Zip: _____

Phone: (_____) _____ - _____

Mailing Address (if different from above): _____

Student Name (print): _____ **Semester:** _____

Date externship will begin: _____ Date externship will end: _____

Days & hours extern will be in the office: _____ Total hours in office/week _____

Weekly review meeting time with supervisor: _____

Extern's home phone: _____

Extern's email address: _____

Extern's outside employment, if any: _____

Hours per week spent in outside employment, if any: _____

AGREEMENT

We have discussed and agree to the above mentioned work hours and the attached learning plan objectives. I, _____, as the Judge/Attorney Supervisor agree to
(Supervisor Name, **please print**)

provide the necessary supervision and counseling to insure that the maximum educational benefit may be achieved for the student's work experience.

Judge/Attorney Signature

Date

Student's Signature

Date

I have submitted the required Learning Plan Objectives as part of Journal Entry #1

ABA STATEMENT OF SKILLS AND VALUES

Overview of the Skills and Values

A. Fundamental Lawyering Skills

Skill 1: *Problem Solving*. In order to develop and evaluate strategies for solving a problem or accomplishing an objective, a lawyer should be familiar with the skills and concepts involved in:

- 1.1 Identifying and Diagnosing the Problem;
- 1.2 Generating Alternative Solutions and Strategies
- 1.3 Developing a Plan of Action
- 1.4 Implementing the Plan
- 1.5 Keeping the Planning Process Open to New Information and New Ideas

Skill 2: *Legal Analysis and Reasoning*. In order to analyze and apply legal rules and principles, a lawyer should be familiar with the skills and concepts involved in:

- 2.1 Identifying and Formulating Legal Issues;
- 2.2 Formulating Relevant Legal Theories;
- 2.3 Elaborating Legal Theory;
- 2.4 Evaluating Legal Theory;
- 2.5 Criticizing and Synthesizing Legal Argumentation.

Skill 3: *Legal Research*. In order to identify legal issues and to research them thoroughly and efficiently, a lawyer should have:

- 3.1 Knowledge of the Nature of Legal Rules and Institutions;
- 3.2 Knowledge of and Ability to Use the Most Fundamental Tools of Legal Research;
- 3.3 Understanding of the Process of Devising and Implementing a Coherent and Effective Research Design.

Skill 4: *Factual Investigation*. In order to plan, direct, and (where applicable) participate in factual investigation, a lawyer should be familiar with the skills and concepts involved in:

- 4.1 Determining the need for Factual Investigation;
- 4.2 Planning a Factual Investigation;
- 4.3 Implementing the Investigative Strategy;
- 4.4 Memorializing and Organizing Information in an Accessible Form
- 4.5 Deciding Whether to Conclude the Process of Fact-Gathering;
- 4.6 Evaluating the Information That Has Been Gathered.

Skill 5: *Communication*. In order to communicate effectively, whether orally or in writing, a lawyer should be familiar with the skills and concepts involved in:

- 5.1 Assessing the Perspective of the Recipient of the Communication;
- 5.2 Using Effective Methods of Communication.

Skill 6: *Counseling*. In order to counsel clients about decisions or courses of action, a lawyer should be familiar with the skills and concepts involved in:

- 6.1 Establishing a Counseling Relationship That Respects the Nature and Bounds of a Lawyer's Role;
- 6.2 Gathering Information Relevant to the Decision to Be Made;
- 6.3 Analyzing the Decision to Be Made;
- 6.4 Counseling the Client About the Decision to Be Made;
- 6.5 Ascertaining and Implementing the Client's Decision.

Skill 7: *Negotiation*. In order to negotiate in either a dispute-resolution or transactional context, a lawyer should be familiar with the skills and concepts involved in:

- 7.1 Preparing for Negotiation;
- 7.2 Conducting a Negotiation Session;
- 7.3 Counseling the Client About the Terms Obtained From the Other Side in the Negotiation and Implementing the Client's Decision.

Skill 8: *Litigation and Alternative Dispute-Resolution Procedures*. In order to employ—or to advise a client about—the options of litigation and alternative dispute resolution, a lawyer should understand the potential functions and consequences of these processes and should have a working knowledge of the fundamentals of:

- 8.1 Litigation at the Trial-Court Level;
- 8.2 Litigation at the Appellate Level;
- 8.3 Advocacy in Administrative and Executive Forums.

Skill 9: *Organization and Management of Legal Work*. In order to practice effectively, a lawyer should be familiar with the skills and concepts required for efficient management, including:

- 9.1 Formulating Goals and Principles for Effective Practice Management;
- 9.2 Developing Systems and Procedures to Ensure that Time, Effort, and Resources Are Allocated Efficiently;
- 9.3 Developing Systems and Procedures to Ensure that Work is Performed and Completed at the Appropriate Time;
- 9.4 Developing Systems and Procedures for Effectively Working with Other People;
- 9.5 Developing Systems and Procedures for Efficiently Administering a Law Office.

Skill 10: *Recognizing and Resolving Ethical Dilemmas*. In order to represent a client consistently with applicable ethical standards, a lawyer should be familiar with:

- 10.1 The Nature and Sources of Ethical Standards;
- 10.2 The Means by Which Ethical Standards are Enforced;
- 10.3 The Processes for Recognizing and Resolving Ethical Dilemmas.

B. Fundamental Values of the Profession

Value 1: *Provision of Competent Representation*. As a member of a profession dedicated to the service of clients, a lawyer should be committed to the values of:

- 1.1 Attaining a Level of Competence in One's Own Field of Practice;
- 1.2 Maintaining a Level of Competence in One's Own Field of Practice;
- 1.3 Representing Clients in a Competent Manner.

Value 2: *Striving to Promote Justice, Fairness, and Morality* . As a member of a profession that bears special responsibilities for the quality of justice, a lawyer should be committed to the values of:

- 2.1 Promoting Justice, Fairness, and Morality in One's Own Daily Practice;
- 2.2 Contributing to the Profession's Fulfillment of its Responsibility to Ensure that Adequate Legal Services Are Provided to Those Who Cannot Afford to Pay for Them;
- 2.3 Contributing to the Profession's Fulfillment of its Responsibility to Enhance the Capacity of Law and Legal Institutions to Do Justice.

Value 3: *Striving to Improve the Profession*. As a member of a self-governing profession, a lawyer should be committed to the values of:

- 3.1 Participating in Activities Designed to Improve the Profession;
- 3.2 Assisting in the Training and Preparation of New Lawyers;
- 3.3 Striving to Rid the Profession of Bias Based on Race, Religion, Ethnic Origin, Gender, Sexual Orientation, or Disability, and to Rectify, the Effects of These Biases.

Value 4: *Professional Self-Development*. As a member of a learned profession, a lawyer should be committed to the values of:

- 4.1 Seeking Out and Taking Advantage of Opportunities to Increase His or Her Knowledge and Improve His or Her Skills;
- 4.2 Selecting and Maintaining Employment That Will Allow the Lawyer to Develop As a Professional and to Pursue His or Her Professional and Personal Goals.

JOURNALS

1. Requirements:

Journals must be submitted **each week** to Learning Suite. **Do not** submit multiple entries at the same time. You are responsible to submit an entry **every** week of your externship. Journal writing is a critical requirement of the law school's ability to allow you to receive credit under the American Bar Associations standards for law school accreditation. **Failure to do so will result in a Low Pass (2.7) or a Failing grade (1.6).**

Also, the journal is one of the primary ways we can evaluate whether you are learning and applying professional lawyering skills and values and how we can provide you with academic guidance in order to help you acquiring proficiency with these skills. For these reasons, it is important that we maintain weekly contact. Therefore, if you do not submit all of the required journal entries you will receive no credit, even if all the hours are completed.

If you go on vacation or don't work during a week, please write a line on your submission explaining that you did not work and the reason. We need to know if it was a planned vacation or if your supervisor isn't giving you any work or if you still don't have the security clearance you need.

2. What you should include in the journal:

In this externship, your primary focus should be learning and applying the fundamental lawyering skills and values noted in pages 17-19 of the Externship Manual. **Every weekly journal submission must include:**

- Your name, placement location, externship placement supervisor's name and dates work is performed
- What you are working on or what you accomplished
- Critical and analytical reflections on the professional lawyering skills and values you are learning and exercising in the placement (this should be the primary focus of the journal entry)

When drafting your journal entries, we want you to write critically and analytically about your learning and application of these skills and values. You should describe your assignments only to the extent you need to in order to explain what you learned from the assignment.

TIME SHEETS

Learning to keep track of time is, especially for free spirits, one of the most difficult things about the practice of law. Knowing how one spends one's time, however, can provide a very useful piece of information in thinking about how to improve one's own work. If the supervisor has an established method of keeping time, you will use that method. If there is no method in effect at your placement, then please create your own method for keeping track of your time. Notice that you turn in a summary of your hours on the Midterm and Final Student Evaluation forms in this Manual.

WORK PRODUCT GUIDELINES

Students should keep copies of all documents, letters and written materials unless the supervisor requests that this not be done for reasons of confidentiality. Depending on the field placement, the student may be able to collect the beginning of a document bank for future reference. Confidentiality and the office policy of where you are working is always the first priority. You should ask your supervisor if it is okay to keep a copy of any non-public document if you remove all identifying information (names, amounts, places and other client or deal specific information).

A minimum of 10 pages of original work product must be completed during your externship. Students generally will generate a great deal more than 10 pages of written work. The written work can include letters, research memos, documents, pleadings, contracts and opinions. The 10 pages can accumulate between various projects. **The supervisor must certify that the work has been completed on Supervisor Final Review Form.**

We encourage you to keep your own personal copies of your work product to use for a writing sample in the future, if acceptable to your supervisor and acceptable under ethical and professional responsibility standards.

MIDTERM EVALUATION

Set a time to meet with your supervisor. Review your Learning Plan objectives. Ask for feedback on your work. Tell your supervisor what types of experiences you would like to have during your remaining time. As part of your journal entry for that week, write about your evaluation of the experience so far, and what you learned in your discussion with your supervisor.

MIDTERM STUDENT REPORT

Student's Name: _____

Agency/Office _____

Supervisor: _____

Semester: Fall Winter Summer 20_____

Please record the dates and your hours worked in the log below:

Week Number	Dates	Total Hours	Supervisor's Initials
Week #			
	TOTAL		

Evaluate the quality of your experience in the following areas:

	Low 1	2	3	4	High 5
1. I have access to my supervisor on a regular basis.					
2. I receive concrete feedback and guidance whenever needed.					
3. I am receiving the type of projects I anticipated in preparing the learning plan.					
4. I am making progress on the goals set in my learning plan.					

Are any changes necessary in your Learning Plan?: _____

Please comment on the above or provide any other information relevant to your externship: _____

FINAL EVALUATION

Write a 5-page reflection paper on your externship experience. The reflection paper should be based on the objectives you formulated in your Learning Plan at the start of your Externship. Please write about how you feel you reached and satisfied the goals you set for yourself, the development of your professional skills and how you believe your lawyer identity has developed as a result of the externship experience. Share your reflections with your supervising when discussing and completing the Supervisor Review of Student Self-Evaluation and Final Report Form.

Your final paper must be submitted on Learning Suite.

**SUPERVISOR REVIEW OF
STUDENT SELF-EVALUATION AND FINAL REPORT**

Student's Name: _____

Agency/Office: _____

Supervisor: _____

Semester: Fall Winter Summer 20_____

Please record the dates and your hours worked *since you filed your midterm report*:

Week #	Dates	Total Hours	Supervisor's Initials
Week #			
	TOTAL		
	Midterm Total		
	Externship TOTAL		

I, as supervisor of this student, verify that he/she has completed at least 10 pages of work product	Supervisor's Initials Here
---	-------------------------------

I have discussed the student's performance with him/her and I believe that his/her self-evaluation:

1. Reflects an accurate picture.
2. Does not reflect all he/she has accomplished.
3. Reflects somewhat more than he/she has accomplished.

If 2 or 3 is marked, please indicate why: _____

Please give a brief description of the student's greatest strengths as well as areas in need of improvement:

Judge/Attorney Supervisor's Signature: _____

EXTERNSHIP DESCRIPTION FORM

Username = work
Password = popcorn

*This is a **sample** of the form that is to be **completed and submitted online** @
https://www.law2.byu.edu/Career_Services/PRIVEX/Externship_Description_Form.htm

The information on this form will be posted to the password protected CSO website for future students interested in this placement.

Student Name: _____ Semester/Year: _____
Name of Office Agency/Firm/Court: _____ Judge/Attorney Supervisor: _____

1. How many hours of credit did you earn?
2. How was your externship arranged?
 - a Matched
 - b Posted on CSO website
 - c Self-initiated (not posted)
3. If a matched externship, how satisfied were you with the matching process?
4. How do you rank your experience in this externship?

Excellent	Good	Fair	Poor
-----------	------	------	------
5. Was the physical environment adequate?
6. What kinds of assignments/experiences did you have in your externship? Give a description of your externship, including your general responsibilities for projects on which you worked and any other information that will help give a clear picture of your externship and sponsoring organization.
7. How were your assignments given (only from mentor, through normal clerk channel, etc.)?
8. Were assignments appropriate and clear?
9. What were one or two of the most significant things you learned from your externship?
10. What unanticipated opportunities did you have for learning?
11. What financial "perks" (if any) were attached to your externship?
12. What costs were associated with your externship?
13. Did you experience any major challenges that might also be faced by a future extern?
14. What did you like the most and the least about your externship experience?

15. What advice do you have for future students to help them succeed in this externship?
16. Other than the comments made above, how might the externship experience be improved?
17. Should future students be aware of any logistical issues?
18. How do you think your externship will benefit you in your subsequent job search?
19. Did your externship aid you in selecting or confirming a career path?

Life Sciences 199R

Credit Hours: v1-3

Faculty: Dr. Don Breakwell, Ph.D.

Internship Coordinator: Gale Larson, MPA

Email: gale_larson@byu.edu

Office: 2060 LSB

Office Hours: 8 a.m. - 5 p.m.

Office Phone: 801-422-3042

Required Materials

- Application
- Syllabus

Course Purposes

LfSci 199R is a non-research internship where practical work experiences related to various fields of biology and professional careers enhance student learning through hands-on experiences and close collaboration with a qualified off-campus mentor. This class may be taken for a variable number of credits from 1 to 3, depending on how much time is spent on the internship. For every 45 hours of internship experience, 1.0 credit hour may be earned.

Course Learning Outcomes

1. Gain work experience and an insight as to the type of career possible by observing a qualified provider.
2. Exhibit proficient writing skills by producing a summary paper at the conclusion of the internship.
3. Function as a collaborative team member while participating in the internship experience.

Assignment Descriptions

Application & Orientation: Students participating in LfSci 199R are expected to find their own internship experience and have it approved by Dr. Breakwell, who will act as their internship faculty advisor. Once the internships experience is solidified between the student and the experience provider, students must first submit the online application, which can be found on the [Life Science Internships page](#). Next steps will arrive in an email from lifesciences@byu.edu, which will include attending an orientation appointment with the Internship Coordinator, Gale Larson. In addition, a Master Agreement must be in place (action is only necessary if a student is the first student to intern with a particular organization). Check current Master Agreement list [here](#). The internship itself is subject to the rules and guidelines established by the university and the individual provider.

Reflection Paper: Students are required to submit a 1-2 page paper (12pt font, double spaced) summarizing their experience, emphasizing the personal benefit of the experience. The due date of the Reflection Paper will be determined during the orientation appointment. Please upload your paper **by midnight of your due date** to the link found in a reminder email you will receive 7 days prior to your due date. At the top of the paper or on a cover sheet include the following:

Name
Student ID #
Class (ex. LfSci 199R)
Semester (ex. Fall 2015)

Agency Evaluation: Students are required to complete an evaluation of their experience provider. The due date of the evaluation submission will be the same due date as your Reflection Paper, which will be determined during the orientation appointment. Please submit your evaluation **by midnight of your due date** to the link found in a reminder email you will receive 7 days prior to your due date.

Internship Exit Interview: This meeting is best completed in person; however, a phone appointment can be conducted if student will not be on campus. Completion of this final interview will be a factor in the final grade.

Grading Procedures

This is a pass-fail graded course. A passing grade will be based on an evaluation of your work by Dr. Breakwell and your on-site (off-campus) provider. The final grade will be influenced by the manner and timeliness in which you carried out assignments and interviews.

Course Schedule

	Date	Procedure	Authorizations
<input type="checkbox"/>	Before the beginning of the semester	Application, approval process	Dr. Breakwell
<input type="checkbox"/>	Before discontinuance date	Be enrolled as an academic internship student	Gale Larson
<input type="checkbox"/>	By appointment	Attend an internship orientation with the Internship Coordinator	Gale Larson
<input type="checkbox"/>	Continual	Comply with all Experience Provider rules, policies and procedures	Experience Provider
<input type="checkbox"/>	Continual	Maintain scheduled hours with Experience Provider	Self-monitored/Provider
<input type="checkbox"/>	Continual	Complete all academic assignments	Experience Provider
<input type="checkbox"/>	Prior to midnight of due date	Submit an Intern Evaluation of Experience Provider to link found in reminder email.	Gale Larson
<input type="checkbox"/>	Prior to midnight of due date	Upload Reflection paper to link found in reminder email.	Dr. Breakwell
<input type="checkbox"/>	Pre-determined appointment	Attend an internship exit interview with the Internship Coordinator	Gale Larson
<input type="checkbox"/>	Within two weeks of Exit Interview	Create and save a post on the internship blog. You will receive an email invitation from lifesciences@byu.edu . Remember to choose a prize!	Online/Life Sciences Student Services Office

*** Please watch for emails from lifesciences@byu.edu throughout the semester, as we will be using it to communicate with you for: registration clearance, midway checkup, reminders, questions, evaluation survey, and to exchange any other information.**

Course Policies

Academic Honesty

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that "character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Plagiarism

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University.

Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harcourt Brace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Life Sciences 199R

Credit Hours: v1-3

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Internship Coordinator: Gale Larson, MPA

Email: gale_larson@byu.edu

Office: 2060 LSB

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3. Function as a collaborative team member while participating in the internship experience.

Assignment Descriptions

Application & Orientation: Students participating in LfSci 199R are expected to find their own internship experience and have it approved by Dr. Breakwell, who will act as their internship faculty advisor. Once the internships experience is solidified between the student and the experience provider, students must first submit the online application, which can be found on the [Life Science Internships page](#). Next steps will arrive in an email from lifesciences@byu.edu, which will include attending an orientation appointment with the Internship Coordinator, Gale Larson. In addition, a Master Agreement must be in place (action is only necessary if a student is the first student to intern with a particular organization). Check current Master Agreement list [here](#). The internship itself is subject to the rules and guidelines established by the university and the individual provider.

Reflection Paper: Students are required to submit a 1-2 page paper (12pt font, double spaced) summarizing their experience, emphasizing the personal benefit of the experience. The due date of the Reflection Paper will be determined during the orientation appointment. Please upload your paper **by midnight of your due date** to the link found in a reminder email you will receive 7 days prior to your due date. At the top of the paper or on a cover sheet include the following:

Name
Student ID #
Class (ex. LfSci 199R)
Semester (ex. Fall 2015)

Agency Evaluation: Students are required to complete an evaluation of their experience provider. The due date of the evaluation submission will be the same due date as your Reflection Paper, which will be determined during the orientation appointment. Please submit your evaluation **by midnight of your due date** to the link found in a reminder email you will receive 7 days prior to your due date.

Internship Exit Interview: This meeting is best completed in person; however, a phone appointment can be conducted if student will not be on campus. Completion of this final interview will be a factor in the final grade.

Grading Procedures

This is a pass-fail graded course. A passing grade will be based on an evaluation of your work by Dr. Breakwell and your on-site (off-campus) provider. The final grade will be influenced by the manner and timeliness in which you carried out assignments and interviews.

Course Schedule

	Date	Procedure	Authorizations
<input type="checkbox"/>	Before the beginning of the semester	Application, approval process	Dr. Breakwell
<input type="checkbox"/>	Before discontinuance date	Be enrolled as an academic internship student	Gale Larson
<input type="checkbox"/>	By appointment	Attend an internship orientation with the Internship Coordinator	Gale Larson
<input type="checkbox"/>	Continual	Comply with all Experience Provider rules, policies and procedures	Experience Provider
<input type="checkbox"/>	Continual	Maintain scheduled hours with Experience Provider	Self-monitored/Provider
<input type="checkbox"/>	Continual	Complete all academic assignments	Experience Provider
<input type="checkbox"/>	Prior to midnight of due date	Submit an Intern Evaluation of Experience Provider to link found in reminder email.	Gale Larson
<input type="checkbox"/>	Prior to midnight of due date	Upload Reflection paper to link found in reminder email.	Dr. Breakwell
<input type="checkbox"/>	Pre-determined appointment	Attend an internship exit interview with the Internship Coordinator	Gale Larson
<input type="checkbox"/>	Within two weeks of Exit Interview	Create and save a post on the internship blog. You will receive an email invitation from lifesciences@byu.edu . Remember to choose a prize!	Online/Life Sciences Student Services Office

*** Please watch for emails from lifesciences@byu.edu throughout the semester, as we will be using it to communicate with you for: registration clearance, midway checkup, reminders, questions, evaluation survey, and to exchange any other information.**

Course Policies

Academic Honesty

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that "character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Plagiarism

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University.

Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harcourt Brace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Life Sciences 399R

Credit Hours: v1-6

Faculty: Dr. Don Breakwell, Ph.D.

Internship Coordinator: Gale Larson, MPA

Email: gale_larson@byu.edu

Office: 2060 LSB

Office Hours: 8 a.m. - 5 p.m.

Office Phone: 801-422-3042

Required Materials

- Application
- Syllabus

Course Purposes

The goals of this course include practical work experiences related to various fields of biology that enhance student learning through hands-on experiences and close collaboration with a qualified off-campus mentor. The experience must contain a research or problem-solving component. This problem can be discussed and formulated by you and your provider. Generally, semester abroad and “job shadowing” are not acceptable experiences.

Course Learning Outcomes

1. Demonstrate critical or analytical thinking skills by analyzing and interpreting experimental data
2. Exhibit proficient writing skills by producing a portfolio, research paper, scientific journal article and/or scientific poster
3. Critically read scientific literature and evaluate the ability of an argument or evidence to support a conclusion
4. Function as a collaborative team member by participating in student mentored learning groups or research groups

Course Procedures

IRB Approval

If you are planning on conducting research and it involves human subjects then you may need approval from the Institutional Review Board for Human Subjects (IRB). Sometimes approval is needed for such small things as surveys if a group of people is deemed vulnerable by the IRB. We would recommend that you visit the IRB website for additional information and to determine whether you need to fill out the appropriate forms. We will not approve an internship if the proper IRB approval has not been granted. Please see the web site at <http://orca.byu.edu/IRB/>

Grading Procedures

This is a graded (ABCDE) course based on the following: Grades will be based on an evaluation of your work by Dr. Breakwell and your on-site (off-campus) provider. Final grades will be influenced by the manner and timeliness in which you carried out assignments and interviews, an assessment of your attitude and eagerness to learn, and an evaluation of your portfolio.

Portfolio Grade
Provider Evaluation on Student

Assignment Descriptions

Paperwork: Students participating in LfSci 399R are expected to find their own experience and get their internship approved by Dr. Breakwell, who will act as their internship faculty advisor. Once the internship experience is solidified between the student and the experience provider, students must:

- 1) Submit the online application, found on the [Life Sciences Internship page](#).
- 2) Watch for emails from internship_lifesciences@byu.edu outlining the next steps of action prior to registration.
- 3) Complete all action steps in approval email. The action steps will include:

- a) Assure that a Master Agreement is in place (action is only necessary if a student is the first student to intern with a particular organization. This action is not necessary if internship experience is with a BYU professor). Check current Master Agreement list [here](#).
- b) After approval from Life Sciences Student Services, submit a Grant Application if desired. Approximately 50% of travel costs may be awarded from The College of Life Sciences.
- c) Meet with International Study Programs office, 204 HRCB, if you are doing an international internship. Bring appropriate forms to orientation appointment.
- d) Attend an orientation appointment with the Internship Coordinator, Gale Larson.

NOTE: The internship itself is subject to the rules and guidelines established by the university and the individual provider.

Portfolio: The “Portfolio” outlines the research that you did during your internship. The Portfolio must be a minimum of 5-6 pages in report form. This paper should discuss topics including, but not limited to:

- ◆ An abstract of the project
- ◆ A description of methods and materials (include tables, graphs, pictures or other visuals as appropriate)
- ◆ An analysis of the results
- ◆ A summary and significance of the laboratory experience.

NOTE: Although the work you have done is likely collaborative, your portfolio is to be prepared by you, alone. Please do not include co-authors. If you would like to acknowledge the work of others with whom you have collaborated in your portfolio, please feel free to add an “Acknowledgments” section.

The due date of the Portfolio will be determined during the orientation appointment. Please upload your paper **by midnight of your due date** to the link found in a reminder email you will receive 7 days prior to your due date. At the top of the paper or on a cover sheet include the following:

Name
 Student ID #
 Class (ex. LfSci 399R)
 Semester (ex. Winter 2016)

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Life Sciences 399R

Credit Hours: v1-6

Faculty: Dr. Don Breakwell, Ph.D.

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Required Materials

- Application
- Syllabus

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The goals of this course include practical work experiences related to various fields of biology that enhance student learning through hands-on experiences and close collaboration with a qualified off-campus mentor. The experience must contain a research or problem-solving component. This problem can be discussed and formulated by you and your provider. Generally, semester abroad and "job shadowing" are not acceptable experiences.

Course Learning Outcomes

1. Demonstrate critical or analytical thinking skills by analyzing and interpreting experimental data
2. Exhibit proficient writing skills by producing a portfolio, research paper, scientific journal article and/or scientific poster
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Portfolio Grade
Provider Evaluation on Student

Assignment Descriptions

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Name
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 Class (ex. LfSci 399R)
 Semester (ex. Winter 2016)

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ELANG 399R - LING 399R - TESOL 496R Internship

Fall 2016

Section 001: TBA TBA from 5:00 pm - 5:00 pm

Section 002: TBA TBA on T B A from 5:00 pm - 5:00 pm

Section 001: TBA TBA from 5:00 pm - 5:00 pm

Section 001: TBA TBA from 5:00 pm - 5:00 pm

Instructor/TA Info

Instructor Information

Name: Nancy Turley

Office Location: 4069 JFSB

Office Phone: 801-423-2469

Office Hours: Mon, Wed 10:30am-12:00pm

Fri 11:00am-1:00pm

Or By Appointment

Email: nancy.turley@byu.edu

Course Information

Description

ELang 399R, Ling 399R, and ELang 496R all provide an internship experience for the student.

Learning Outcomes

Practical Experiences

Students acquire practical experience in one or more phases of the production of a professional publication or other document by serving as an intern at that

publication or for the document production team: manuscript solicitation, evaluation, development of content, copy editing, layout, and print production.

Seeking out Opportunities to Apply Principles

Students seek out opportunities to apply principles learned in editing classes to improve communication in live settings.

Articulating what they have learned

Students articulate what they have learned about communication or publication processes in live settings that has enhanced their course learning and professional development.

TESOL Interns

- Applying Linguistics and Pedagogical Concepts - All Sections -All Sections
Apply linguistic and pedagogical concepts learned in other TESOL minor courses in real-world situations.

Contributes to 1 program outcomes

- Instructional Competence

- Confidence and Preparation in Teaching -All Sections
Develop feelings of confidence and preparedness in teaching English as a second language.

Contributes to 1 program outcomes

- Instructional Competence

- Critical Reflection -All Sections
Demonstrate critical reflection of their own teaching beliefs and practices.

Contributes to 1 program outcomes

- Instructional Competence

-

Professional Conduct, Practice, and Options -All Sections

Become familiar with professional conduct, practice, and employment options in the TESOL industry.

Contributes to 1 program outcomes

- Instructional Competence

Linguistics Interns

-

Apply academic coursework to the world -All Sections

Students will learn to apply concepts learned in their academic classes to everyday, practical, linguistic situations outside the university.

Contributes to 0 program outcomes

-

Enrich classroom concepts through work experience -All Sections

Interns' real-world work experiences will enhance and enrich their understanding of academic concepts they learned in university classes.

Editing Interns

-

Practical Experiences -All Sections

Students acquire practical experience in one or more phases of the production of a professional publication or other document by serving as an intern at that publication or for the document production team: manuscript solicitation, evaluation, development of content, copy editing, layout, and print production.

-

Seeking out Opportunities to Apply Principles -All Sections

Students seek out opportunities to apply principles learned in editing classes to improve communication in live settings.

-

Articulating what they have learned -All Sections

Students articulate what they have learned about communication or publication processes in live settings that has enhanced their course learning and professional development.

Point Breakdown

Points assigned are place holders; all assignments must be completed in order to receive internship credit.

You will be asked to make the following progression to complete your internship; once you have successfully completed the 10 steps, you will receive a grade:

1. Pre-Approval, Meet with Coordinator
2. Report 1
3. Work Log 1
4. Work Log 2
5. Mid-Service Evaluation from your supervisor
6. Work Log 3
7. Work Log 4 (if needed)
8. Report 2 (including an Appendix for Editing interns)
9. Site Evaluation completed by you
10. Final Evaluation from your supervisor

Assignments

Assignment Descriptions

Meeting with Dr. Turley

Due: Monday, Aug 29 at 4:00 pm

This is to help you know the class expectations and syllabus. C

Pre-Approval turned in

Due: Wednesday, Aug 31 at 11:59 pm

fill out and submit to Dr. Turley the appropriate Pre-Approval form:

ELang 399R

- [EDITING Internship, Pre-Approval.docx](#) Download

Ling 399R

- [LINGUISTICS Internship Pre-Approval.docx](#) Download

ELang 496R

- [TESOL Internship Pre-Approval.docx](#) Download

Credit Hours you signed up for

Due: Friday, Sep 02 at 5:00 pm

Report 1

Due: Wednesday, Sep 07 at 7:00 pm

REPORT 1

Due one week after the beginning of your internship.

Before completing Report 1, skim chapter three, “Framing the Experience: The Developmental Stages of an Internship,” and read pages 100–103 (from “Experiencing the ‘What Ifs’: Categories of Goals”).

- [Framing the Experience reading.pdf](#) Download
- [pages 100–103 \(from “Experiencing the ‘What Ifs’”\).pdf](#) Download

Report 1 should be approximately 250 words. It should include the following:

1. A brief introduction describing yourself, the name of the site you are working with in your internship, the circumstances of the internship (where, when, and with whom you work), and your understanding of what work and assignments you will do in the internship.
2. How you have prepared for this internship and what you hope to gain.
3. The specific goals you have set for your internship. Pages 100–103 of “Experiencing the ‘What Ifs’” contain tips for goals to consider and how to express them. (If appropriate, share your goals with your onsite internship supervisor.)

Submit your report online under Learning Suite assignments.

Work Log 1

Due: Friday, Sep 30 at 11:59 pm

[Work Log EDIT ELang 399R \(1\).doc](#) Download

Work Log LING Ling 399R.doc Download

Work Log TESOL ELang 496R.doc Download

Mid-Evaluation

Due: Friday, Oct 21 at 11:59 pm

Please request that your supervisor fill out this survey when you are half-way done with your internship. Give him/her the link that applies to your internship, and the Google survey will be returned to me.

[Editing Intern Mid-Service Evaluation](#)

[Linguistics Intern Mid-Service Evaluation](#)

[TESOL Intern Mid-Service Evaluation](#)

Work Log 2

Due: Friday, Oct 28 at 11:59 pm

Work Log EDIT ELang 399R (1).doc Download

Work Log LING Ling 399R.doc Download

Work Log TESOL ELang 496R.doc Download

Work Log 3

Due: Friday, Nov 25 at 11:59 pm

Work Log EDIT ELang 399R (1).doc Download

Work Log LING Ling 399R.doc Download

Work Log TESOL ELang 496R.doc Download

Work Log 4, if needed

Due: Friday, Dec 09 at 11:59 am

Work Log EDIT ELang 399R (1).doc Download

Work Log LING Ling 399R.doc Download

Work Log TESOL ELang 496R.doc Download

Site Evaluation and Advice for Future Interns

Due: Friday, Dec 09 at 11:30 pm

This is for you as an intern to fill out about the internship site at the end of your internship experience.

[Editing Intern Site Evaluation](#)

[Linguistics Intern Site Evaluation](#)

[TESOL Intern Site Evaluation](#)

Final Evaluation

Due: Friday, Dec 09 at 11:59 pm

Give your supervisor the following link to the Final Evaluation and ask him/her to fill it out about you as an intern. It is a Google survey that will be returned to me.

[Editing Intern Final Evaluation](#)

[Linguistics Intern Final Evaluation](#)

[TESOL Intern Final Evaluation](#)

Cumulative hours of interning

Due: Saturday, Dec 10 at 11:00 am

This is an ongoing record of your internship hours, and is not for points.

Report 2

Due: Tuesday, Dec 13 at 11:59 pm

REPORT 2

Due the last week of classes.

Report 2 should be 750 to 1000 words (not counting the appendix). It should include the following:

1. A description of the work you did during your internship and an analysis and evaluation of how your work contributed to the company or school as a whole.
2. How well you met your goals.
3. What you learned. Provide examples and describe experiences.
4. What plans you have made to continue learning: the areas or skills you need to improve in and how do you plan to do so.

5. **For Editing interns only:** An appendix containing portions of two samples of the work you did during your internship. These samples will be kept confidential.

Upload the report into Learning Suite. If you cannot attach your Appendix to Report 2 because of formatting differences, email the Appendix/ces directly to nancy.turley@byu.edu.

TESOL Certificate application

Due: Wednesday, Dec 14 at 11:59 pm

- TESOL Certificate Application.docx Download

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

Date	Column 1
M Aug 29	
Monday	
T Aug 30	
Tuesday	
W Aug 31	

Wednesday	
Th Sep 01	
Thursday	
F Sep 02	Internship Meeting, 3:00 in 4068 JFSB
Friday	
Credit Hours you signed up for	
M Sep 05	Labor Day
Monday	
T Sep 06	Add/Drop Deadline (Full Semester & 1st Term)
Tuesday	
W Sep 07	Report 1
Wednesday	
Th Sep 08	
Thursday	
F Sep 09	
Friday	
M Sep 12	
Monday	
T Sep 13	
Tuesday	
W Sep 14	
Wednesday	
Th Sep 15	
Thursday	
F Sep 16	
Friday	
M Sep 19	
Monday	

T Sep 20

Tuesday

W Sep 21

Wednesday

Th Sep 22

Thursday

F Sep 23

Friday

M Sep 26

Monday

T Sep 27

Tuesday

W Sep 28

Wednesday

Th Sep 29

Thursday

F Sep 30

Work Log 1

Friday

M Oct 03

Monday

T Oct 04

Tuesday

W Oct 05

Wednesday

Th Oct 06

Thursday

F Oct 07

Friday

M Oct 10

Monday

T Oct 11

Tuesday

W Oct 12

Wednesday

Th Oct 13

Thursday

F Oct 14

Friday

M Oct 17

Monday

T Oct 18

Tuesday

W Oct 19

Wednesday

Th Oct 20

Thursday

F Oct 21

Mid-Evaluation

Friday

M Oct 24

Monday

T Oct 25

Tuesday

W Oct 26

Wednesday

Th Oct 27

Thursday

F Oct 28

Work Log 2

Friday

M Oct 31

Monday

T Nov 01

Tuesday

W Nov 02

Wednesday

Th Nov 03

Thursday

F Nov 04

Friday

M Nov 07

Monday

T Nov 08

Tuesday

W Nov 09

Wednesday

Th Nov 10

Thursday

F Nov 11

Friday

M Nov 14

Monday

T Nov 15

Tuesday

W Nov 16

Wednesday

Th Nov 17

Thursday

F Nov 18

Friday

M Nov 21

Monday

T Nov 22 **Friday Instruction**

Tuesday

W Nov 23 **No Classes**

Wednesday

Th Nov 24 **Thanksgiving Holiday**

Thursday

F Nov 25 **Thanksgiving Holiday**

Friday **Work Log 3**

M Nov 28

Monday

T Nov 29

Tuesday

W Nov 30

Wednesday

Th Dec 01

Thursday

F Dec 02

Friday

M Dec 05

Monday

T Dec 06

Tuesday

W Dec 07

Wednesday

Th Dec 08 **MEETING** for end of the semester for all interns. 11:00 in Room

Thursday	4068 in the JFSB. We'll enjoy a report about your internship AND refreshments!
F Dec 09	Fall Exam Preparation (12/09/2016 - 12/09/2016)
Friday	Final Evaluation Work Log 4, if needed Site Evaluation and Advice for Future Interns
Sa Dec 10	First Day of Fall Final Exams (12/10/2016 - 12/15/2016)
Saturday	Cumulative hours of interning
M Dec 12	
Monday	
T Dec 13	Report 2 will be equivalent to a Final Exam.
Tuesday	Report 2
W Dec 14	TESOL Certificate application
Wednesday	
Th Dec 15	
Thursday	

INTERNSHIP REQUIREMENTS

MFG 399R

❖ **During Your Internship:**

- Once you have registered for the class, it should show as one of your courses on **Learning Suite**.
- Read the **Internship and New Hire Guidelines** and take the **Internship Quiz**. (Document and quiz available on Learning Suite under Content and Exams, respectively.)
- Complete **5 Weekly Reports** through Learning Suite under Exams. You will be responding to 6 questions in paragraph form about your experience progressively throughout the semester. These should be written regarding 5 different weeks during your internship.
- Reply to **two emails** from sot_advisement@byu.edu.
 - These emails will ask you questions and remind you of important information. Read through them carefully and reply promptly, no later than the due date indicated in the email. The first will be sent near the beginning of the semester/term, and the second will be sent a couple of weeks before the last day of classes.
 - Check your junk/spam folder frequently to ensure that emails from our office aren't being sent there rather than your inbox. Responding to these emails is a required assignment, so make sure you receive them.
- Work at least **60 hours at your internship per credit hour** you are registered for in MFG 399R (feel free to work more than that).

❖ **Due by 4 p.m. on the last day of BYU classes(Check Learning Suite) to 250 SNLB:**

- Complete the **Student Evaluation of Practicum Employer**. (Available as a PDF on Learning Suite. Type it, print it out, and turn in a hard copy to our office.)
 - Fill in your information on the **Finalization Form**. (Available as a PDF on Learning Suite. Type it, print it out, and turn in a hard copy to our office.)
 - Write a **Final Report**, 8-10 pages in length, on your internship experience. (Detailed instructions on Learning Suite. Turn in a hard copy to our office.)
 - International Internships only: Create a **digital poster** about your internship experience. (Detailed instructions on Learning Suite. Email a copy to our office and the Weidman Center.)
 - Your supervisor should complete the **Employer Evaluation of Practicum Student**. Our office will email this *directly to your supervisor* near the end of the semester. This is an online link, so you will not need to turn in a hard copy.
- ❖ I understand the assignments and acknowledge that failure to complete these assignments by the due date will result in an E grade for the internship.

Signature: _____ Date: _____

Printed Name: _____

ACADEMIC INTERNSHIP – MMBIO 399R

Department of Microbiology and Molecular Biology
Brigham Young University, 4007 LSB, Provo, Utah 84602
Phone: 801-422-4293, Fax: 801-422-0519, mmbio@byu.edu

PROFESSOR: Dr. Kim O'Neil, kim_oneill@byu.edu.

COURSE SYLLABUS

INTRODUCTION: MMBIO 399R academic internships are practical work experiences related to the fields of microbiology or molecular biology that enhance student learning through hands-on experiences and close collaboration with a qualified off-campus mentor. This class may be taken for a variable number of credits—see the Credits section below for more information. 

COURSE OUTLINE: As a student participating in an MMBIO internship, you are expected to submit a pre-departure paper, attend a pre-internship orientation meeting, complete the online application form, submit a final report and have a final interview with the internship office upon completion of the internship. The internship itself is subject to the rules and guidelines established by the university and the individual provider.

ORIENTATION MEETINGS: These meetings are usually held individually with the department internship coordinator. Check with the internship coordinator prior to leaving on the internship.

PRE-DEPARTURE PAPERWORK: All students must complete a one-page Pre-Departure Paper, which will explain where you will be going, who you will be working with, and what you expect you will be doing for the internship. If you are the first student to intern with a particular organization, that organization is required to fill out a Master Internship Agreement. Contact the internship office for information about organizations already on file and the procedures associated with completing this requirement.

FACULTY ADVISOR: All students will be required to have a faculty advisor for their internship. The faculty mentor can be the professor of the MMBIO course, or any science faculty member of their choice. If the latter, they will need to contact a faculty member about this before they are cleared for their internship. The Faculty Advisor should be in a field related to the subject of study encompassed by the internship, and will be in contact with the student during the internship experience. The Faculty Advisor will be asked to make a recommendation on the student's grade, which will be taken into consideration with other grading requirements.

CREDITS: MMBIO 399R is a variable credit class. 45-60 hours of experience is equivalent to one hour of academic credit. Application for university credit must take place *before* the internship experience is to occur. Credit *will not* be awarded retroactively. Please note that there are a limited number of credits that can be counted towards each major. Contact Marcia Richards marcia_richards@byu.edu to consult on the appropriate number of credits.

GRADES: Your final grade will be given to you by the current Professor for the internship course. It will be heavily influenced by the evaluation done by your on-site mentor, and by the recommendation of your Faculty Advisor. It will also be based on the manner and timeliness with which assignments are carried out, your eagerness to learn, the amount of effort shown, quality of your written report, information in your final interview, and the number of hours that were actually spent gaining experience, as compared to those for which the student applied.

FINAL WRITTEN REPORT: The Final Written Report outlines the research that you did during your internship. This paper should discuss topics including, but not limited to, researchers you were able to work with, new skills that you have learned, your research objectives, methods, materials, results, and any relevant tables/graphs. This report should be a minimum of two pages. Submit a copy of this report to the internship office after the completion of your internship, but still within the semester/term for which you are seeking credit.

FINAL INTERVIEW OR FINAL SURVEY: Upon completion of your internship you will need to have a final interview or complete a final survey. Completion of this final interview or survey will be a factor in your final grade (see section on grades).



APPLICATION FORM: The online application form can be found on the BYU Internship web page at <https://y.byu.edu/ry/ae/prod/internship/cgi/internshipApplication.cgi>.

INTERNATIONAL INTERNSHIPS: International internships need to be cleared with both the MMBio Internship coordinator and with the Kennedy Center. Internship Credit cannot be given to students who will be interning in countries which currently have a State Department Travel Warning. If you are considering interning internationally, then please contact our office right away, so that we can ensure that you are able to work through the proper channels before the semester or term in which you would like to intern.

HONOR CODE: It is a violation of the Honor Code for a student to represent someone else's work as his/her own. Also, as a condition of attending BYU, you have affirmed that you would help others obey the Honor Code. The department views violations of the Honor Code with extreme seriousness. Those who plagiarize the work of others are subject to the receipt of a failing grade for the course.

STUDENTS WITH DISABILITIES: Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have a disability that may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767).

PREVENTING SEXUAL HARASSMENT: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847.

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Department of Microbiology and Molecular Biology
Brigham Young University, 4007 LSB, Provo, Utah 84602
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MSW Learning Agreement and Competency Evaluation

Advanced Core Competencies 1-7 (Fall Semester)

Semester/year:

Internship Placement Agency:

Total Clock Hours Completed This

Semester:

Learning Agreement (Due [Schedule Input: Learning Agreement Due Date]):

Student Signature:

([Student Name]): [Sign Learning Plan Completion](#)

In-Agency Field Instructor Signature:

([Field Instructor Name]): [Sign Learning Plan Completion](#)

Field Director Signature:

([Field Director Name]): [Sign Learning Plan Completion](#)

Learning Activity Agreement

The Learning Activity Agreement (LAA) serves three main purposes:

1. Guides the MSW fieldwork experience.
2. Ensures educational experiences are provided to facilitate the MSW student's development and demonstration of CSWE's Core Competencies.
3. Specifies therapeutic activities which will be covered under BYU's professional liability insurance. (Professional liability insurance is linked to the MSW student's enrollment in Soc W 654R or SocW 655R.)

Fieldwork activities in which the MSW intern will participate during the semester are to be included in the LAA. Pre-identified activities may be "checked," thus including them in the LAA. "Free write" fields allow activities not listed in the pre-identified activity list to be included in the LAA. To ensure liability coverage, all therapeutic activities must be included in the LAA.

At least one learning activity needs to be identified for each practice behavior. Students and supervisors may include as many learning activities in the LAA as needed to accurately reflect the student's internship activities. The number of learning activities included in the LAA will not influence or increase the number of practice behaviors evaluated. Practice behaviors (as outlined on the MSW Learning Agreement and Evaluation) will be evaluated at the end of the semester.

Evaluation (Due [Schedule Input: Evaluation Due Date]):

The following evaluation of the student's learning and performance includes variables from a Minimal

Competency List for each level of professional practice established by social work educators and field practice faculty. The response scales provide for the student's evaluation of self as well as the field instructor's evaluation of the student. Items on the scales are intended to give comprehensive coverage of the practice behaviors expected of students in an MSW internship.

Each item is evaluated using a five-point scale in a continuum running from "competency not attained" to "expert skills and competency" as follows:

Competency Assessment:

- **"Competency Not Attained (0)"** – Practice behaviors and skills are not developed. The student is not competent to practice social work at this level, at this time.
- **"Introductory Skills and Competency (1)"** – Under close supervision, the student consistently and consciously works to develop and demonstrate practice behaviors and skills in social work practice.
- **"Moderate Skills and Competency (2)"** – With routine (weekly) supervision, the student's practice behaviors and skills in this area are becoming more integrated into their social work practice.
- **"Advanced Skills and Competency (3)"** – The worker independently demonstrates practice behaviors and skills with confidence and as an integral part of his/her social work practice. The worker is clearly capable of independent social work practice.
- **"Expert Skills and Competency (4)"** – The worker consistently practices as an independent, mature, experienced social worker. Mastery of behaviors and skills has been demonstrated, and the worker is sufficiently able to teach others. Practice skills are more comparable to professional colleagues than students.

The "Introductory Skills and Competency (1)" or "Moderate Skills and Competency (2)" rating is the expected rating for MSW students during any given semester. "Competency Not Attained (0)" denotes a field instructor's significant concern regarding the student's performance, and signifies that the field instructor does not deem the student as competent to practice social work in this area, at this level, at this time. Occasionally a student may be highly experienced and skilled beyond the level seen in newly licensed MSW practitioners. In such a rare situation, the student may be competent to receive the "Advanced Skills and Competency (3)" rating. An "Expert Skills and Competency (4)" rating notes the skill level of recognized experts and instructors. It is highly unlikely that an MSW student will attain this level of competency during their MSW program.

When the cursor is passed across the assessment selector of each practice behavior, an evaluation rubric will appear on the left-hand side of the evaluation form. Skill and competency ratings, along with accompanying behavioral descriptors for each rating, are contained in these rubrics. **Please select the skill and competency rating which most closely describes the students' performance of each practice behavior, in the current field internship.**

Grading:

After completing the evaluation form and discussing it with the student, the Agency Field Instructor will record a recommended grade for the semester or term, along with a total evaluation score, and forward the

practicum evaluation to the Fieldwork Director. Any disparate perceptions along the way will be discussed with the field instructor before the final grade is recorded.

The student is involved in the evaluation process by the field instructor. It should be noted that the evaluation scales provide for a self-evaluation by the student. The student and the field instructor are expected to discuss their respective evaluations of the student's learning and performance. If the differences in their perceptions cannot be resolved to the student's satisfaction, the student is invited to exercise the option of writing a letter which will be permanently attached to the evaluation form, and which will be taken into consideration in the final grading process.

<p>Core Competency #1: Identify as a professional social worker and conduct oneself accordingly. This student demonstrates the ability to:</p>	<p>Learning Activities (Check all that apply)</p>
<p>1a. Readily identify as a social work professional</p>	<ul style="list-style-type: none"> <input type="checkbox"/> collaborate with other agency social workers <input type="checkbox"/> demonstrate professional behavior at all times (including dependability, appropriate dress, maintaining confidentiality, etc.) <input type="checkbox"/> observe other clinicians. sessions <input type="checkbox"/> attend and proactively participate in staff meetings <input type="checkbox"/> understand, articulate and follow the NASW code of ethics <input type="checkbox"/> understand and follow agency policies and guidelines <input type="checkbox"/> proactively participate in and utilize weekly supervision <input type="checkbox"/> attend all required agency trainings <input type="checkbox"/> stay up to date on client paperwork and complete according to agency guidelines and standards <input type="checkbox"/> transfer or discharge all clients in a timely manner before terminating the internship <input type="checkbox"/> participate in continual training on therapeutic theories, interventions, diagnosis, etc.
<p>1b. Demonstrate professional use of self with client(s)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> develop strong therapeutic relationships with clients <input type="checkbox"/> maintain appropriate boundaries <input type="checkbox"/> educate client on the therapeutic relationship <input type="checkbox"/> set boundaries for the length and number of sessions <input type="checkbox"/> use appropriate language <input type="checkbox"/> communicate role to clients through attitude, ethic, boundaries, compassion <input type="checkbox"/> utilize language skills <input type="checkbox"/> utilize personal creativity

1c. Understand and identify professional strengths, limitations and challenges	<input type="checkbox"/> utilize weekly supervision to analyze challenges and collaborate on strategies to overcome them <input type="checkbox"/> openly identify strengths, limitations, and challenges (with supervisor and by writing clinical case reflections) <input type="checkbox"/> monitor transference and counter-transference
1d. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives	<input type="checkbox"/> know clients' complete and special circumstances <input type="checkbox"/> identify clients. strengths, resiliencies, and resources <input type="checkbox"/> plan applicable activities for therapy <input type="checkbox"/> help families recognize strengths and utilize them <input type="checkbox"/> provide a safe place for clients, allow them their self-determination <input type="checkbox"/> use person-in-environment and strengths perspective in assessments, case plans, treatment goals, and interventions
SAVE WORK	
Core Competency #2: Apply social work ethical principles to guide professional practice. This student demonstrates the ability to:	Learning Activities (Check all that apply)
2a. Apply ethical decision-making skills to issues specific to clinical social work	<input type="checkbox"/> facilitate and utilize client self-determination <input type="checkbox"/> understand and implement abuse reporting protocol as appropriate <input type="checkbox"/> prioritize ethics within the NASW code <input type="checkbox"/> use the ETHICS for U model when ethical challenges arise <input type="checkbox"/> apply ethical decision-making skills for appropriate intervention strategies with clients, assessment recommendations, court report write-ups, disciplinary write-ups for breaking program rules, utilizing staff and supervision feedback, etc. <input type="checkbox"/> consult with supervisor on situations involving ethical issues
2b. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights	<input type="checkbox"/> access, prepare and edit program documents according to agency policies and guidelines <input type="checkbox"/> report to proper authorities if clients are a danger to themselves or others <input type="checkbox"/> respect client rights and confidentiality when utilizing all forms of technology <input type="checkbox"/> use power points, video clips, and other technology tools to aid group sessions or psycho-educational classes <input type="checkbox"/> limit client identification information in emails, facebook, blogs, faxes, phone calls, etc.

	<ul style="list-style-type: none"> <input type="checkbox"/> shred paperwork as necessary <input type="checkbox"/> obtain appropriate releases of information <input type="checkbox"/> complete an internet safety course <input type="checkbox"/> participate in trainings on the appropriate behaviors and uses of a variety of technology mediums (ie. online articles, self help, agency trainings, etc.) <input type="checkbox"/> learn ethical use of polygraph and other technology in clinical practice <input type="checkbox"/> understand and implement the agency.s confidentiality guidelines
2c. Identify and use knowledge of relationship dynamics, including power differentials	<ul style="list-style-type: none"> <input type="checkbox"/> use family structured therapy techniques involving triangulation and power <input type="checkbox"/> empower clients to make their own decisions <input type="checkbox"/> acknowledge status of .inmate. and .custody. within institution <input type="checkbox"/> write clinical case reflections focused on the relationship dynamics and power differentials with one client-therapist relationship in your practice <input type="checkbox"/> use weekly supervision to identify, discuss, and appropriately manage power differentials with your clients
2d. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being	<ul style="list-style-type: none"> <input type="checkbox"/> be proactive in exploring/managing personal bias, projection, and counter-transference issues with clients <input type="checkbox"/> use weekly supervision to identify, discuss, and appropriately manage your personal biases <input type="checkbox"/> demonstrate unconditional positive regard <input type="checkbox"/> seek commonalities to build the therapeutic relationship <input type="checkbox"/> gauge therapy toward the client.s goals in order to help them be more productive
SAVE WORK	
Core Competency #3: Apply critical thinking to inform and communicate professional judgments. This student demonstrates the ability to:	Learning Activities (Check all that apply)
3a. Engage in reflective practice	<ul style="list-style-type: none"> <input type="checkbox"/> video-tape sessions <input type="checkbox"/> self-evaluate after each session <input type="checkbox"/> write case notes <input type="checkbox"/> meet with supervisor for evaluation <input type="checkbox"/> examine your practice reflectively and reflexively

	<input type="checkbox"/> continually evaluate the effectiveness of all models used for treatment
3b. Identify and articulate clients' strengths and vulnerabilities	<input type="checkbox"/> keep a record of each patient.s strengths and vulnerabilities <input type="checkbox"/> assist clients in identifying their strengths, (verbally communicate the strengths face to face) <input type="checkbox"/> explore client's strengths and past successful behavior <input type="checkbox"/> use client strengths and successes in solution-focused therapy <input type="checkbox"/> use genograms, timelines, and other forms of art and activities to outline strengths and vulnerabilities
3c. Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools	<input type="checkbox"/> use DSM-IV criteria to diagnose clients, carefully choose interventions to target symptoms <input type="checkbox"/> conduct multiple assessments including: <ul style="list-style-type: none"> <input type="checkbox"/> OQ45 (if sub-checked, conduct.auto checked) <input type="checkbox"/> PAI <input type="checkbox"/> YOQ <input type="checkbox"/> Y-BOS <input type="checkbox"/> Vocational assessments (WRAT-4, O*Net, TABE) <input type="checkbox"/> ASAM (American Society of Addiction Medicine) <input type="checkbox"/> Educational Assessments <input type="checkbox"/> Polygraph <input type="checkbox"/> Plethismograph <input type="checkbox"/> Personality assessments <input type="checkbox"/> Psycho-Sexual Histories <input type="checkbox"/> Bio-Psycho-Social-Spiritual Histories <input type="checkbox"/> Suicide Risk <input type="checkbox"/> Substance Abuse <input type="checkbox"/> Domestic Violence <input type="checkbox"/> Parental Fitness Evaluations <input type="checkbox"/> use Clinical Handbook of Psychological Disorders to help implement the best practice intervention based on a specific assessment <input type="checkbox"/> complete course work in theoretical systems of psychotherapy <input type="checkbox"/> utilize practice evaluation tools that are empirically-based <input type="checkbox"/> employ specific assessment tools provided by the agency
3d. Evaluate the strengths and weaknesses of multiple theoretical perspectives and	<input type="checkbox"/> use theories, techniques, and interventions specifically suited to the client.s personality, strengths, needs, and reasons for seeking

<p>differentially apply them to client situations</p>	<p>treatment</p> <ul style="list-style-type: none"> <input type="checkbox"/> read material specific to client.s issues <input type="checkbox"/> submit weekly notes on clients, including the theoretical perspective of chosen interventions, how specific goals will be reached with each client, and make a plan for the next session <input type="checkbox"/> explore biological, cognitive, and environmental contributing factors of addictions and abuse <input type="checkbox"/> continually assess and evaluate intervention strategies <input type="checkbox"/> use assessments that will set the appropriate tone for the client-therapist relationship <input type="checkbox"/> include theoretical perspectives and modalities to be used in client.s written treatment plan <input type="checkbox"/> utilize weekly supervision to identify, discuss, and help implement multiple theoretical perspectives in work with clients
<p>3e. Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format</p>	<ul style="list-style-type: none"> <input type="checkbox"/> discuss progress of clients with other social workers and members of the treatment team <input type="checkbox"/> ecclesiastical consultations <input type="checkbox"/> participate in clinical team meetings/staff meetings <input type="checkbox"/> correspond with other agencies, communicate/consult with other professionals <input type="checkbox"/> express appreciation for input of other professionals <input type="checkbox"/> write intake summaries, notes, and discharge summaries <input type="checkbox"/> attend disciplinary panels with other therapists <input type="checkbox"/> write referrals and other reports for therapists and medical professionals <input type="checkbox"/> prepare client files for other professionals <input type="checkbox"/> keep concise, thorough, up to date case notes <input type="checkbox"/> prepare weekly/monthly court documents <input type="checkbox"/> observe initial forensic interviews with victims of sexual abuse conducted by DCFS workers and detectives <input type="checkbox"/> participate in weekly Offender Management Reviews <input type="checkbox"/> meet with sections leads once weekly to collaborate and coordinate <input type="checkbox"/> attend coordination meetings with probation and parole officers <input type="checkbox"/> attend court staffings <input type="checkbox"/> coordinate with mental health organizations and their liaisons throughout the state <input type="checkbox"/> contact mental health services regarding the progress of patients

	<ul style="list-style-type: none"> <input type="checkbox"/> coordinate community treatment/appropriate placement of clients upon discharge <input type="checkbox"/> attend school district Core Team meetings <input type="checkbox"/> participate in child welfare meetings where foster parents, guardian ad-litem, ecclesiastical leaders, etc. may be present
<div style="background-color: #cccccc; padding: 2px 10px; display: inline-block;">SAVE WORK</div>	
<p>Core Competency #4: Engage diversity and difference in practice. This student demonstrates the ability to:</p>	<p>Learning Activities (Check all that apply)</p>
<p>4a. Research and apply knowledge of diverse populations to enhance client well-being</p>	<ul style="list-style-type: none"> <input type="checkbox"/> work with several different populations (i.e. children, teens, adults, couples, victims and perpetrators) <input type="checkbox"/> research various ethnic and clinical populations (i.e. Native Americans, individuals with mental retardation, individuals with Borderline Personality Disorder, criminal thinking, women abused as children, people with PTSD, women with eating disorders, people with personality disorders, individuals with pervasive Developmental Disorder, individual with chronic and persistent mental illnesses) and apply new knowledge when working with clients <input type="checkbox"/> develop a curriculum for an evidence-based psycho-therapeutic, psycho-educational or support violence group <input type="checkbox"/> seek consultation from other therapists and supervisors to learn more about a specific client.s culture <input type="checkbox"/> consult with supervisor about effectiveness of working with at least one diverse client or family <input type="checkbox"/> provide knowledge transferred psychoeducation <input type="checkbox"/> write a clinical case reflection showing evidence of gained knowledge of diversity
<p>4b. Work effectively with diverse populations; and identify and use practitioner/client differences from a strengths</p>	<ul style="list-style-type: none"> <input type="checkbox"/> allow client to be the expert in coming up with goals and solutions in their lives <input type="checkbox"/> ask clients sincere questions to understand where they are coming from <input type="checkbox"/> ask questions to clarify (words associated with their culture e.g. gang slangs, alternative words for drugs, criminal thinking, same sex attraction) <input type="checkbox"/> identify and use practitioner/client differences from a strengths perspective <input type="checkbox"/> ask client their own cultural preferences and sensitivities to be aware of

	<ul style="list-style-type: none"> <input type="checkbox"/> find out what clients are interested in and use analogies pertaining to their interests <input type="checkbox"/> help client access and capitalize on multiple coping skills, resources, and resiliencies <input type="checkbox"/> help clients find and amplify their strengths through therapeutic questioning <input type="checkbox"/> have open dialogues with clients on differences that they would like to address <input type="checkbox"/> modify and adapt interventions to account for differences in culture, diagnoses, etc. <input type="checkbox"/> encourage clients to recognize differences of opinions/perspectives <input type="checkbox"/> approach issues from multiple angles <input type="checkbox"/> discuss in weekly supervision how you will use differences to enhance treatment <input type="checkbox"/> consult with supervisor about effectiveness of working with at least one diverse client or family <input type="checkbox"/> provide help for individuals that do not speak English through translators <input type="checkbox"/> use personal language skills to conduct therapy sessions in client.s primary language
<div style="background-color: #e0e0e0; padding: 2px 10px; display: inline-block;">SAVE WORK</div>	
<p>Core Competency #5: Advance human rights and social and economic justice. This student demonstrates the ability to:</p>	<p>Learning Activities (Check all that apply)</p>
<p>5a. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention</p>	<ul style="list-style-type: none"> <input type="checkbox"/> keep in mind discrimination and trauma an individual has experienced in a sensitive way <input type="checkbox"/> be cognizant of discrimination for minority clients and how it has an overarching effect on their mental health <input type="checkbox"/> talk to clients about medications they are taking <input type="checkbox"/> provide/refer to case management services as appropriate, including but not limited to: housing, financial assistance, crisis services, respite nursery, respite care, medical assistance, vocational rehabilitation, etc. <input type="checkbox"/> listen to clients. abuse reports to help assess their level of safety and the level of care they will need <input type="checkbox"/> utilize a systems perspective and incorporate the family, community, and larger culture into intervention with individuals <input type="checkbox"/> ecclesiastical consultations

5b. Advocate at multiple levels for mental health issues

- use knowledge of the stigma attached to mental illness to prepare clients for discharge and the need to cope with that stigma
- advocate for client access to appropriate services
- educate others about mental illness
- confront engendering of hate or stigma
- participate in community outreach projects
- participate in community mental health nights to spread the word about the agency and mental health awareness
- advocate for clients in school, work, judicial system and medical settings
- discuss needed community service improvements with supervisor
- educate people in social circle about the type of clients you work with to get rid of stigmas
- help clients to participate in community service activities
- write programs and curriculum to facilitate community outreach and education
- develop workplace placement opportunities
- consult healthcare professionals and mental health professionals in the community to help them better understand and meet the needs of agency clients
- participate in community/agency prevention activities
- advocate for client needs (medication, skills training, case management services, diagnosis) when working with various other agencies personnel
- collaborate with other agencies to provide more services to clients
- advocate for client in a court custody hearing
- give a verbal testimony to judge of client.s treatment progress
- represent client needs in court proceedings and maintain professional composure
- participate in multi-agency meetings
- attend community events to provide information about services available at the agency
- in all settings, do everything possible to increase awareness of mental health issues

SAVE WORK

Core Competency #6: Engage in research-informed practice and practice-informed research.

This student demonstrates the

Learning Activities (Check all that apply)

ability to:	
6a. Use the evidence-based practice process in clinical assessment and intervention with clients	<ul style="list-style-type: none"> <input type="checkbox"/> administer assessments and use results to guide client treatment and interventions <input type="checkbox"/> use evidence-based and professionally accepted modalities in approach to population <input type="checkbox"/> utilize multiple sources of qualified evidence-based research <input type="checkbox"/> use questionnaires to collect more information about clients and their situations <input type="checkbox"/> make goals with the client, establish behavioral measure and re-assess progress on an on-going basis <input type="checkbox"/> track observable client behaviors to determine effectiveness of interventions <input type="checkbox"/> conduct risk-benefit assessment on new medication combinations <input type="checkbox"/> distribute/collect questionnaires as prescribed by the agency <input type="checkbox"/> use Outcome Questionnaires to assist evaluation of a client.s progress (i.e. anxiety, depression, family functioning, etc.) <input type="checkbox"/> use motivational interviewing for clients displaying low readiness for change <input type="checkbox"/> ask for client verbal feedback or scaling to assess and improve treatment effectiveness <input type="checkbox"/> evaluate outcomes, reassess client needs, and elicit client feedback to work toward recovery and sober living <input type="checkbox"/> use 12-step facilitation to reinforce clients. efforts to maintain sobriety
6b. Participate in the generation of new clinical knowledge, through research and practice	<ul style="list-style-type: none"> <input type="checkbox"/> create and administer a satisfaction survey regarding agency services <input type="checkbox"/> complete an MSW research project and publishable paper <input type="checkbox"/> submit a research article for presentation at a local, regional, or national conference <input type="checkbox"/> present a research article at a local, regional, or national conference <input type="checkbox"/> present MSW research and project to internship agency personnel <input type="checkbox"/> data cleaning and completion preparatory to running statistical analysis for data from the agency.s ??? <input type="checkbox"/> use statistical software to analyze the data and make inferences <input type="checkbox"/> attend CEU opportunities to increase clinical skills <input type="checkbox"/> attend trainings the agency presents after finding new research <input type="checkbox"/> use the internet to learn new treatment approaches, assessments and interventions

	<ul style="list-style-type: none"> <input type="checkbox"/> use current data from research to create public awareness <input type="checkbox"/> read about recent research findings about treatment modalities published in professional journals <input type="checkbox"/> research various drugs in efforts to recognize whether or not a client is using that drug <input type="checkbox"/> incorporate knowledge gained from internship into future practice
6c. Use research methodology to evaluate clinical practice effectiveness and/or outcomes	<ul style="list-style-type: none"> <input type="checkbox"/> implement OQ45 and scaling questions to assess how clients feel they are improving <input type="checkbox"/> use the YOQ with clients to track progress <input type="checkbox"/> use DBT for clients diagnosed with BPD <input type="checkbox"/> use Cognitive Behavior Therapy and Play Therapy to help clients develop healthy coping skills <input type="checkbox"/> evaluate effectiveness of practice through clinical case study reflections <input type="checkbox"/> evaluate the use of BPRS-E to determine a client.s length of stay <input type="checkbox"/> evaluate the agency.s programs to decide whether or not the interventions are effective for the clients, implement changes as needed <input type="checkbox"/> complete discharge summary and treatment team reports <input type="checkbox"/> provide detailed notes of interventions used to supervisor to continually develop the agency.s program <input type="checkbox"/> educate clients about their drugs of choice using pamphlets/article /books based on research <input type="checkbox"/> help supervisor conduct qualitative research by doing group interviews after completing therapy programs <input type="checkbox"/> use interventions to treat PTSD <input type="checkbox"/> complete evaluations with clients who are terminating therapy to contribute to the agency.s goal of studying effective practice and improving outcomes
SAVE WORK	
<p>Core Competency #7: Apply knowledge of human behavior and the social environment. This student demonstrates the ability to:</p>	Learning Activities (Check all that apply)
7a. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice	<ul style="list-style-type: none"> <input type="checkbox"/> apply developmental, systems, ecological, and other theories <input type="checkbox"/> use a systems approach and multilevel approach in the clinical process <input type="checkbox"/> be gender sensitive and culturally aware

	<ul style="list-style-type: none"> <input type="checkbox"/> establish healthy support systems with clients <input type="checkbox"/> refer clients for medical/medication evaluations as needed
<p>7b. Use bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive assessments</p>	<ul style="list-style-type: none"> <input type="checkbox"/> complete DSM-IV multi-axial diagnoses <input type="checkbox"/> conduct/write client bio-psycho-social-spiritual assessments/histories <input type="checkbox"/> incorporate a spiritual component in case management to assess client needs <input type="checkbox"/> teach clients about the biological and cognitive components of mental illness and intervene at both points
<p>7c. Consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process</p>	<ul style="list-style-type: none"> <input type="checkbox"/> discuss med management with caseworkers and agency doctors <input type="checkbox"/> obtain consent to talk with physicians <input type="checkbox"/> coordinate diagnosis and treatment with supervisor and/or appropriate medical practitioners <input type="checkbox"/> consult with doctors, nurses, and other professionals on a daily basis in working with patients <input type="checkbox"/> consult with psychiatrist who will help confirm diagnosis and/or monitor medication in the treatment process <input type="checkbox"/> frequently ask clients about their medication and compliance <input type="checkbox"/> make recommendations to clients regarding mental health visits, doctors. visits, and medical appointments <input type="checkbox"/> ask thorough questions about the client.s biological, psychological, social, and spiritual background <input type="checkbox"/> incorporate B-P-S-S findings into client.s goals for treatment, diagnosis, and therapeutic interventions. <input type="checkbox"/> participate in weekly treatment team meetings <input type="checkbox"/> participate in monthly clinical reviews on each patient
<p>7d. Synthesize and differentially apply theories relevant to practice with children and families</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct individual, family, and/or couples therapy with clients utilizing the following: <ul style="list-style-type: none"> <input type="checkbox"/> Client-centered theory <input type="checkbox"/> Play therapy <input type="checkbox"/> Behavioral theory <input type="checkbox"/> Cognitive theory <input type="checkbox"/> Interpersonal theory <input type="checkbox"/> Strengths-based therapy <input type="checkbox"/> Solution focused therapy <input type="checkbox"/> Brief therapy <input type="checkbox"/> Crisis intervention

- Minuchin structural family therapy
- Gestalt theory
- CBT-Modified for children
- Dialectical Behavior therapy
- Trauma focused cognitive behavior therapy
- Sand try therapy
- Behavioral reinforcement systems
- Cognitive remediation
- Creative arts therapy
- Meditation
- Mindfulness
- Lifespan integration
- Sexual compulsivity counseling
- Sexual offender counseling
- Substance abuse counseling
- Systems theory
- facilitate and/or co-facilitate the following psycho-therapeutic groups:
 - PTSD group
 - AMAC group
 - Survivors. group
 - Girls. group
 - Boys. group
 - Youth group
 - Sexual addiction group
 - Trauma group
- facilitate and/or co-facilitate the following support groups/workshop:
 - Birth-parent support
 - Adoptive couples support
 - Recovery management
 - Bereavement
 - Divorce adjustment
 - Parent support
 - Relapse prevention
 - Smoking cessation

- Family support
- Diabetes support
- Cancer support
- Substance abuse support
- facilitate and/or co-facilitate the following psych-educational groups/classes:
 - Survival skills
 - Parenting skills
 - Thinking errors
 - Assertiveness
 - Ethical decision-making
 - Sexual harassment
 - Anger management
 - Life skills
 - Vocational skills
 - Effective emotional management
 - Social skills
 - Communication
 - Why Try?
 - Relationship skills
 - Competency
 - Self-esteem
 - Strengthening families
 - Service
 - Aggression reduction
 - Learning acceleration
 - Occupational therapy
 - Music therapy
 - Recreational therapy
 - Conduct management
- Provide crisis intervention services as needed
- Formulate and complete client treatment plans and review according to agency guidelines
- Utilize weekly supervision to link theory to individual and group treatment, identify, discuss, and appropriately utilize interventions with clients

- use person in environment approach including spouses, families, and others in individual therapy
- use sociological theories, systems theories, Person-in-Environment, bio-psycho-social-spiritual theories, and developmental theories to guide assessment for clients of different ages, genders, family and cultural backgrounds and to help select appropriate interventions
- apply family therapy theories to clients and develop interventions based upon those theories
- attend weekly intern trainings on various theories and how they apply to children and families
- listen to what family members have to say as well as what the client has to say
- apply systems theory when planning for patient discharge in anticipating and preparing for how the patient.s family would be affected by changes in the client
- talk with clients about the support systems/lack of a support systems they have at home when looking for solutions
- utilize psychological-education groups to present materials on effective parenting, establishing healthy relationships, and effective communication

SAVE WORK

Student Comments:



Field Instructor Comments:



Student Signature:

(*[Student Name]*): [Click to sign Completed Document](#)

In-Agency Field Instructor Signature:

(*[Field Instructor Name]*): [Click to sign Completed Document](#)

Field Director Signature:

(*[Field Director Name]*): [Click to sign Completed Document](#)

For Office Purposes Only:

Field Director Final Grade:

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IPT Document Management System November 20,, 2012

Form:

Week 3 Total				
Week 4 Total				
Week 5 Total				
MONTH TOTAL				

SAVE WORK

Reflections on Your Internship

#1. Describe the internship activities you have performed during this month, and a success you have seen:

Response:



Score:

#2. What challenges have you experienced this month in your internship, and what steps have you taken to resolve those challenges?

Response:



Score: _____

#3. Please provide a case reflection from your internship that illustrates your internship activities, interactions, interventions, etc. Link your interventions to an evidence-based practice theory or modality.

Response:



Score: _____

#4. In what ways have you grown or progressed as a Social Work clinician this month?

Response:



Score: _____

#5. How have this month's internship experiences impacted you spiritually? (This question is a reflection/integration question; your response to this question will not be graded/scored.)

Response:



#6. Describe what you are planning to do in the month ahead.

Response:



Score: _____

On Time Score: _____

Total Score: _____

Field Director Comments:



Student Signature: (*[Student Name]*): [Click to sign Completed Document](#)

Field Instructor Signature: (*[Field Instructor Name]*): [Click to sign Completed Document](#)

Director of Field Education Signature: (*[Director of Field Education Name]*): [Click to sign Completed Document](#)

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IPT Document Management System April 11, 2015

Form:



MSW Learning Agreement and Competency Evaluation Advanced Core Competencies 8-10 (Winter Semester)

Semester/year:

Internship Placement Agency:

Total Clock Hours Completed This Block:

Learning Agreement (Due [*Schedule Input: Learning Agreement Due Date*]):

Student Signature:

(*[Student Name]*): [Sign Learning Plan Completion](#)

In-Agency Field Instructor Signature:

(*[Field Instructor Name]*): [Sign Learning Plan Completion](#)

Field Director Signature:

(*[Field Director Name]*): [Sign Learning Plan Completion](#)

Learning Activity Agreement

The Learning Activity Agreement (LAA) serves three main purposes:

1. Guides the MSW fieldwork experience.
2. Ensures educational experiences are provided to facilitate the MSW student's development and demonstration of CSWE's Core Competencies.
3. Specifies therapeutic activities which will be covered under BYU's professional liability insurance. (Professional liability insurance is linked to the MSW student's enrollment in Soc W 654R or SocW 655R.)

Fieldwork activities in which the MSW intern will participate during the semester are to be included in the LAA. Pre-identified activities may be "checked," thus including them in the LAA. "Free write" fields allow activities not listed in the pre-identified activity list to be included in the LAA. To ensure liability coverage, all therapeutic activities must be included in the LAA.

At least one learning activity needs to be identified for each practice behavior. Students and supervisors may include as many learning activities in the LAA as needed to accurately reflect the student's internship activities. The number of learning activities included in the LAA will not influence or increase the number of practice behaviors evaluated. Practice behaviors (as outlined on the MSW Learning Agreement and Evaluation) will be evaluated at the end of the semester.

Evaluation (Due [*Schedule Input: Evaluation Due Date*]):

The following evaluation of the student's learning and performance includes variables from a Minimal Competency List for each level of professional practice established by social work educators and field

practice faculty. The response scales provide for the student's evaluation of self as well as the field instructor's evaluation of the student. Items on the scales are intended to give comprehensive coverage of the practice behaviors expected of students in an MSW internship.

Each item is evaluated using a five-point scale in a continuum running from "competency not attained" to "expert skills and competency" as follows:

Competency Assessment:

- **"Competency Not Attained (0)"** – Practice behaviors and skills are not developed. The student is not competent to practice social work at this level, at this time.
- **"Introductory Skills and Competency (1)"** – Under close supervision, the student consistently and consciously works to develop and demonstrate practice behaviors and skills in social work practice.
- **"Moderate Skills and Competency (2)"** – With routine (weekly) supervision, the student's practice behaviors and skills in this area are becoming more integrated into their social work practice.
- **"Advanced Skills and Competency (3)"** – The worker independently demonstrates practice behaviors and skills with confidence and as an integral part of his/her social work practice. The worker is clearly capable of independent social work practice.
- **"Expert Skills and Competency (4)"** – The worker consistently practices as an independent, mature, experienced social worker. Mastery of behaviors and skills has been demonstrated, and the worker is sufficiently able to teach others. Practice skills are more comparable to professional colleagues than students.

The "Introductory Skills and Competency (1)" or "Moderate Skills and Competency (2)" rating is the expected rating for MSW students during any given semester. "Competency Not Attained (0)" denotes a field instructor's significant concern regarding the student's performance, and signifies that the field instructor does not deem the student as competent to practice social work in this area, at this level, at this time. Occasionally a student may be highly experienced and skilled beyond the level seen in newly licensed MSW practitioners. In such a rare situation, the student may be competent to receive the "Advanced Skills and Competency (3)" rating. An "Expert Skills and Competency (4)" rating notes the skill level of recognized experts and instructors. It is highly unlikely that an MSW student will attain this level of competency during their MSW program.

When the cursor is passed across the assessment selector of each practice behavior, an evaluation rubric will appear on the left-hand side of the evaluation form. Skill and competency ratings, along with accompanying behavioral descriptors for each rating, are contained in these rubrics. **Please select the skill and competency rating which most closely describes the students' performance of each practice behavior, in the current field internship.**

Grading:

After completing the evaluation form and discussing it with the student, the Agency Field Instructor will record a recommended grade for the semester or term, along with a total evaluation score, and forward the practicum evaluation to the Fieldwork Director. Any disparate perceptions along the way will be discussed

with the field instructor before the final grade is recorded.

The student is involved in the evaluation process by the field instructor. It should be noted that the evaluation scales provide for a self-evaluation by the student. The student and the field instructor are expected to discuss their respective evaluations of the student’s learning and performance. If the differences in their perceptions cannot be resolved to the student’s satisfaction, the student is invited to exercise the option of writing a letter which will be permanently attached to the evaluation form, and which will be taken into consideration in the final grading process.

<p>Core Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. This student demonstrates the ability to:</p>	<p>Learning Activities (Check all that apply)</p>
<p>8a. Communicate to stake holders the implication of policies and policy change in the lives of clients</p>	<ul style="list-style-type: none"> <input type="checkbox"/> contact ecclesiastical leaders in order to help them understand how to effectively help their members <input type="checkbox"/> proactively participate in staff meetings with administration to update them on client and clinic/agency progress <input type="checkbox"/> communicate with medical team (nurses, doctors, psychiatrists, etc.) about the effectiveness of the admittance process to the unit and ways patient experiences can be improved <input type="checkbox"/> attend advisory board meetings, share experiences and insights concerning policies <input type="checkbox"/> access, prepare and edit program documents according to agency policies and guidelines <input type="checkbox"/> coordinate with mental health organizations and their liaisons throughout the state regarding the impact of mental health policies on clients and ways policies can be improved <input type="checkbox"/> participate in community outreach projects <input type="checkbox"/> participate in community mental health nights to educate the public about mental health needs and policies <input type="checkbox"/> advocate for clients in school, work, judicial system and medical settings <input type="checkbox"/> help clients participate in advocacy activities and groups <input type="checkbox"/> inform clients of policies and regulations that influence their services and educate them on the pros/cons of those services

8b. Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being

- provide feedback and information to agency administrators regarding special programming results and effectiveness
- research assessment tools, gather information on clients, and encourage the treatment team to do the same in order to generate statistical data which can be used to influence policy formulation
- attend/teach provident living workshops and provide administrators with feedback and statistical data regarding the effectiveness of such training
- participate in NASW advocacy efforts that affect clients
- advocate for clients and families in regards to new school/agency policies and how they will impact clients emotionally, socially, and financially
- be aware of how multiple agency policies and programs hinder clients so the negative effects of such can be reduced and/or reported
- use OQ scores and satisfaction surveys to collect data and to analyze program effectiveness
- refer to employment services as necessary
- create a google document containing best evidence based interventions for several diagnoses in order to spread such training and advocate for its use
- discuss needed policy and service delivery changes with supervisor
- participate in agency discussions and committees to help create policies, services, and curriculum that will advance client well being

8c. Advocate with and inform administrators and legislators to influence policies that impact clients and service

- participate in local and state advocacy and lobbying activities
- advocate for clients in school, work, judicial system and medical settings
- help clients participate in advocacy activities and groups
- advocate for agency policy changes by speaking to supervisors regarding client situations and concerns
- encourage clients to go to the appropriate level of services and appropriately express their concerns that policy changes need to be made

	<ul style="list-style-type: none"> <input type="checkbox"/> review policies in staff meetings and add to the discussion <input type="checkbox"/> fill out treatment plans for CVR (crime victims) regarding the client's need for services <input type="checkbox"/> proactively participate in regularly scheduled meetings with administration to inform them of things that are going well, possible changes that are needed, and discuss how agency policies affect clients <input type="checkbox"/> dispel myths in the community about clients in order to influence positive policy formation and legislative changes <input type="checkbox"/> lobby for positive mental health policies by communicating with legislators about the ways in which policies affect clients <input type="checkbox"/> discuss with supervisor the policy changes which need to be made within the agency and the community in order to improve client services and well being <input type="checkbox"/> help create a training system that is easy and accessible for new therapist interns in order to provide improved intern services to clients <input type="checkbox"/> discuss needed community service improvements with supervisor <input type="checkbox"/> educate people within own social circles about client populations to help get rid of stigmas, biases and misperceptions <input type="checkbox"/> collaborate with other agencies to influence and create policies that improve client services and resources <input type="checkbox"/> share research skills and information with the agency's clinical team to assist in the gathering of statistical data that may impact clients and services <input type="checkbox"/> share statistical data that has been gathered with administrators and legislators in efforts to influence policies that impact clients and service
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SAVE WORK

Core Competency #9: Respond to contexts that shape practice.	Learning Activities (Check all that apply)
This student demonstrates the ability to:	
9a. Assess the quality of clients' interactions within their social contexts, specifically families	<ul style="list-style-type: none"> <input type="checkbox"/> consult with parents/guardians to assess the environment and family interactions of the client <input type="checkbox"/> meet with client's family periodically and observe interactions, create treatment plans for the client, and goals for their family interactions

	<ul style="list-style-type: none"> <input type="checkbox"/> consult with elementary, middle, and high school faculty to see how the family interacts with the client/student and the school <input type="checkbox"/> evaluate with client's school faculty how the client/student interacts with other students in a social context <input type="checkbox"/> evaluate clients according to the ASAM dimensions <input type="checkbox"/> conduct interviews to gather information for vocational assessments <input type="checkbox"/> assess the impact that therapy is having on the client's family relationships, and include such as an integral part of their therapeutic treatment. <input type="checkbox"/> utilize geno-grams to assess the quality of clients' familial relationships <input type="checkbox"/> teach validation and appropriate limit setting to parents and guardians <input type="checkbox"/> assist clients in forming positive and healthy one on one relationships with family members <input type="checkbox"/> assess client interactions with peers in prison, content of lessons, quality of phone conversations, and behavior during family visits <input type="checkbox"/> provide psycho-education to clients regarding triangulation and unhealthy subsystems
<p>9b. Develop intervention plans to accomplish systemic change</p>	<ul style="list-style-type: none"> <input type="checkbox"/> use filial therapy with child and parent <input type="checkbox"/> use music, art, and various experiential activities to assist with systemic changes <input type="checkbox"/> develop treatment plans with the client to make changes in the various domain of the life <input type="checkbox"/> focus on changing the client's environment <input type="checkbox"/> consult with peer leaders <input type="checkbox"/> enforce existing or new rules <input type="checkbox"/> focus on improving family relations in therapeutic interventions <input type="checkbox"/> send homework assignments home to extend in-session work <input type="checkbox"/> encourage parents to implement new behavioral and parenting practices in the home <input type="checkbox"/> assist clients in writing behavioral contracts in order to resolve conflicts in relationships

	<ul style="list-style-type: none"><input type="checkbox"/> involve family members in the development of treatment plans<input type="checkbox"/> teach clients how to develop healthy boundaries<input type="checkbox"/> teach client the pros and cons of establishing boundaries<input type="checkbox"/> bring awareness to clients of systemic change within treatment session<input type="checkbox"/> write/review/update treatment plans, case notes, and treatment reviews
9c. Work collaboratively with others to effect systemic change that is sustainable	<ul style="list-style-type: none"><input type="checkbox"/> collaborate with other therapist and team members who are serving different members of the same family to accomplish systemic change<input type="checkbox"/> hold family therapy sessions as appropriate<input type="checkbox"/> work with team members to be informed of client/student's varied goal and how the team as a whole can support the client/student<input type="checkbox"/> work with parents of clients to assist clients in goal attainment<input type="checkbox"/> conduct a school based summer school program that helps children with special needs maintain structure throughout the summer<input type="checkbox"/> collaborate with healthcare professionals and mental health professionals in the community to effectively deliver social work services to clients and their families<input type="checkbox"/> receive referrals from administration, student advocates, teachers, and student counselors<input type="checkbox"/> work with team members to make systemic changes in the lives of clients/students<input type="checkbox"/> consult with ecclesiastical leaders and mentors to provide support, consultation, and begin the systemic change process<input type="checkbox"/> work with co-workers, resources in the community, other treatment facilities, and housing and food facilities to help clients establish a healthy way of living<input type="checkbox"/> collaborate with medical professionals, psychologists, legal supports, and schools<input type="checkbox"/> meet weekly with supervisor and members of the treatment team to discuss cases, collaborate, and help clients make sustainable changes in their lives

	<ul style="list-style-type: none"> <input type="checkbox"/> proactively participate in multi-agency meetings <input type="checkbox"/> represent client needs in court proceedings
<div style="background-color: #e0e0e0; padding: 2px 10px; display: inline-block;">SAVE WORK</div>	
<p>Core Competency #10(A): Engagement This student demonstrates the ability to:</p>	<p>Learning Activities (Check all that apply)</p>
<p>10A.a. Develop a culturally responsive therapeutic relationship</p>	<ul style="list-style-type: none"> <input type="checkbox"/> ask client about their cultural norms to acquaint self with and assess their situation <input type="checkbox"/> ask client about their personal cultural preferences and sensitivities to increase therapist awareness of such <input type="checkbox"/> emotionally and intellectually join with client during assessment and subsequent sessions <input type="checkbox"/> continually ask parents about what changes they have seen in their child and concerns they have for their child <input type="checkbox"/> engage in dialogue with clients about their individual culture and learn how to be appropriately sensitive to such <input type="checkbox"/> utilize language skills to facilitate therapeutic interventions in client's language of origin <input type="checkbox"/> utilize personal creativity to facilitate culturally appropriate interventions <input type="checkbox"/> observe client reactions to gain cultural understanding of clients <input type="checkbox"/> seek consultation from supervisor and other therapists to learn more about a specific client's culture <input type="checkbox"/> ask questions to clarify culturally specific words (ie. gang slang, alternative words for drugs, criminal thinking, etc.) <input type="checkbox"/> explore client interests and use analogies pertaining to their interests <input type="checkbox"/> facilitate open dialogues with clients on differences/similarities they would like to address in therapy <input type="checkbox"/> carefully listen to clients' abuse reports to assess their level of safety and the level of care treatment they need <input type="checkbox"/> observe initial forensic interview with victims of sexual abuse conducted by DCFS workers and detectives <input type="checkbox"/> encourage clients to recognize differences of opinions/perspectives

	<ul style="list-style-type: none"> <input type="checkbox"/> provide translation assistance to clients that do not speak English <input type="checkbox"/> incorporate the family, community, and larger culture into interventions with clients
<p>10A.b. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance</p>	<ul style="list-style-type: none"> <input type="checkbox"/> recognize and appropriately address counter-transference and transference dynamics <input type="checkbox"/> relate to the client on their level <input type="checkbox"/> <input type="checkbox"/> advocate for client interpersonally <input type="checkbox"/> maintain appropriate boundaries <input type="checkbox"/> demonstrate unconditional positive regard <input type="checkbox"/> seek commonalities to build the therapeutic relationship <input type="checkbox"/> communicate role to clients through attitude, ethics, boundaries, compassion, gender sensitivity, and cultural responsiveness <input type="checkbox"/> openly identify personal strengths, limitations, and challenges with supervisor and appropriately manage such in professional activities <input type="checkbox"/> utilize weekly supervision to analyze client challenges and collaborate on strategies to overcome them <input type="checkbox"/> be proactive in exploring/managing personal bias, projection, and counter-transference issues
<p>10A.c. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> assist and encourage client in discovering and identifying their goals and the solutions that will work for them <input type="checkbox"/> create treatment goals with the client <input type="checkbox"/> establish therapeutic rapport and relationship with clients and their families <input type="checkbox"/> utilize strengths based and solution focused interventions to assist clients in creating treatment goals <input type="checkbox"/> educate client on the therapeutic process <input type="checkbox"/> ask clients sincere questions to understand where they are coming from
<p>SAVE WORK</p>	
<p>Core Competency #10(B): Assessment This student demonstrates the ability to:</p>	<p>Learning Activities (Check all that apply)</p>

10B.a. Assess clients' readiness for change	<ul style="list-style-type: none"> <input type="checkbox"/> use solution focused questions to assess clients' readiness to change <input type="checkbox"/> utilize weekly supervision to assess clients' readiness for change <input type="checkbox"/> confer with other therapists and/or treatment team members regarding clients' readiness for change <input type="checkbox"/> use ongoing feedback from client to assess their readiness for change <input type="checkbox"/> know clients' complete and special circumstances <input type="checkbox"/> identify clients' strengths, resiliencies, and resources <input type="checkbox"/> help identify clients' supports and resources <input type="checkbox"/> use motivational interviewing for clients displaying low readiness for change <input type="checkbox"/> use 12 step facilitation to reinforce clients' efforts to maintain sobriety
10B.b. Assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events	<ul style="list-style-type: none"> <input type="checkbox"/> create a list of client's current coping strategies/strengths as part of assessment <input type="checkbox"/> assist clients' in identifying their strengths <input type="checkbox"/> verbally communicate to clients their strengths which will aid them in reaching their treatment goals <input type="checkbox"/> keep an ongoing record of each client's strengths and limitations <input type="checkbox"/> explore client's strengths, past successful behaviors, and areas of needed improvement <input type="checkbox"/> use client strengths and successes in solution-focused therapy <input type="checkbox"/> use geno-grams, timelines, and other forms of art and activities to outline client strengths and vulnerabilities <input type="checkbox"/> help clients establish healthy support systems <input type="checkbox"/> help clients find and amplify their strengths through therapeutic questioning <input type="checkbox"/> increase client's positive self-talk to reinforce their ability to overcome their difficulties <input type="checkbox"/> help client to access and capitalize on multiple coping skills, resources, and resiliencies <input type="checkbox"/> use knowledge of the stigma attached to mental illness to help prepare clients for discharge and their need to cope with that stigma
10B.c. Select and modify appropriate intervention strategies based on continuous	<ul style="list-style-type: none"> <input type="checkbox"/> use assessments that will set the appropriate tone for

clinical assessment

the client-therapist relationship

- administer assessments and use results to guide client treatment and interventions
- use questionnaires to collect more information about clients and their situations
- utilize client reports, feedback, assessments, and homework assignments to improve client adaptation to life situations
- use DSM-IV criteria to diagnose clients, carefully choose interventions to target symptoms
- use DSM-IV codes and diagnoses to help select and modify evidence-based practice process and interventions as appropriate
- complete DSM-IV multi-axis diagnoses
- conduct multiple assessments including:
 - OQ45((if sub-checked, conduct.auto checked)
 - PAI
 - YOQ
 - Y_BOS
 - Vocational assessments (WRAT-4, O*Net, TABE)
 - ASAM
 - Educational assessments
 - Personality assessments
 - Bio-Psycho-Social-Spiritual Histories/Assessments
 - Suicide Risk
 - Substance Abuse
 - Domestic violence
 - Parental Fitness Evaluations
- use Clinical Handbook of Psychological Disorders to help implement the best practice intervention based on specific assessments
- make goals with the client, establish behavioral measures and re-assess progress on an on-going basis
- conduct risk-benefit assessment on new medication combinations
- ask client for verbal feedback or scaling to assess and improve treatment effectiveness

	<ul style="list-style-type: none"> <input type="checkbox"/> use client feedback from in-session and out-of-session assignments to modify intervention strategies <input type="checkbox"/> evaluate outcomes, reassess client needs, and elicit client feedback to work toward recovery and sober living <input type="checkbox"/> utilize scaling questions to assess how clients feel they are improving <input type="checkbox"/> evaluate the use of BPRS-E to determine a client's length of stay <input type="checkbox"/> use a modified thought record in helping SPMI to identify triggers for mood disturbances <input type="checkbox"/> use ongoing assessment of homework and progress between sessions and adapt interventions accordingly <input type="checkbox"/> continually assess the client's situation and change treatment goals as needed <input type="checkbox"/> continually assess the effectiveness of all models used for treatment <input type="checkbox"/> participate in clinical team meetings/staff meetings to discuss appropriate intervention strategies <input type="checkbox"/> provide knowledge transferred psycho-education
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SAVE WORK

Core Competency #10(C): Intervention	Learning Activities (Check all that apply)
This student demonstrates the ability to:	
10C.a. Critically evaluate, select, and apply best practices and evidence-based interventions	<ul style="list-style-type: none"> <input type="checkbox"/> use weekly supervision to assess client situations <input type="checkbox"/> use weekly supervision to identify, discuss, and prepare for interactions with clients and their families <input type="checkbox"/> use weekly supervision to select appropriate evidence-based interventions for clients and their families <input type="checkbox"/> use weekly supervision to ensure that evidence-based interventions are effectively implemented with clients and their families <input type="checkbox"/> use weekly supervision to evaluate interactions and interventions with clients and their families <input type="checkbox"/> implement evidence-based interventions recommended by supervisor, co-workers, professors, and literature <input type="checkbox"/> use theories, techniques, and interventions specifically suited to the client's personality, strengths, needs, and reasons for seeking treatment

	<ul style="list-style-type: none"> <input type="checkbox"/> utilize initial and ongoing assessment information to determine theory and intervention selection <input type="checkbox"/> complete all required therapeutic paperwork including intakes/assessment, treatment plans, case notes, discharge summaries, etc. <input type="checkbox"/> use DBT techniques with clients diagnosed with BPD <input type="checkbox"/> use Cognitive Behavior Therapy and Play Therapy to help clients develop healthy coping skills <input type="checkbox"/> educate clients about their drugs of choice (pamphlets/articles/books based on research) <input type="checkbox"/> teach clients about the biological and cognitive components of mental illness and intervene at both points <input type="checkbox"/> attend intern trainings on evidence based practice interventions and theories; utilize information learned in treatment of clients and their families <input type="checkbox"/> neurofeedback
<p>10C.b. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed</p>	<ul style="list-style-type: none"> <input type="checkbox"/> report child abuse (including sexual molestation) to appropriate authorities <input type="checkbox"/> work with client and family members to implement safety measures which will prevent future abuse <input type="checkbox"/> intervene and work with parents regarding protective measures for their child <input type="checkbox"/> implement interventions according to identified theory <input type="checkbox"/> incorporate in the treatment of clients the use of coping and grounding skills in the event of a crisis <input type="checkbox"/> serve as an on-call crisis therapist <input type="checkbox"/> complete timely case notes on clients including specific clinical techniques utilized in treatment, how these interventions will help the client meet their goals <input type="checkbox"/> make a plan for the next therapy session based upon prior assessment, interventions, outcomes, and case recordings <input type="checkbox"/> refer clients for medical/medication evaluations as needed <input type="checkbox"/> frequently ask clients about their medications and medication compliance <input type="checkbox"/> provide crisis intervention services as needed <input type="checkbox"/> conduct individual, family, and/or couples therapy with clients utilizing the following: (auto-check if sub category checked)

- Person-centered therapy
- Play therapy
- Behavioral therapy
- Cognitive therapy
- Attachment therapy
- Interpersonal therapy
- Strengths-based therapy
- Solution focused therapy
- Crisis intervention
- Structural family therapy
- Strategic family therapy
- Narrative therapy
- Functional family therapy
- Gestalt therapy
- Cognitive Behavioral therapy
- CBT-Modified for Children
- Brief therapy
- Rational Emotive Behavioral therapy
- Dialectical Behavior therapy
- Trauma focused cognitive behavior therapy
- Sand tray therapy
- Behavioral reinforcement systems
- Logo therapy/Existentialism
- Cognitive remediation
- Creative arts therapy
- Bibliotherapy
- Meditation
- Mindfulness
- Reality therapy
- Choice therapy
- Lifespan integration
- Sexual compulsivity counseling
- Substance abuse counseling
- Systems therapy
- facilitate and/or co-facilitate the following psycho-therapeutic groups: (auto check if sub-checked)

- PTSD group
- AMAC group
- Survivors group
- Girls group
- Boys group
- Youth group
- Sexual addiction group
- Trauma group
- facilitate and/or co-facilitate the follow support groups/workshops: (auto check if sub-checked)
 - Birth-parent support
 - Adoptive couples support
 - Recovery management
 - Bereavement
 - Divorce adjustment
 - Parent support
 - Relapse prevention
 - Smoking cessation
 - Family support
 - Diabetic support
 - Cancer support
 - Substance abuse support
 - Addiction support
 - Pornography support
- facilitate and/or co-facilitate the follow psycho-educational groups/classes:
 - Survival skills
 - Parenting skills
 - Thinking errors
 - Assertiveness
 - Ethical decision-making
 - Sexual harassment
 - Anger management
 - Life skills
 - Vocational skills
 - Effective emotional management

	<ul style="list-style-type: none"> <input type="checkbox"/> Social skills <input type="checkbox"/> Communication <input type="checkbox"/> Why Try? <input type="checkbox"/> Relationship skills <input type="checkbox"/> Competency <input type="checkbox"/> Self-esteem <input type="checkbox"/> Strengthening families <input type="checkbox"/> Service <input type="checkbox"/> Aggression reduction <input type="checkbox"/> Learning acceleration <input type="checkbox"/> Occupational therapy <input type="checkbox"/> Music therapy <input type="checkbox"/> Recreational therapy <input type="checkbox"/> Conduct Management
<p>10C.c. Collaborate with other professionals to coordinate treatment interventions.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> proactively participate in weekly staff meetings <input type="checkbox"/> proactively participate in individual supervision <input type="checkbox"/> proactively participate in monthly clinical reviews of clients <input type="checkbox"/> consult and collaborate with supervisors, medical doctors, administrators, ecclesiastical leaders and/or other agency professionals regarding client treatment interventions <input type="checkbox"/> utilize weekly supervision to identify, coordinate, and deliver evidence-based treatment interventions <input type="checkbox"/> discuss medication management with caseworkers, treatment team, and agency doctors <input type="checkbox"/> obtain releases of information to facilitate effective collaboration between professionals and agencies <input type="checkbox"/> coordinate diagnosis and treatment with supervisor, psychiatrist, treatment team, and/or appropriate medical practitioners <input type="checkbox"/> write referrals and requested reports for other therapists and medical professionals <input type="checkbox"/> make recommendations to clients regarding mental health visits, doctor visits, and medical appointments <input type="checkbox"/> prepare court documents as needed <input type="checkbox"/> participate in Offender Management reviews

	<ul style="list-style-type: none"> <input type="checkbox"/> attend coordination meetings with probation and parole officers <input type="checkbox"/> attend court staffing <input type="checkbox"/> advocate for client in a court custody hearing <input type="checkbox"/> provide verbal testimony and written report to judge of client's treatment progress <input type="checkbox"/> coordinate community treatment/appropriate placement upon discharge <input type="checkbox"/> attend school district Core Team meetings <input type="checkbox"/> participate in child welfare meetings where foster parents, guardian ad-litem, ecclesiastical leaders, etc. may be present
<div style="background-color: #cccccc; padding: 2px 10px; display: inline-block;">SAVE WORK</div>	
<p>Core Competency 10(D): Evaluation This student demonstrates the ability to:</p>	<p>Learning Activities (Check all that apply)</p>
<p>10(D).a. Contribute to the theoretical knowledge base of the social work profession through practice-based research</p>	<ul style="list-style-type: none"> <input type="checkbox"/> continually assess and evaluate intervention strategies <input type="checkbox"/> evaluate effectiveness of practice through clinical case study reflections <input type="checkbox"/> track observable client behaviors to determine effectiveness of interventions <input type="checkbox"/> distribute/collect questionnaires as directed by the agency <input type="checkbox"/> utilize weekly supervision and treatment team meetings to share assessment information gained <input type="checkbox"/> assist supervisor in conducting qualitative research by doing group interviews after completing therapy programs <input type="checkbox"/> complete evaluations with clients who are terminating therapy to contribute to agency research regarding practice effectiveness and improved treatment outcomes <input type="checkbox"/> evaluate effectiveness of applying a particular theory to a client concern and discuss with integrative field seminar group
<p>10(D)b. Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> utilize practice evaluation tools that are empirically based <input type="checkbox"/> employ specific assessment tools provided and utilized by the agency <input type="checkbox"/> utilize multiple sources of qualified evidence-based research to develop best practice interventions with

clients

- use outcome questionnaires to assist in the evaluation of a clients' progress and develop best practice interventions
- evaluate the agency's programs to determine whether or not the interventions are effective for clients; implement changes as needed
- use assessment measure on an ongoing basis and apply information obtained to clinical practice
- utilize clinical evaluation and evidence-based practice internship experiences to develop best practice scenarios for future practice
- use outcome measures (Y-BOCS, YOQ, OQ, CDI, etc) to evaluate effectiveness of interventions

SAVE WORK

Student Comments:

Field Instructor Comments:

Student Signature:

(*Student Name*): [Click to sign Completed Document](#)

In-Agency Field Instructor Signature:

(*Field Instructor Name*): [Click to sign Completed Document](#)

Field Director Signature:

(*Field Director Name*): [Click to sign Completed Document](#)

For Office Purposes Only:

Field Director Final Grade:

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

CLOSE

SAVE

[Printable Version](#)

IPT Document Management System February 20, 2013

Form:



MSW Learning Agreement and Competency Evaluation

Foundation Core Competencies 1-10 (Spring-Summer Semester)

Semester/year:

Internship Placement Agency:

Total Clock Hours Completed This Block:

Learning Agreement (Due [*Schedule Input: Learning Agreement Due Date*]):

Student Signature:

(*[Student Name]*): [Sign Learning Plan Completion](#)

In-Agency Field Instructor Signature:

(*[Field Instructor Name]*): [Sign Learning Plan Completion](#)

Field Director Signature:

(*[Field Director Name]*): [Sign Learning Plan Completion](#)

Learning Activity Agreement

The Learning Activity Agreement (LAA) serves three main purposes:

1. Guides the MSW fieldwork experience.
2. Ensures educational experiences are provided to facilitate the MSW student's development and demonstration of CSWE's Core Competencies.
3. Specifies therapeutic activities which will be covered under BYU's professional liability insurance. (Professional liability insurance is linked to the MSW student's enrollment in Soc W 654R or SocW 655R.)

Fieldwork activities in which the MSW intern will participate during the semester are to be included in the LAA. Pre-identified activities may be "checked," thus including them in the LAA. "Free write" fields allow activities not listed in the pre-identified activity list to be included in the LAA. To ensure liability coverage, all therapeutic activities must be included in the LAA.

At least one learning activity needs to be identified for each practice behavior. Students and supervisors may include as many learning activities in the LAA as needed to accurately reflect the student's internship activities. The number of learning activities included in the LAA will not influence or increase the number of practice behaviors evaluated. Practice behaviors (as outlined on the MSW Learning Agreement and Evaluation) will be evaluated at the end of the semester.

Evaluation (Due [*Schedule Input: Evaluation Due Date*]):

The following evaluation of the student's learning and performance includes variables from a Minimal Competency List for each level of professional practice established by social work educators and field

practice faculty. The response scales provide for the student's evaluation of self as well as the field instructor's evaluation of the student. Items on the scales are intended to give comprehensive coverage of the practice behaviors expected of students in an MSW internship.

Each item is evaluated using a five-point scale in a continuum running from "competency not attained" to "expert skills and competency" as follows:

Competency Assessment:

- **"Competency Not Attained (0)"** – Practice behaviors and skills are not developed. The student is not competent to practice social work at this level, at this time.
- **"Introductory Skills and Competency (1)"** – Under close supervision, the student consistently and consciously works to develop and demonstrate practice behaviors and skills in social work practice.
- **"Moderate Skills and Competency (2)"** – With routine (weekly) supervision, the student's practice behaviors and skills in this area are becoming more integrated into their social work practice.
- **"Advanced Skills and Competency (3)"** – The worker independently demonstrates practice behaviors and skills with confidence and as an integral part of his/her social work practice. The worker is clearly capable of independent social work practice.
- **"Expert Skills and Competency (4)"** – The worker consistently practices as an independent, mature, experienced social worker. Mastery of behaviors and skills has been demonstrated, and the worker is sufficiently able to teach others. Practice skills are more comparable to professional colleagues than students.

The "Introductory Skills and Competency (1)" or "Moderate Skills and Competency (2)" rating is the expected rating for MSW students during any given semester. "Competency Not Attained (0)" denotes a field instructor's significant concern regarding the student's performance, and signifies that the field instructor does not deem the student as competent to practice social work in this area, at this level, at this time. Occasionally a student may be highly experienced and skilled beyond the level seen in newly licensed MSW practitioners. In such a rare situation, the student may be competent to receive the "Advanced Skills and Competency (3)" rating. An "Expert Skills and Competency (4)" rating notes the skill level of recognized experts and instructors. It is highly unlikely that an MSW student will attain this level of competency during their MSW program.

When the cursor is passed across the assessment selector of each practice behavior, an evaluation rubric will appear on the left-hand side of the evaluation form. Skill and competency ratings, along with accompanying behavioral descriptors for each rating, are contained in these rubrics. **Please select the skill and competency rating which most closely describes the students' performance of each practice behavior, in the current field internship.**

Grading:

After completing the evaluation form and discussing it with the student, the Agency Field Instructor will record a recommended grade for the semester or term, along with a total evaluation score, and forward the practicum evaluation to the Fieldwork Director. Any disparate perceptions along the way will be discussed

with the field instructor before the final grade is recorded.

The student is involved in the evaluation process by the field instructor. It should be noted that the evaluation scales provide for a self-evaluation by the student. The student and the field instructor are expected to discuss their respective evaluations of the student's learning and performance. If the differences in their perceptions cannot be resolved to the student's satisfaction, the student is invited to exercise the option of writing a letter which will be permanently attached to the evaluation form, and which will be taken into consideration in the final grading process.

Core Competency #1: Identify as a professional social worker and conduct oneself accordingly. This student demonstrates the ability to:	Learning Activities (Check all that apply)
1a. Advocate for client access to the services of social work	<ul style="list-style-type: none"> <input type="checkbox"/> Identify client advocacy needs <input type="checkbox"/> Assess clients' access to services <input type="checkbox"/> Identify what services/resources are available to and being utilized by clients <input type="checkbox"/> Educate clients about community resources and services <input type="checkbox"/> Connect clients to community resources and services <input type="checkbox"/> Visit other agencies to educate self and clients about community resources <input type="checkbox"/> Invite clients to share their ideas with agency personnel <input type="checkbox"/> Encourage client confidence in advocating for themselves <input type="checkbox"/> Facilitate implementation of client ideas within agency <input type="checkbox"/> Consult with other community resources and agencies as appropriate.
1b. Practice personal reflection and self-correction to assure continual professional development	<ul style="list-style-type: none"> <input type="checkbox"/> Maintain a professional journal of self-reflection and professional growth <input type="checkbox"/> Utilize agency and staff meetings as an interdisciplinary feedback mechanism <input type="checkbox"/> Utilize weekly supervision to share personal reflection, self-correction, and evaluation experiences. <input type="checkbox"/> Complete critical case reflections regarding challenging client cases/situations. <input type="checkbox"/> Videotape sessions as a feedback tool to reflect on the Social work and therapeutic process.

1c. Attend to professional roles and boundaries	<ul style="list-style-type: none"><input type="checkbox"/> Utilize weekly supervision to discuss professional roles and boundaries<input type="checkbox"/> Model and discuss professional boundaries with clients, co-workers<input type="checkbox"/> Familiarize self with and understand agency policies/procedures<input type="checkbox"/> Attend all required agency trainings<input type="checkbox"/> Utilize weekly supervision to discuss and monitor transference and counter-transference issues
1d. Demonstrate professional demeanor in behavior, appearance, and communication	<ul style="list-style-type: none"><input type="checkbox"/> Complete all paperwork according to agency specifications<input type="checkbox"/> Complete all paperwork in a timely manner<input type="checkbox"/> Promptly arrive at and begin client sessions<input type="checkbox"/> Establish and maintain a professional schedule<input type="checkbox"/> Complete NASW Code of Ethics training<input type="checkbox"/> Utilize weekly supervision to discuss and integrate the NASW Code of Ethics into daily Social Work practice<input type="checkbox"/> Appropriately dress for agency setting<input type="checkbox"/> Establish and maintain appropriate relationships with administrators, staff, and colleagues<input type="checkbox"/> Understand, articulate, and adhere to agency policies and guidelines<input type="checkbox"/> Complete HIPPA training regarding confidentiality issues<input type="checkbox"/> Complete agency orientation to outline expectations (dress code/standard, computer usage, etc.)
1e. Use supervision and consultation	<ul style="list-style-type: none"><input type="checkbox"/> Proactively prepare and participate in weekly supervision<input type="checkbox"/> Openly receive supervision and consultation<input type="checkbox"/> Integrate supervision and consultation feedback into daily Social Work practice<input type="checkbox"/> Actively participate in clinical staff/team meetings<input type="checkbox"/> Proactively seek peer consultation with colleagues and mentors

	<ul style="list-style-type: none"> <input type="checkbox"/> Shadow other employees and observe colleague's client sessions <input type="checkbox"/> Utilize weekly supervision to openly identify personal strengths, limitations and challenges <input type="checkbox"/> Utilize weekly supervision to analyze client challenges and collaborate on strategies to overcome them. <input type="checkbox"/> Proactively participate in intern group supervision <input type="checkbox"/> Encourage feedback and receive it appropriately <input type="checkbox"/> Correspond with other agencies, communicate/consult with other professionals <input type="checkbox"/> Proactively participate in agency staff meetings <input type="checkbox"/> Proactively participate in inter-agency coordination meetings
<div style="background-color: #cccccc; padding: 2px 10px; display: inline-block;">SAVE WORK</div>	
<p>Core Competency #2: Apply social work ethical principles to guide professional practice. This student demonstrates the ability to:</p>	<p>Learning Activities (Check all that apply)</p>
<p>2a. Recognize and manage personal values in a way that allows professional values to guide practice</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize weekly supervision to discuss the appropriate interaction of personal values and delivery of Social Work services to clients <input type="checkbox"/> Follow agency guidelines regarding reports generated and sent to other agencies <input type="checkbox"/> Familiarize self with and understand: agency release of information forms, incident report process and forms, duty to report, and other agency specific documents <input type="checkbox"/> Sign policy and procedure contracts <input type="checkbox"/> Understand and implement abuse reporting protocol as appropriate
<p>2b. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (NASW, 1999) and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (IFSW, 2004)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize weekly supervision to educate, discuss, and use the NASW code of ethics as a guideline for practice <input type="checkbox"/> Create a study guide, pre-test and/or post-test on the NASW code of ethics <input type="checkbox"/> Identify appropriate evidence-informed modalities to use in delivery of Social Work services

2c. Tolerate ambiguity in resolving ethical conflicts	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize weekly supervision to address issues of ambiguity and ethical conflicts <input type="checkbox"/> Discuss ethical dilemmas with supervisors, field instructor, and team members <input type="checkbox"/> Seek consultation with supervisor and/or field instructor in situations of ambiguity and ethical conflict before taking action.
2d. Apply strategies of ethical reasoning to arrive at principled decisions	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize weekly supervision to discuss strategies of ethical reasoning. <input type="checkbox"/> Utilize weekly supervision to discuss past and present ethics issues and situations <input type="checkbox"/> Participate in agency trainings on internal ethical policies and processes <input type="checkbox"/> Proactively seek peer consultation regarding ethical situations and challenges <input type="checkbox"/> Use the ETHICS for U model when ethical challenges arise <input type="checkbox"/> Consult with supervisor on situations involving ethical issues
SAVE WORK	
<p>Core Competency #3: Apply critical thinking to inform and communicate professional judgments.</p> <p>This student demonstrates the ability to:</p>	Learning Activities (Check all that apply)
3a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based-knowledge and practice wisdom	<ul style="list-style-type: none"> <input type="checkbox"/> Seek rationale for professional judgments and interventions <input type="checkbox"/> Apply research based interventions that are effective for the population being served <input type="checkbox"/> Review charts to see the client in a holist manner <input type="checkbox"/> Utilize interventions that are appropriate to the client's level of functioning <input type="checkbox"/> Seek out different perspectives, expertise and resources from other colleagues <input type="checkbox"/> Practice creative interventions that "start where the client is" <input type="checkbox"/> Complete Clinical Critical Case Reflections regarding challenging client situations <input type="checkbox"/> Utilize weekly supervision to critically evaluate client situations

3b. Analyze models of assessment, prevention, intervention, and evaluation

- Pick a modality and apply in practice
- Research various modalities and interventions
- Complete Bio-Psycho-Social-Spiritual histories
- Identify personal areas of assessment, intervention, or evaluation weakness and participate in additional trainings on those topics
- Complete quality assessments according to agency procedures and guidelines; review such with supervisors
- Observe and review other clinicians' assessments, treatment plans, sessions, groups
- Utilize weekly supervision to discuss strengths of, weaknesses of, and appropriate times to use various assessments, interventions, and evaluations.

3c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

- Write court reports and recommendations according to agency protocol and format
- Complete agency specific forms: reports, assessments, treatment plans, case notes, etc.
- Complete paperwork in a timely manner and according to agency specific format and guidelines
- Utilize weekly supervision to review and revise paperwork (case notes, reports, letters, assessments, treatment plans, etc.) according to agency specific guidelines.
- Proactively participate in team meetings
- Proactively participate in staff meetings
- Proactively participate in clinical staffings
- Proactively participate in weekly supervision
- Prepare and share with fellow students/colleagues presentations on treatment modalities or specific interventions

SAVE WORK

Core Competency #4: Engage diversity and difference in practice.

This student demonstrates the ability to:

Learning Activities (Check all that apply)

4a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

- Explore and candidly discuss personal biases with supervisor
- Encourage clients, as experts on their individual culture, to educate worker regarding their culture and its' resulting dynamics.
- Utilize weekly supervision to discuss appropriate reactions to uncomfortable topics disclosed by clients
- Actively seek training/additional information about working with various populations
- Identify and link clients with local resources which work with diverse clientele or specialize with diverse groups
- Utilize weekly supervision to discuss the impact of diversity on culture
- Utilize weekly supervision to address diversity and its' impact on clients, groups, and families
- Proactively seek for and work with clients of diverse populations
- Include culture assessments as part of the regular intake procedure

4b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

- Allow for client choice in how clients practice religion, sexual orientation, gender identity
- Recognize the client's right to self determination
- Explore personal ideas and values regarding the local culture and clients' cultures
- Participate in and complete cultural competency training
- Appropriately utilize interpreters/aides as needed
- Ask "appropriate" questions on diversity
- Complete Critical Case Reflections to help identify personal values, beliefs, and biases
- Meet agency guidelines in terms of cultural awareness
- be proactive in exploring/managing personal bias, projection, and counter-transference

	<p>issues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize weekly supervision to identify, discuss, and appropriately manage personal values, beliefs, and biases <input type="checkbox"/> Utilize weekly supervision to recognize personal limitations in working with diverse populations.
4c. View themselves as learners and engage those with whom they work as informants.	<ul style="list-style-type: none"> <input type="checkbox"/> Prepare for weekly supervision <input type="checkbox"/> Proactively participate in weekly supervision <input type="checkbox"/> Proactively participate in team meetings, staffing meetings, and/or clinical staffings <input type="checkbox"/> Observe other clinicians' interactions and interventions with clients <input type="checkbox"/> Proactively seek consultation from other therapists, supervisors, and team members <input type="checkbox"/> Identify areas of knowledge and/or skill weakness and proactively seek to learn or improve such. <input type="checkbox"/> Attend and participate in specialized trainings
SAVE WORK	
<p>Core Competency #5: Advance human rights and social and economic justice. This student demonstrates the ability to:</p>	Learning Activities (Check all that apply)
5a. Understand the forms and mechanisms of oppression and discrimination	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiate between civil/criminal violations <input type="checkbox"/> Help identify mechanisms of oppression & discrimination in your own agency <input type="checkbox"/> Help clients to navigate social systems <input type="checkbox"/> Identify community resources and link clients to such <input type="checkbox"/> Utilize weekly supervision to discuss and understand the oppression and discrimination of clients
5b. Advocate for human rights and social and economic justice; and	<ul style="list-style-type: none"> <input type="checkbox"/> Link clients to patient advocacy resources <input type="checkbox"/> Coordinate with clients on consultations and systems navigation. <input type="checkbox"/> Assist clients with entitlement applications <input type="checkbox"/> Involve clients in agency processes of eco-challenges and human rights challenges <input type="checkbox"/> Teach clients the importance of networking

	<ul style="list-style-type: none"><input type="checkbox"/> Teach clients how to network and access community resources<input type="checkbox"/> Participate in agency trainings on sexual harassment<input type="checkbox"/> Advocate for client access to appropriate services<input type="checkbox"/> discuss needed community service improvements with supervisor<input type="checkbox"/> advocate for client needs (medication, skills training, case management services, diagnosis) when working with various other agencies' personnel<input type="checkbox"/> collaborate with other agencies to provide more services to clients<input type="checkbox"/> advocate for clients in court hearings
5c. Engage in practices that advance social and economic justice.	<ul style="list-style-type: none"><input type="checkbox"/> Inform clients of their rights<input type="checkbox"/> Participate in case management with outside community agencies<input type="checkbox"/> Coordinate and collaborate with victim advocates, caseworkers/managers<input type="checkbox"/> Use weekly supervision to discuss legislation, current legislative issues, and their impact on clients<input type="checkbox"/> Proactively seek to understand legislative issues which impact clients and client services<input type="checkbox"/> Proactively participate in legislative activities that impact clients and client services<input type="checkbox"/> Identify community coalitions/groups that advocate for clients<input type="checkbox"/> Inform clients of community coalitions/groups that provide advocacy<input type="checkbox"/> educate others about mental illness<input type="checkbox"/> participate in community outreach projects<input type="checkbox"/> participate in community mental health nights to spread the word about the agency and mental health awareness<input type="checkbox"/> attend community events to provide information about services available at the agency

SAVE WORK	
<p>Core Competency #6: Engage in research-informed practice and practice-informed research. This student demonstrates the ability to:</p>	<p>Learning Activities (Check all that apply)</p>
<p>6a. Use practice experience to inform scientific inquiry and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in an agency research/evaluation project <input type="checkbox"/> Assist agency in gathering research or evaluation data <input type="checkbox"/> Conduct research on program effectiveness. <input type="checkbox"/> Identify specific areas/populations/questions of additional training <input type="checkbox"/> Familiarize self with research findings regarding specific areas/populations/questions
<p>6b. Use research evidence to inform practice.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Present research that supports own client interventions <input type="checkbox"/> Evaluate own practice performance in concrete ways; implement evaluation into practice <input type="checkbox"/> Utilize weekly supervision to discuss and integrate classroom info with agency practice <input type="checkbox"/> Utilize weekly supervision to discuss and integrate theory with field practice experiences <input type="checkbox"/> Identify the strengths, weaknesses, and appropriate use of varying theories and treatment models <input type="checkbox"/> Prepare and present topic-specific trainings to agency staff <input type="checkbox"/> Use evidence-based and professionally accepted modalities in client treatment <input type="checkbox"/> Identify and read newsletters and journals to continually gain new information <input type="checkbox"/> Share articles and research findings with other agency staff <input type="checkbox"/> Use assessments to guide client treatment and interventions
SAVE WORK	
<p>Core Competency #7: Apply knowledge of human behavior and the social environment. This student demonstrates the ability to:</p>	<p>Learning Activities (Check all that apply)</p>

7a. Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

- Utilize weekly supervision to review human behavior and systems theory and their impact on current clients
- Utilize weekly supervision to examine client cases from different conceptual frameworks and determine which may be most effective.
- Complete quality Bio-Psycho-Social-Spiritual Histories
- Incorporate Bio-Psycho-Social-Spiritual findings into client's goals for treatment and to inform diagnosis
- Assess clients developmental functioning
- Complete in-depth intakes and initial assessments
- Apply systems theory when planning for patient discharge in anticipating and preparing for how the patient's family would be affected by changes in the client

7b. Critique and apply knowledge to understand person and environment

- Utilize weekly supervision to critique and discuss clients' person and environment factors
- Complete quality Bio-Psycho-Social-Spiritual assessments of clients
- Present Bio-Psycho-Social-Spiritual assessments of clients to supervisor in weekly supervision sessions.
- Participate in Inter-agency contacts, consults, and meetings
- Discuss support systems/lack of support systems clients have at home when looking for solutions
- Utilize weekly supervision and staff meetings to identify client developmental trends, stages, and issues relating to such.
- Incorporate a spiritual component in case management to assess and meet client needs
- Teach clients about the biological and cognitive components of mental illness and intervene at both points
- Identify and note clients' special circumstances

	<ul style="list-style-type: none"> <input type="checkbox"/> Identify clients' strengths, resiliencies, and resources <input type="checkbox"/> Use person-in-environment and strengths perspective in assessments, case plans, treatment goals, and interventions. <input type="checkbox"/> Apply developmental, systems, and ecological theories in client assessment and interventions <input type="checkbox"/> Use a systems approach and multilevel approach in the clinical process <input type="checkbox"/> Be gender sensitive and culturally aware <input type="checkbox"/> Help clients to establish healthy support systems <input type="checkbox"/> Refer clients for medical/medication evaluations as needed. <input type="checkbox"/> Obtain appropriate releases of information to facilitate inter-agency coordination and consultation <input type="checkbox"/> Participate in weekly treatment team meetings <input type="checkbox"/> Participate in monthly clinical reviews on each patient <input type="checkbox"/> Include family members in the therapeutic process
<div style="background-color: #cccccc; padding: 2px 10px; display: inline-block;">SAVE WORK</div>	
<p>Core Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>This student demonstrates the ability to:</p>	<p>Learning Activities (Check all that apply)</p>
<p>8a. Analyze, formulate, and advocate for policies that advance social well-being</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize supervision to critically evaluate federal, state, and agency policies and how they affect clients. <input type="checkbox"/> Assess, apply, and advocate for policies/procedures that advance social and economic wellbeing <input type="checkbox"/> Assess, apply, and advocate for policies/procedures that deliver effective social work services within the community/agency. <input type="checkbox"/> Familiarize self with agency policies

	<ul style="list-style-type: none"> <input type="checkbox"/> Advocate for possible changes to agency policies <input type="checkbox"/> Utilize weekly supervision to educate and discuss reporting laws/policies/procedures <input type="checkbox"/> Demonstrate awareness of and compliance with reporting laws/policies/procedures
<p>8b. Collaborate with colleagues and clients for effective policy action</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize weekly supervision and staff meetings to discuss and collaborate on policies that effect clients <input type="checkbox"/> Identify structural obstacles to client progress; help clients to prevent/resolve the problems <input type="checkbox"/> Identify collaborative agencies; appropriately network with them for maximum client assistance <input type="checkbox"/> Collaborate with other agencies to influence and create policies that improve client services and resources <input type="checkbox"/> Utilize weekly supervision and staff meetings to share thoughts, ideas, feedback, criticisms, suggestions, and reform ideas with supervisor, agency administrators, and policy makers <input type="checkbox"/> Proactively participate in inter-agency, community, and internal collaboration meetings and brainstorming sessions <input type="checkbox"/> Attend community advisory board meetings on policy/procedure <input type="checkbox"/> Participate in inter-department or inter-agency trainings <input type="checkbox"/> Utilize weekly supervision to become familiar with the process of advocating for clients. <input type="checkbox"/> Participate in agency sponsored/supported advocacy efforts
<div style="background-color: #cccccc; padding: 2px 10px; display: inline-block;">SAVE WORK</div>	
<p>Core Competency #9: Respond to contexts that shape practice. This student demonstrates the ability to:</p>	<p>Learning Activities (Check all that apply)</p>
<p>9a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize weekly supervision to recognize the limitations of agencies

trends to provide relevant services

- Refer clients to more appropriate/comprehensive services as needed
- Demonstrate appropriate use of social media, technological and digital forms of communication,
- Recognize contexts that impact clients and client systems (ie. Addictions, poverty, discrimination, etc.)
- Utilize weekly supervision, staff meetings, and additional trainings to keep abreast of and understand the current trends in communication and technology and how clients and their families use/access such
- Participate in a web search of developing technologies relevant to current scope of practice
- Participate in various contextual meetings (ie. court hearings)
- Visit and observe other agencies and/or departments
- Tour contracted facilities/agencies
- Assist bilingual clients in promoting and building populations to reduce language barriers
- Create/translate agency materials into other languages
- Participate in new client orientations and explain agency programs to new attendees.

9b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

- Participate in projects of tracking clientele - identify procedures/interventions that promote sustainable change
- Consult and collaborate with client support systems (ie. family, school, religious, community, etc.) to influence and enable sustainable change
- collaborate with other therapist and team members who are serving different members of the same family to accomplish systemic change
- consult with ecclesiastical leaders and mentors to provide support, consultation, and

	<p>begin the systemic change process</p> <ul style="list-style-type: none"> <input type="checkbox"/> work with co-workers, resources in the community, other treatment facilities, and housing and food facilities to help clients establish a healthy way of living <input type="checkbox"/> collaborate with medical professionals, psychologists, legal supports, and schools <input type="checkbox"/> Utilize weekly supervision, team meetings, and staff meetings to discuss cases, collaborate, and help clients make sustainable changes in their lives
SAVE WORK	
Core Competency #10(A): Engagement This student demonstrates the ability to:	Learning Activities (Check all that apply)
10A.a. Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities	<ul style="list-style-type: none"> <input type="checkbox"/> Observe other Social Work professionals and clinicians <input type="checkbox"/> Meet with staff/co-workers to engage them professionally/socially <input type="checkbox"/> Proactively prepare for and participate in weekly supervision <input type="checkbox"/> Study and research appropriate interventions for current clients. <input type="checkbox"/> Complete paperwork in a timely and quality manner <input type="checkbox"/> Prepare trainings/presentations related to specific client populations <input type="checkbox"/> Prepare trainings/presentations related to agency services <input type="checkbox"/> Effectively use internship time to prepare for specific clients/sessions <input type="checkbox"/> Utilize weekly supervision and staff meetings to prepare for client interactions/sessions
10A.b. Use empathy and other interpersonal skills	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate non-judgmental attitude in client and group interactions/sessions <input type="checkbox"/> Demonstrate unconditional positive regard in client and group interactions/sessions <input type="checkbox"/> Develop appropriate therapeutic relationships <input type="checkbox"/> Provide appropriate empathy to clients <input type="checkbox"/> Differentiate and demonstrate the difference between empowering and doing for

	<ul style="list-style-type: none"> <input type="checkbox"/> Differentiate and demonstrate the difference between being accountable to and responsible for clients. <input type="checkbox"/> Demonstrate appropriate interactions with clients and colleagues <input type="checkbox"/> Maintain appropriate boundaries with clients, coworkers and colleagues <input type="checkbox"/> Utilize weekly supervision and staff meetings to discuss and evaluate personal use of empathy and other interpersonal skills.
10A.c. Develop a mutually agreed-on focus of work and desired outcomes	<ul style="list-style-type: none"> <input type="checkbox"/> Assist clients in choosing and identifying their own treatment goals and outcomes. <input type="checkbox"/> Encourage inter-agency meetings and communication. <input type="checkbox"/> Empower clients to make their own decisions <input type="checkbox"/> Utilize client self-evaluation in assessing effectiveness of treatment <input type="checkbox"/> Teach and model appropriate boundaries to/with clients <input type="checkbox"/> Utilize strengths based assessments and interventions with clients <input type="checkbox"/> Provide educational materials and tools to clients <input type="checkbox"/> Explore client interests and use analogies pertaining to their interests <input type="checkbox"/> Start where the client is; Relate to the client on their level <input type="checkbox"/> Establish therapeutic rapport and relationship with clients and their families <input type="checkbox"/> utilize strengths based and solution focused interventions to assist clients in creating treatment goals
SAVE WORK	
Core Competency #10(B): Assessment This student demonstrates the ability to:	Learning Activities (Check all that apply)
10B.a. Collect, organize, and interpret client data	<ul style="list-style-type: none"> <input type="checkbox"/> Actively participate in client assessment and development of treatment plans <input type="checkbox"/> Teach clients how to use and encourage them to use self-assessments and scaling

- Review colleagues' assessments to gain an understanding of quality assessment procedures and write ups.
- Complete initial client assessments and intakes
- Present assessment information in an organized and concise manner to treatment team in clinical staff meetings
- Conduct multiple assessments including
 - OQ45
 - PAI
 - YOQ
 - Y-BOS
 - Vocational assessments (WRAT-4, O*Net, TABE)
 - ASAM (American Society of Addiction Medicine)
 - Educational Assessments
 - Polygraph
 - Plethismograph
 - Personality assessments
 - Psycho-Sexual Histories
 - Bio-Psycho-Social-Spiritual Histories
 - Suicide Risk
 - Substance Abuse
 - Domestic Violence
 - Parental Fitness Evaluations
- Conduct multiple assessments including
 - Use DSM-IV criteria to diagnose clients, carefully choose interventions to target symptoms
 - use DSM-IV codes and diagnoses to help select and modify evidence-based practice process and interventions as appropriate
 - complete DSM-IV multi-axis diagnoses
 - Employ specific assessment tools provided by the agency

10B.b. Assess client strengths and limitations

- Utilize the strengths based perspective to identify client strengths, support systems and resources
- Conduct ongoing assessment throughout the treatment process
- Continually assess the client's situation and change treatment goals as needed.
- Evaluate outcomes, reassess client needs, and elicit client feedback to work toward goal attainment
- Proactively participate in clinical team meetings/staff meetings to identify, discuss and appropriately work with client strengths and limitations
- Utilize weekly supervision to identify, discuss, and appropriately work with client strengths and limitations.
- Include strengths and limitations in client case notes, service plans and/or treatment plans
- Assist clients in identifying their strengths
- Assist clients in exploring and learning from their past successful behaviors
- Use creative interventions, (ie. genograms, timelines, art therapy, and other experiential activities to identify and work with client strengths and vulnerabilities.
- Create a list of client's current coping strategies/strengths as part of assessment
- Help clients find and amplify their strengths through therapeutic questioning
- Help clients access and capitalize on multiple coping skills, resources, and resiliencies

10B.c. Develop mutually agreed-on intervention goals and objectives; and

- Actively elicit and include client input, participation, and ongoing feedback regarding their intervention goals and objectives
- Help clients identify and set specific, attainable, realistic, measurable, and timely goals
- Utilize weekly supervision, team meetings, and case staffings to articulate and present client's treatment goals

10B.d. Select appropriate intervention strategies	<input type="checkbox"/> Participate in treatment plan development including specific social work modalities and interventions <input type="checkbox"/> Utilize modalities and interventions suited to the client's personality, strengths, needs, and reasons for seeking treatment. <input type="checkbox"/> Study and research material specific to client's issues <input type="checkbox"/> Utilize weekly supervision and staff meetings to educate self and choose modalities and interventions appropriate to specific client needs <input type="checkbox"/> Track observable client behaviors to determine appropriateness and effectiveness of interventions
SAVE WORK	
Core Competency #10(C): Intervention This student demonstrates the ability to:	Learning Activities (Check all that apply)
10C.a. Initiate actions to achieve organizational goals	<input type="checkbox"/> Establish goals for each session <input type="checkbox"/> Participate in specific projects to enhance and improve the agency/organization <input type="checkbox"/> Participate in APIE (assess, plan, implement, evaluate) project <input type="checkbox"/> Review and reassess treatment goals on an ongoing basis <input type="checkbox"/> Understand and integrate the agency/organization goals and motto into daily activities
10C.b. Implement prevention interventions that enhance client capacities	<input type="checkbox"/> Complete critical issues training <input type="checkbox"/> Participate/teach/lead community education and prevention groups, seminars, conferences, workshop, and trainings <input type="checkbox"/> Actively encourage clients to attend/participate in educational, prevention, and skill-building groups, seminars, conferences, workshops, and trainings
10C.c. Help clients resolve problems	<input type="checkbox"/> Conduct individual, family, and/or couples therapy with clients utilizing the following: <ul style="list-style-type: none"> <input type="checkbox"/> Client-centered theory <input type="checkbox"/> Play therapy

- Behavioral theory
- Cognitive theory
- Interpersonal theory
- Strengths-based therapy
- Solution focused therapy
- Brief therapy
- Crisis intervention
- Minuchin structural family therapy
- Gestalt theory
- CBT-Modified for children
- Dialectical Behavior therapy
- Trauma focused cognitive behavior therapy
- Sand tray therapy
- Behavioral reinforcement systems
- Cognitive remediation
- Creative arts therapy
- Meditation
- Mindfulness
- Lifespan integration
- Sexual compulsivity counseling
- Sexual offender counseling
- Substance abuse counseling
- Systems theory

- Facilitate and/or co-facilitate the following psycho-therapeutic groups:

- PTSD group
- AMAC group
- Survivors' group
- Girl's group
- Boys' group
- Youth group
- Sexual addiction group
- Trauma group

- Facilitate and/or co-facilitate the following support groups/workshop:

- Birth-parent support
- Adoptive couples support
- Recovery management
- Bereavement
- Divorce adjustment
- Parent support
- Relapse prevention
- Smoking cessation
- Family support
- Diabetes support
- Cancer support
- Substance abuse support
- Facilitate and/or co-facilitate the following psych-educational groups/classes
 - Survival skills
 - Parenting skills
 - Thinking errors
 - Assertiveness
 - Ethical decision-making
 - Sexual harassment
 - Anger management
 - Life skills
 - Vocational skills
 - Effective emotional management
 - Social skills
 - Communication
 - Why Try?
 - Relationship skills
 - Competency
 - Self-esteem
 - Strengthening families
 - Service
 - Aggression reduction
 - Learning acceleration
 - Occupational therapy
 - Music therapy

	<ul style="list-style-type: none"> <input type="checkbox"/> Recreational therapy <input type="checkbox"/> Conduct management <input type="checkbox"/> Provide crisis intervention services as needed <input type="checkbox"/> Formulate and complete client treatment plans and reviews according to agency guidelines <input type="checkbox"/> Utilize weekly supervision to link theory to individual and group treatment <input type="checkbox"/> Identify, discuss, and appropriately utilize interventions with clients
10C.d. Negotiate, mediate, and advocate for clients	<ul style="list-style-type: none"> <input type="checkbox"/> Make appropriate referrals <input type="checkbox"/> Participate and attend court hearings as needed <input type="checkbox"/> Complete court documents as needed <input type="checkbox"/> Participate in intra- and inter-agency meetings as needed <input type="checkbox"/> Educate clients about the roles of negotiator, mediator, advocate, and facilitator <input type="checkbox"/> Encourage clients to ask for/seek negotiation, mediation, advocacy, and facilitation assistance as needed <input type="checkbox"/> Provide negotiation, mediation, advocacy, and facilitation assistance as needed <input type="checkbox"/> Proactively utilize weekly supervision and staff meetings to discuss ways to appropriately provide negotiation, mediation, advocacy, and facilitation assistance to clients.
10C.e. Facilitate transitions and endings	<ul style="list-style-type: none"> <input type="checkbox"/> Begin discussion regarding scope of services and eventual termination at the beginning of the Social Work process <input type="checkbox"/> Provide discharge planning services <input type="checkbox"/> Utilize weekly supervision to discuss ways to appropriately terminate client sessions. <input type="checkbox"/> Openly discuss and prepare clients for conclusion of treatment <input type="checkbox"/> Complete all termination, discharge and final paperwork in a timely and thorough manner <input type="checkbox"/> Transfer or discharge all clients in a timely manner before terminating the internship

SAVE WORK	
Core Competency 10(D): Evaluation This student demonstrates the ability to:	Learning Activities (Check all that apply)
10D.a. Critically analyze, monitor, and evaluate interventions	<ul style="list-style-type: none"> <input type="checkbox"/> Proactively utilize weekly supervision to review and evaluate interventions and services provided to clients. <input type="checkbox"/> Be receptive to instruction, feedback, suggestions, and recommendations from supervisors, colleagues, and team members <input type="checkbox"/> Receive and integrate ongoing feedback obtained through clinical staff meetings and team meetings <input type="checkbox"/> Complete client satisfaction surveys and outcome assessments according to agency protocol and guidelines <input type="checkbox"/> Utilize weekly case notes to assess client change and/or progress <input type="checkbox"/> Develop behavior tracking systems specific to client issues. <input type="checkbox"/> Complete termination summaries according to agency format, protocol, and guidelines <input type="checkbox"/> Develop/implement self evaluation practices <input type="checkbox"/> Demonstrate knowledge of assessment tools by preparing and presenting trainings on specific measures <input type="checkbox"/> Modify treatment and service delivery based on assessment measures. <input type="checkbox"/> Discuss progress of clients with other social workers and members of the treatment team <input type="checkbox"/> use assessment measures on an ongoing basis and apply information obtained to clinical practice
SAVE WORK	

Student Comments:

Field Instructor Comments:

Student Signature: *([Student Name]): [Click to sign Completed Document](#)*

In-Agency Field Instructor Signature: *([Field Instructor Name]): [Click to sign Completed Document](#)*

Field Director Signature: *([Field Director Name]): [Click to sign Completed Document](#)*

For Office Purposes Only:

Field Director Final Grade:

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

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IPT Document Management System Feb 27, 2014

Form:

Syllabus

Secondary Education 496 R

Student Teaching/Internship Coordinator:

Sharon Christensen
185 TMCB
801-422-8954
sharonc@mathed.byu.edu

Course Description: Secondary Education 496 R is a field practicum for professional mathematics teachers. Students are hired by school districts and must meet all of the obligations of the contracts that they sign with the district. They must also meet all of the expectations outlined in the BYU internship program. They will work under the supervision and mentorship of a professional mathematics teacher in the school. Students will be assigned to teach classes at the school and will assume responsibility for all of the tasks assigned to regular teachers. Activities included in this experience will include observations of teachers and students, lesson design and planning, teaching and evaluating students as well as other assignments given by the school.

Interns are committed to work at the school where they become employed for the entire school year. Interns who are terminated or quit prior to the completion of the entire school year, will not receive internship credit and will need to reapply to the student teaching program and complete a full student teaching experience before qualifying for licensure.

Process for Screening Intern Applicants:

1. For students accepted into the major after August 1, 2014, for courses required by the teaching major or teaching minor the student must have earned at least a C grade. In addition the university requires a cumulative 3.0 GPA or higher in order to student teach or intern
2. The transcript is checked to see if all required courses have been taken or will be taken prior to beginning the internship. The University requires that no courses be taken during the summer term prior to interning.
3. Input is solicited from all Mathematics Education Department faculty members regarding the candidates and their preparation for interning. Interns must have demonstrated a high level of academic proficiency in their courses. They also must demonstrate confidence in front of a classroom, have strong teaching skills and leadership ability. They must have demonstrated that they use their time effectively, are consistently prepared and are highly motivated to succeed. They must have shown that they are self-starters and can work with little supervision. They must demonstrate a high level of emotional maturity.

4. After input from all of the mathematics education faculty, a committee of at least five faculty members will review all of the above and make a decision as to whether each candidate would be better served by participating in the Internship program or the Student Teaching program. The decision will be made based on what is perceived to be in the best long term interest of the student applicants and upon the available time for department faculty to provide the extensive amount of supervision that is required by interns.
5. An internship is a very challenging experience. It is the philosophy of the Mathematics Education Department that a large majority of students are best served by the student teaching experience. Applications for internships will only be approved if the review committee believes that all supporting evidence suggests the candidate will be best served by that experience.
6. If internship candidates are approved by the above outlined department process, they will be provided information about how to apply for positions with the local school districts. Students may only apply at schools which have been approved for hiring interns. A list of those schools will be provided to the intern applicants who will be responsible for the employment application process. Students who are not hired as interns will be placed in the student teaching program.

Course requirements in addition to classroom and school experience:

Each student will complete a Teachers Work Sample. The outline and details of this assignment will be provided. The first half of the TWS is completed before teaching the unit. It will be due not later than the middle of the first semester. The second half of the TWS is completed after teaching the unit. It is due not later than two weeks prior the end of the first semester.

Each student will enter the following into their MyLINK account:

Teacher Work Sample (TWS), Professional and Interpersonal Behaviors Rating Scale (PIBS).

Each student is required to provide the current email address of the mentor teacher to Sharon Christensen. It may be sent by email to sharonc@mathed.byu.edu. Do this task in the first week of your experience.

Interns will attend a mid-semester training meeting together with the Fall Semester student teachers. That meeting will be held on a day to be scheduled by the student teaching/internship coordinator.

Interns will receive supervision and support from a university supervisor. The supervisor will visit each intern weekly during the Fall semester and monthly during Winter semester. Each student will be evaluated by the University Supervisor and also by the Mentor Teacher. The student will need to electronically sign the evaluations. Further information will be provided concerning the process.

Grading: Grading is on a pass/fail basis.

Educator Preparation Program Outcomes: This course is part of your preparation for licensure in a major or minor that is part of the BYU Educator Preparation Program (EPP). This course will help you fulfill the EPP Outcomes required for accreditation. Advisors in Education Student Services (350 MCKB/801-422-3426) can answer questions you have about the licensure requirements (<http://education.byu.edu/ess/licensing.html>) for the mathematics education teaching major or minor.

Brigham Young University Policies:

Honor Code: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Harassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

Student Disability: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Brigham Young University
Department of Nutrition, Dietetics, and Food Science

NDFS 399R: Nutritional Science Internship Program
General Policy Statement

The Nutritional Science Internship Program is designed to allow students majoring in nutritional science the opportunity to gain work experience with a community organization or nutrition-related industry. The internship allows students to develop skills and practical knowledge beyond the classroom. Students will earn credit in NDFS 399R by meeting the guidelines outlined in this policy statement.

The Internship program will allow students to:

- Gain practical experience in community nutrition or a nutrition-related industry.
- Apply classroom knowledge to practical situations through observation and involvement in different levels of the organization.
- Develop confidence in personal judgment and gain maturity and self-confidence.
- Gain exposure to a community nutrition organization or nutrition-related industry to determine whether they want that area for their life's work.

Internship Program Guidelines

1. General Information

- Eligibility—Students who have declared a major of Nutritional Science are eligible to participate in the internship program.
- Credits—Maximum of one credit may be earned in NDFS 399R for each three-week period worked (full-time basis) up to a maximum of 4 credits.
- This agreement may be terminated for sufficient reasons by the community organization/industry manager, the student or the coordinator with two weeks written notice.

2. Student Responsibility

- The responsibility for finding and setting up an internship rests with the student. The student should also discuss their intent with their departmental advisor and the internship coordinator at least one semester prior to participation in the internship program.
- The students and advisor will determine specific objectives of the internship assignment prior to the internship.
- The students will register for NDFS 399R, pay necessary fees and participate in the internship program during the designated period. Monthly summaries and a final report will be required from each participant. Reports will conform to departmental guidelines.
- The student will complete the Internship Application through the BYU Internship Office webpage: <https://intern.byu.edu/>
- Discontinuation of internship. Students who feel they must leave or not start an internship for which they have registered must do the following: (1) Consult the BYU department/college internship coordinator or faculty member supervising the internship and explain their reasons for wanting to discontinue the internship. (2) If the department agrees with the student's decision, the internship provider must be given appropriate, timely notice about the discontinuance. (3) If the decision to discontinue comes after the drop deadline, the student must petition to quit the internship. (4) If the student has received money from a BYU college

or department to help defray expenses associated with the internship, the student may be required to give back an amount commensurate with the time not spent in the internship. Students who leave internships early without notifying their BYU supervisor and the internship site supervisor may receive a low or failing grade for the internship and may be blocked from registering for future internships. The student is responsible for officially dropping the course and is subject to university regulations concerning deadlines for drops/adds.

3. Community Organization/Nutrition-related Industry Responsibility

- Provide an educational experience—Expose the student to a variety of educational experiences and practical problems during the work period, allowing students to gain insight into specific skills required for the job area.
- Assignment of supervisor—the employer will assign a supervisor to the student to provide consultation and guidance. The supervisor will evaluate the students' progress, report problems and confer with the NDFS internship coordinator during the tenure of the internship program.
- Complete Master Internship Agreement, if not previously done for BYU.
- Insurance and workman's compensation—Insurance coverage is solely the responsibility of the student and employer.

4. Department Responsibility

- The advisor and/or internship coordinator will maintain communications with the student and community organization/industry manager during the internship period. Evaluation of progress will be based on community organization/industry manager reports and student reports.
- Advisor and/or internship coordinator will consult with the community organization/industry manager and student in making necessary changes in the internship program as problems arise.
- Provide overall coordination and evaluation of the internship program.
- Ensure Master Internship Agreement is signed and received by Internship Office in a timely manner.

For more information, please contact:

Rickelle Richards, PhD, MPH, RDN
Associate Professor
Brigham Young University
Dept. of Nutrition, Dietetics & Food Science
S233 Eyring Science Center
Provo, UT 84601
Rickelle_richards@byu.edu
801-422-6855

Nutrition, Dietetics, and Food Science
Food Science Internship Program (NDFS 399R)
General Policy Statement

The Food Science Internship Program is designed to allow students majoring in food science or food industry management the opportunity to gain work experience. The internship allows students to develop skills and practical knowledge beyond the classroom. Students will work with a food processing firm or related agency. Generally, the program will be salaried by cooperating employers and students will earn credit in NDFS 399R, Academic Internship.

The Internship program will allow students to:

- A. Gain practical experience in food science and related areas..
- B. Apply classroom knowledge to practical situations through observation and involvement in different levels of the organization.
- C. Develop confidence in personal judgment and gain maturity and self-confidence.
- D. Gain exposure to a company or agency and a specific area of employment to determine whether they want that area for their life's work; evaluate the company for permanent employment.

The Internship program will allow employers to:

- A. Interact with students studying food science.
- B. Evaluate the potential of undergraduates for full-time employment upon graduation.
- C. Observe the quality of instructional programs of the Food Science and Food Industry Management of Brigham Young University relative to preparation of students for employment.
- D. Contribute to the programs of the Department of Nutrition, Dietetics and Food Science through regular contacts with students and faculty and in recommending possible adjustments in curricular programs to better serve food science.

Internship Program Guidelines

1. General Information

- A. Eligibility—Students who have declared a major of Food Science or Food Industry Management are eligible to participate in the internship program.
- B. Length of assignment—Regular summer session or maximum of twelve weeks during fall or winter semester.
- C. Percentage of time on the job—Normally full-time during the designated internship.
- D. Wages—Wages are to be negotiated between student and employer.
- E. Credits and grading—Maximum of one credit may be earned in NDFS 399R for each three-week period worked (full-time basis) up to a maximum of 4 credits.
- F. This agreement may be terminated for sufficient reasons by the employer, the student or the coordinator with two weeks written notice.

2. Student Responsibility

- A. The student should discuss their intent with their departmental advisor and the internship coordinator at least one semester prior to participation in the internship program. Forms may be obtained from the departmental office or departmental advisor.
- B. The student may obtain information concerning potential employers from their advisor or internship coordinator. The advisor should be consulted in preliminary selection of potential employers.
- C. The students and advisor will determine specific objectives of the internship assignment prior to employment.
- D. The students will register for NDFS 399R, pay necessary fees and participate in the internship program during the designated period. Monthly summaries and a final report will be required from each participant. Reports will conform to departmental guidelines.
- E. The student will deliver Master Internship Agreement (attached) to Internship Provider and ensure it's timely submission to Departmental Internship Coordinator.
- F. Discontinuation of internship.—See 1.F. above. The student is responsible for officially dropping the course and is subject to university regulations concerning deadlines for drops/adds.

3. Employer Responsibility

- A. Provide an educational experience—Expose the student to a variety of educational experiences and practical problems during the work period, allowing students to gain insight into specific skills required for the job area.
- B. Assignment of supervisor—the employer will assign a supervisor to the student to provide consultation and guidance. The supervisor will evaluate the students' progress, report problems and confer with the NDFS internship coordinator during the tenure of the internship program.
- C. Complete attached Master Internship Agreement.
- D. Insurance and workman's compensation—Insurance coverage is solely the responsibility of the student and employer.

4. Department Responsibility

- A. The department will assist the student in identifying internship opportunities, however the responsibility for finding an internship rests with the student.
- B. The advisor and/or internship coordinator will maintain communications with the student and employer during the internship period. Evaluation of progress will be based on employer/supervisor reports and student reports.
- C. Advisor and/or internship coordinator will consult with employer/supervisor and student in making necessary changes in the internship program as problems arise.
- D. Provide overall coordination and evaluation of the internship program.
- E. Ensure Master Internship Agreement is signed and received by Internship Office in a timely manner.

For more information, please contact:

*Dr. Frost Steele, Food Science Advisor
Department of Nutrition, Dietetics and Food Science
S-131 ESC
Brigham Young University
Provo, UT 84602
Tel. 801-422-6784
Email frost_steele@byu.edu*

Internship Program
Monthly Report
(Make copies of this form as necessary)

Student's Name _____ Employer's Name _____

Time Period _____ to _____

Brief outline of monthly activities:

Briefly summarize new knowledge and experience gained during the month:

Problems, concerns, or suggestions:

Student signature _____

Supervisor signature _____

Date _____

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Internship Program Final Work Experience Report Format

The following is a suggested format for you to follow in developing your work experience report for submission to the department upon completion of your internship. The report is to be typed, well organized and turned in within 4 weeks after completing your internship. Your report should be reviewed by your employer. Your employer must sign this form to acknowledge that your report does not contain confidential information. Hand in this form with your report.

I. Background sketch of the organization:

1. Location
2. Nature of the enterprise—describe products and/or services
3. Organizational structure—provide an overview of department(s) you worked in; describe training/developmental opportunities provided to employees
4. Personnel—describe the resources available to you to complete your job responsibilities
5. Resources—describe the resources available to you to complete your job responsibilities

II. Provide a narrative describing your work experience

III. Attainment of internship objectives:

1. Did you have a rewarding work experience?
2. What did you do on the job that was most valuable to you?
3. What new skills did you acquire?
4. What equipment/instrumentation did you have a chance to operate and maintain?
5. What leadership responsibilities were you given, if any?
6. Were you exposed to different facets of the business? How?
7. Did you have a chance to communicate with the management?
8. Did you meet people in the industry?

IV. Conclusions:

1. Do you see a place for food science graduates in this type of organization? If so, how?
2. Would you enjoy working for this organization on a permanent basis? Why?
3. Has this experience increased or decreased your self-confidence? In what ways?
4. How could you have prepared yourself beforehand to get more out of this experience?

Title of report _____

Signature of Student

Signature of Employer

Date

Date

Student _____

Evaluator _____

Company _____

Employer's Evaluation

Position the student along the following bars according to your best judgment. We cannot emphasize enough the role of fairness and objectivity in filling out this short questionnaire. If your marks fall in the extremes (shaded areas), please justify your choice on a separate sheet of paper. This classification is relative: students should be compared to others with approximately the same levels of education and experience.

Please place an (X) in the region of the bar that **best corresponds to your evaluation of the student** during the internship. If you are unable, or unwilling to answer a particular question, please write N/A in the center of the box.

1-How would you describe the students' technical knowledge when starting the internship?

Insufficient	Moderate	Outstanding

2- Was the student asking questions about their work within the organization?

Never	Sometimes	Always

3-What was the ability of the student to communicate technical subjects both verbally and in writing?

Verbally

Insufficient	Good	Exceptional

In writing

Insufficient	Good	Exceptional

4-Did you notice an improvement in the student's technical abilities over the training period?

No improvement	Some improvement	Significant Improvement

5- Do you perceive this student as a potential employee of your company (based on the students' ability and performance, not on the existence of suitable positions or not)?

No, sorry	Yes, possibly	Definitively

6- How would you rank the students' performance in comparison to that of others at the same level (beginner, new employee...)?

Worse 10 %	About the same	Best 10 %

7- How would you rank the students' technical abilities after the completion of the internship?

Marginal	Good	Exceptional

8- How would you rank the students' sense of initiative?

Marginal	Good	Exceptional

9- Would you receive another student of the same level in the future in your establishment for a similar training internship experience?

No, sorry	Yes, possibly	Yes, definitely

Please return or fax completed form to : Dr. Frost Steele, Department of Nutrition, Dietetics and Food Science, S-131 ESC, Brigham Young University, Provo, UT 84602, Tel. 801-422-6784, Email frost_steele@byu.edu

Internship Master Agreement—

In order to facilitate internship opportunities and educational experiences for students, this Agreement is intended to govern the relationship between Experience Provider and BYU with respect to student Interns from BYU in an internship arrangement with the Experience Provider. Please share this link with your internship provider and have them complete the agreement and then send it back to the Internship office as soon as possible as directed on the agreement.

<https://intern.byu.edu/sites/intern.byu.edu/files/files/InternshipMasterAgreement.pdf>

Nutrition, Dietetics, and Food Science
Food Science Internship Program (NDFS 399R)
General Policy Statement

The Food Science Internship Program is designed to allow students majoring in food science or food industry management the opportunity to gain work experience. The internship allows students to develop skills and practical knowledge beyond the classroom. Students will work with a food processing firm or related agency. Generally, the program will be salaried by cooperating employers and students will earn credit in NDFS 399R, Academic Internship.

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- B. Apply classroom knowledge to practical situations through observation and involvement in different levels of the organization.
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- A. Interact with students studying food science.
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- D. Contribute to the programs of the Department of Nutrition, Dietetics and Food Science through regular contacts with students and faculty and in recommending possible adjustments in curricular programs to better serve food science.

Internship Program Guidelines

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For more information, please contact:

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Department of Nutrition, Dietetics and Food Science
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Brigham Young University
Provo, UT 84602
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Email frost_steele@byu.edu*

Internship Program
Monthly Report
(Make copies of this form as necessary)

Student's Name _____ Employer's Name _____

Time Period _____ to _____

Brief outline of monthly activities:

Briefly summarize new knowledge and experience gained during the month:

Problems, concerns, or suggestions:

Student signature _____

Supervisor signature _____

Date _____

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I. Background sketch of the organization:

1. Location
2. Nature of the enterprise—describe products and/or services
3. Organizational structure—provide an overview of department(s) you worked in; describe training/developmental opportunities provided to employees
4. Personnel—describe the resources available to you to complete your job responsibilities
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3. Has this experience increased or decreased your self-confidence? In what ways?
4. How could you have prepared yourself beforehand to get more out of this experience?

Title of report _____

Signature of Student

Signature of Employer

Date

Date

Student _____

Evaluator _____

Company _____

Employer's Evaluation

Position the student along the following bars according to your best judgment. We cannot emphasize enough the role of fairness and objectivity in filling out this short questionnaire. If your marks fall in the extremes (shaded areas), please justify your choice on a separate sheet of paper. This classification is relative: students should be compared to others with approximately the same levels of education and experience.

Please place an (X) in the region of the bar that **best corresponds to your evaluation of the student** during the internship. If you are unable, or unwilling to answer a particular question, please write N/A in the center of the box.

1-How would you describe the students' technical knowledge when starting the internship?

Insufficient	Moderate	Outstanding

2- Was the student asking questions about their work within the organization?

Never	Sometimes	Always

3-What was the ability of the student to communicate technical subjects both verbally and in writing?

Verbally

Insufficient	Good	Exceptional

In writing

Insufficient	Good	Exceptional

4-Did you notice an improvement in the student's technical abilities over the training period?

No improvement	Some improvement	Significant Improvement

5- Do you perceive this student as a potential employee of your company (based on the students' ability and performance, not on the existence of suitable positions or not)?

No, sorry	Yes, possibly	Definitively

6- How would you rank the students' performance in comparison to that of others at the same level (beginner, new employee...)?

Worse 10 %	About the same	Best 10 %

7- How would you rank the students' technical abilities after the completion of the internship?

Marginal	Good	Exceptional

8- How would you rank the students' sense of initiative?

Marginal	Good	Exceptional

9- Would you receive another student of the same level in the future in your establishment for a similar training internship experience?

No, sorry	Yes, possibly	Yes, definitely

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<https://intern.byu.edu/sites/intern.byu.edu/files/files/InternshipMasterAgreement.pdf>

NDFS 620R - Supervised Practice Experience
Fall 2016; Winter 2017
Section 001: Sites: M T W Th F from 8:00 am - 5:00 pm

Instructor/TA Info

Instructor Information

Name: Pauline Williams

Office Phone: 801-422-4876

Office Location: S-215 ESC

Email: pauline_williams@byu.edu

Course Information

Description

Supervised practice experience in clinical, management, community, nutrition education, research and leadership dietetics settings.

Prerequisites

Admission into BYU Dietetic Internship

Grading Scale

Grades	Percent
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Submitting Assignments

Please name all uploaded files using the following format. Lastname_Firstname_assignment. For example if I was submitting the Clinical II Journal the file name would be Williams_Pauline_ClinicalIIJournal If I were submitting the WIC site eval the file name would be Williams_Pauline_WICsiteeval

Rotation Assignments

- All assignments are due the Last week of the rotation by Friday at 11:59 pm, regardless of the date in Learning Suite.
- All assignment descriptions are in the assignment section of Learning Suite
- Evaluation forms are found in the content section of Learning Suite

Late Assignments

20% deduction per day will be applied to late submissions. No submissions will be accepted after 5 days.

ROTATIONS and ROTATION ASSIGNMENTS

Clinical I Rotation

Note: Learning objectives and activities for the clinical I rotation are in NDFS 621. Overall evaluations from preceptors and competencies are submitted here in NDFS 520R.

Clinical I Weekly Report

Keep an activity report for each week of the clinical rotation using the excel sheet below. Although information is collected each week you will only submit a report at the end of the rotation.

Upload the spreadsheet to Learning Suite at the end of the rotation.

Name file: Lastname_Firstname_Clin1week

Weekly_Report_Clinical_1-2.xlsx [Download](#)

Clinical I Digital Dialogue

Respond to the three questions about your clinical I experience. See Digital Dialogue.

Clinical I Competencies

Use this form to document activities and experiences completed to meet competencies during the Clinical I rotation. [Core_Competencies_RD_2012_standards.docx](#) [Download](#)

Submit: Filled in competency form (the entire form won't be complete, only the areas you did during Clinical I). Note you if you did management I first you can use the same form and just add to the form. (It will show both clinical and management) You can even keep the same file name.

Name file: Lastname_Firstname_CompClin1

Clinical I Final Evaluation

Here is a copy of the final evaluation form for Clinical I. The signed evaluation form should be given to your NDFS 621 faculty. Any points associated with the final evaluation are done in NDFS 621.

[Evaluation_Clinical_2012_standards.docx](#) [Download](#)

Clinical I Site Evaluation

Due: Friday, Dec 02 at 11:59 pm

Complete a site evaluation using the "Site Evaluation Form" found in the content section. You must make comments on the evaluation.

Upload the site evaluation form to Learning Suite.

Name file: Lastname_Firstname_SiteUVRMC OR

Lastname_Firstname_SiteTimp

Clinical II Rotation

Clinical II Overall Instructions

Learning Objectives.

Intern will:

1. Perform all aspects of the nutrition care process (assessment, diagnosis, intervention, monitoring & evaluation)
 - a. Assess the nutritional risk of patients and clients
 - b. Determine nutrition problems and write diagnosis statements in PES format
 - c. Provide appropriate intervention (food and/or nutrient delivery, nutrition education, nutrition counseling, coordination of nutrition care)
 - d. Monitor and evaluate effect/impact of nutrition interventions
2. Provide nutrition care for a variety of diseases and conditions, ages, and genders
3. Understand how protocol, policies, and procedures connect to federal, state, and accreditation rules, regulations, and requirements
4. Work with interprofessional teams and understand how dietitians fit into the organization
5. Review or participate in quality improvement/assurance projects
6. Reflect on billing, coding, and/or payment systems used in healthcare
7. Act as a professional in a real world healthcare setting

Submit to Learning Suite

1. Clinical II Onsite Application Activities (this document with check boxes and competencies indicated)
2. Self-assessment based on mid-eval (What you will Keep, Quit, and Start doing)
3. Rotation journaling/log
4. Site evaluation

Submit hard copy

1. Mid-Evaluation signed by preceptor and intern (about 3 weeks into rotation)
2. Final evaluation signed by preceptor and intern
3. Case study presentation evaluations completed by preceptor and other audience members

Learning Modules and Activities

Didactic learning activities related to the clinical II rotation are part of NDFS 638 Advanced Clinical Nutrition.

All you need to know in one document [Clinical-II_Rotation_Guidelines_16.pdf](#) Download

Clinical II Assignments

Clinical II Onsite Activities Checklist

Complete the onsite activities specified on this document [Clinical-II_Rotation_checklist_16.docx](#) Download

Submit: Clinical II Onsite Application Activity Check list (the above document with dates entered) Name file lastname_firstname_ClinIIonsite

Clinical II Mid-Evaluation

At the mid-point of your rotation, end of week 3 or so, have your preceptor complete a mid-evaluation.

Turn in the **mid-eval hard copy**. Interns should provide preceptors with a copy of the mid-evaluation form. [Evaluation_mid-eval.docx](#) Download

Clinical II Self-Assessment KQS

At the mid-point of your rotation, end of week 3 or so, have your preceptor complete a mid-evaluation. After your mid-evaluation complete a self-assessment to determine what things you will keep doing, quit doing, and start doing (KQS).

Submit: Type your **KQS statement and upload** as a word file

Name file: lastname_firstname_KQS

Clinical II Oral Case Study

Present a case study to the dietitians at the facility. Have preceptors complete an evaluation of the oral case study. The case study should provide an in depth evaluation of the disease process, nutrition assessment, nutrition intervention, and nutrition monitoring of a patient. Preceptors can determine the amount of time allocated for the case study presentations at their facility. Guidelines for sections to include in the case study are found in the Intern Handbook.

Submit: Completed oral presentation evaluation forms to Dr. Williams. Interns should provide preceptors with copies of the form. The form can be found in the content section of Learning Suite.

Clinical II Final Evaluation

Performance evaluations will be completed by preceptors.

Submit hard copy -- no upload: The Clinical Evaluation form should be completed by the preceptor and signed by both the preceptor and intern. Interns should provide the preceptor(s) with a copy of the evaluation form.

Evaluation_Clinical_2012_standards.docx [Download](#)

Clinical II Site Eval

Complete a site evaluation using the "Site Evaluation Form." You must make comments on the evaluation. The evaluation form can be found in the content section of Learning Suite.

Upload the completed eval to Learning Suite.

Name file: Lastname_Firstname_siteClinicalIII

Clinical II Weekly Reports

Keep an activity report for each week of the clinical rotation using the excel sheet below.

Although information is collected each week you will only submit a report at the end of the rotation.

Upload the spreadsheet to Learning Suite at the end of the rotation.

Name file: Lastname_Firstname_ClinIIweek

Weekly_Report_Clinical_1-2.xlsx [Download](#)

Clinical II Journal

The journal should contain:

1. Individual Objectives for the rotation (written prior or on first day),
2. Discussion of your overall activities and/or experiences at site.
 - Provide an overall description of things you did such as assessing patients, going to rounds, teaching classes, etc. This does not need to be a day to day briefing as done in shorter rotations.
 - Things to think about
 - Describe the institution's policies for screening, assessment, charting, and any variations for special units
 - Describe your interaction with other health professionals
 - Describe how the clinical dietitian "fits" into the hospital framework

1. A reflection on what was learned (consider what was learned by doing work and what was learned by discussing things that affect the RDN's work.)
2. A self-assessment of strengths and areas for improvement related to rotation.

Submit: The journal as a word document.

Name file Lastname_firstname_ClinicalJournal

Management I Rotation

Note: Learning objectives, activities, and evaluations for the management I rotation are in NDFS 622.

Overall competencies are submitted here in NDFS 520R

Management I Competencies

Use this form to document activities and experiences completed to meet competencies during the Management I (PenCourt)

rotation. [Core_Competerencies_RD_2012_standards.docx](#) Download

Submit: Filled in competency form (the entire form won't be complete, only the areas you did during Management I). Note you if you did clinical I first you can use the same form and just add to the form. (It will show both clinical and management) You can even keep the same file name. Name file: Lastname_Firstname_CompMngtI

Management II Rotation

Management II Overall Instructions

Learning Objectives.

Intern will:

1. Apply management skills in a food service setting
 - a. Customer service
 - b. Financial resources
 - c. Human resource functions
 - d. Menu evaluation
 - e. Procurement, Production, Distribution, Safety/Sanitation
2. Use informatics systems for decision making
3. Design and present educational information to target audiences
4. Market foodservice
5. Use leadership skills

Submit to Learning Suite

1. Management II Onsite Application Activities (this document with check boxes and competencies indicated)
2. Rotation journaling/log
3. Site evaluation
4. Items showcasing your project(s) an/or in-service (i.e. slides, lesson plan, photos, etc.)

Submit hard copy

1. Final evaluation signed by preceptor and intern. Note: the preceptor will evaluate your project(s) on the final evaluation form.

All you need to know in one document: Management-II_Rotation_Guidelines_16.pdf [Download](#)

Management II Assignments

Management II Onsite Activities Checklist

Complete the onsite activities specified on this document [Management-II_Rotation_checklist_16.docx](#) [Download](#)

Submit: Management II Onsite Application Activity Check list (the above document with dates entered) Name file lastname_firstname_MngtIIonsite

Management II Project or Inservice Showcase

Upload an item showcasing your project(s) and/or in-service. This could be a photo, lesson plan, supporting document, etc.

If you have multiple files, upload one file and email the remaining to Dr. Williams

Management II Final Evaluation

Final Performance evaluations will be completed by preceptors.

Submit hard copy -- no upload: The Evaluation form should be completed by the preceptor and signed by both the preceptor and intern. Interns should provide the preceptor(s) with a copy of the evaluation form. [Evaluation_Management_2012_standards.docx](#) [Download](#)

Management II Site Eval

Complete a site evaluation using the "Site Evaluation Form." You must make comments on the evaluation. The evaluation form can be found in the content section of Learning Suite.

Upload the completed eval to Learning Suite.

Name file: Lastname_Firstname_siteManagementII

Management II Journal

The journal should contain:

1. Individual Objectives for the rotation (written prior or on first day),
2. Discussion of your overall activities and/or experiences at site.
 - Provide an overall description of things you did such as in-service training, menu reviews, projects, etc. This does not need to be a day to day briefing as done in shorter rotations. In preparing the discussion think of the areas above (i.e. the organization, human resource, safety sanitation, etc.)
1. A reflection on what was learned (consider what was learned by doing work and what was learned by discussing things that affect the RDN's work.)
2. A self-assessment of strengths and areas for improvement related to rotation.

Submit: The journal as a word document.

Name file lastname_firstname_ManagementIIJournal

Extended Care Rotation

Extended Care Overall Instructions

Learning Objectives.

Intern will:

1. Understand the connection of clinical nutrition and food service in a long-term care environment.
2. Interact with patients/residents to assess nutritional status and/or evaluate food service.
3. Participate in Nutrition Care Process (NCP)
4. Work with interprofessional teams
5. Reflect on billing, coding, and/or payment systems utilized in long-term care

Submit to Learning Suite

1. Extended Care Rotation learning Modules (this document with date entered)
2. Extended Care Onsite Application Activities (this document with check boxes and competencies indicated)
3. Extended Care Quiz
4. Rotation journaling/log
5. Site evaluation

Submit hard copy

1. Final evaluation signed by preceptor and intern

All learning module activities and quizzes are required even if you don't have a rotation in extended care. If you don't have an extended care rotation you may choose to do the learning modules activities for either "Nutrition in Aging" or "Nutrition for Intellectual and Developmental Disabilities."

All you need to know in one document [Extended_Care_Rotation_Guidelines_16.pdf](#) Download

Extended Care Assignments

Extended Care Learning Modules

Complete the learning module activities specified on this document

[Extended_Care_Rotation_Learning-Modules_16.docx](#) Download .

Submit: Extended Care/Long Term Care Rotations Learning Modules Check list (the above document with dates entered)

Name file lastname_firstname_Extendedlearn

Quiz: Extended Care Nutrition in Aging

This quiz is part of the Extended Care Nutrition in Aging Learning Module. Questions are taken from readings and activities in the Learning Module. You may use any of the resources in the Learning Module to answer these questions (i.e. open book)

Quiz: Extended Care Nutrition for Intellectual & Developmental Disabilities

This quiz is part of the Extended Care Nutrition for Intellectual & Developmental Disabilities Learning Module. Questions are taken from readings and activities in the Learning Module. You may use any of the resources in the Learning Module to answer these questions (i.e. open book)

Extended Care Onsite Activities Checklist

Complete the onsite activities specified on this document [Extended_Care_Rotation_Onsite-Activities_16.docx](#) Download.

Submit: Extended Care/Long Term Care Rotations Onsite Application Activity Check list (the above document with dates entered)

Name file lastname_firstname_Extendedonsite

Extended Care Journal

The journal should contain:

1. Individual Objectives for the rotation (written prior or on first day),
2. Brief day to day description of activities and hours including observations and/or experiences at site,
3. A reflection on what was learned
4. A self-assessment of strengths and areas for improvement related to rotation.

Submit: The journal as a word document.

Name file Lastname_firstname_ExtendedJournal

Extended Care Final Evaluation

Performance evaluations will be completed by preceptors.

Submit hard copy -- no upload: The Short Rotation Evaluation form should be completed by the preceptor and signed by both the preceptor and intern. Interns should provide the preceptor(s) with a copy of the evaluation form. The short-rotation evaluation form can be found in the content section of Learning Suite

Extended Care Site Eval

Complete a site evaluation using the "Site Evaluation Form." You must make comments on the evaluation. The evaluation form can be found in the content section of Learning Suite.

Upload the completed eval to Learning Suite.

Name file: Lastname_Firstname_siteExtended

Community Rotation

Community Overall Instructions

Learning Objectives.

Intern will:

1. Use appropriate resources for dietary recommendations to determine nutrient requirements for specific populations.
2. Demonstrate correct anthropometric measurement techniques and interpret and compare growth data to standards (i.e. growth charts) [note: for WIC and possibly child/school nutrition rotations only]
3. Apply sound research when developing nutrition interventions.
4. Develop appropriate educational materials for target audiences.
5. Identify food and nutrition assistance resources available for individuals, families, and groups.
6. Evaluate food access for low-income clients.
7. Understand the system used to develop legislation, regulation, and public policy related to community nutrition and health programs.

Submit to Learning Suite

1. Community Rotations Learning Modules Check list with dates entered (see document download below)
2. State Health (EPICC and WIC) Onsite Application Activities with check boxes and competencies indicated (see document download below)
3. School Nutrition and Headstart Onsite Application Activities with check boxes and competencies indicated (see document download below)
4. Local WIC Onsite Application Activities with check boxes and competencies indicated (see document download below)
5. Rotation journaling/log one for each rotation completed. Note not all interns do rotations at all sites.
 - a. State Health -- EPICC and WIC (one log for both EPICC and WIC o.k.)
 - b. School Nutrition and Headstart
 - c. Local WIC
6. Site evaluation one for each rotation completed. Note not all interns do rotations at all sites.
 - a. State Health EPICC
 - b. State Health WIC
 - c. School Nutrition or Headstart
 - d. Local WIC

Submit hard copy

1. Final signed evaluation for each rotation completed
 - a. State Health EPICC (note this may be combined with state WIC preceptor will determine)
 - b. State Health WIC (note this may be combined with state WIC preceptor will determine)
 - c. School Nutrition or Headstart
 - d. Local WIC

Note on submissions. Some "rotation areas" may take two semesters to complete. You may have some community rotations in the fall and some in the winter. If this is case, you may submit partially complete information in the fall. For example you might go to state health in

the fall and go to WIC and a school district in the winter. For fall you would submit the learning module checklist with those items pertaining to state health and the activity list for state health. In the winter you would “add-on” to your check list finishing off items for WIC and school nutrition. The winter submission would be a full submission of all community rotations. All learning module activities are required even if you don’t have a rotation in a specific area. For example not all interns complete a school nutrition rotation, but all interns should complete the learning module activities for school nutrition.

All you need to know in one document [Community_Rotation_Guidelines_16.pdf](#) Download

Here are some links for rotation sites. This is a great way to get information before you go.
State of Utah EPICC program (state health rotation) <http://choosehealth.utah.gov/>
Sate of Utah WIC program (state health rotation) <http://www.health.utah.gov/wic/>

Community Assignment

Community Learning Modules

Complete the learning module activities specified on this document

[Community_Rotation_Learning-Modules_16.docx](#) Download.

Submit: Community Rotations Learning Modules Check list (the above document with dates entered) Name file lastname_firstname_Communitylearn

Community Digital Dialogue

See digital dialogue section

Participate in the Digital Dialogue discussion for various community issues. The dialogues will relate to both items in the learning modules and activities in rotations.

1. Contributions will be reviewed for correctness and thoughtfulness regarding the subject. The assignment is a "Discussion" and you should discuss throughout the comment period. This means posting two comments on the last day is not acceptable.
2. Due dates for each discussion will be posted in the digital dialogue for that discussion.

Grading: You will start with full points. The only way to lose points are 1) to post less than the required number of times for each discussion; 2) to only post your comments on one day; 3) post trivial comments; 4) post incorrect information.

State Health (EPICC & WIC) Onsite Activities Checklist

Complete the onsite activities specified on this document [Community_Rotation_Onsite-Activities_16.docx](#) Download.

Submit: Community Rotations Onsite Application Activity Check list (the above document with dates entered)

Name file lastname_firstname_Statehealthonsite

Note on submissions. The community rotation takes multiple small rotations to complete. As you complete a rotation in a specific area submit the onsite application activity checklist with those items pertaining to the particular area. As you complete other small rotations “add-on” to your check list finishing off items for different areas. By the end of the internship you'll have a checklist that is complete with activities for all the community rotations you finished.

State Health (EPICC & WIC) Journal

The journal should contain :

1. Individual Objectives for the rotation (written prior or on first day),
2. Brief day to day description of activities and hours including observations and/or experiences at site,
3. A reflection on what was learned

4. A self-assessment of strengths and areas for improvement related to rotation.
Submit: The journal as a word document.
Name file Lastname_firstname_StateJournal

State Health EPICC Final Evaluation

Performance evaluations will be completed by preceptors.

Submit hard copy -- no upload: The Short Rotation Evaluation form should be completed by the preceptor and signed by both the preceptor and intern. Interns should provide the preceptor(s) with a copy of the evaluation form. The short-rotation evaluation form can be found in the content section of Learning Suite

Note: The state health preceptors may choose to combine the EPICC eval and the WIC eval or do two separate evals. Please ask your preceptor which they prefer.

State Health WIC Final Evaluation

Performance evaluations will be completed by preceptors.

Submit hard copy -- no upload: The Short Rotation Evaluation form should be completed by the preceptor and signed by both the preceptor and intern. Interns should provide the preceptor(s) with a copy of the evaluation form. The short-rotation evaluation form can be found in the content section of Learning Suite

Note: The state health preceptors may choose to combine the EPICC eval and the WIC eval or do two separate evals. Please ask your preceptor which they prefer.

State Health WIC Site Eval

Complete a site evaluation using the "Site Evaluation Form." You must make comments on the evaluation. The evaluation form can be found in the content section of Learning Suite.

Upload the completed eval to Learning Suite.

Name file: Lastname_Firstname_SiteStateWIC

State Health EPICC Site Eval

Complete a site evaluation using the "Site Evaluation Form." You must make comments on the evaluation. The evaluation form can be found in the content section of Learning Suite.

Upload the completed eval to Learning Suite.

Name file: Lastname_Firstname_SiteEPICC

Local WIC Onsite Activities Checklist

Complete the onsite activities specified on this document Community_Rotation_Onsite-Activities_16.docx [Download](#).

Submit: Community Rotations Onsite Application Activity Check list (the above document with dates entered)

Name file lastname_firstname_WIConsite

Note on submissions. The community rotation takes multiple small rotations to complete. As you complete a rotation in a specific area submit the onsite application activity checklist with those items pertaining to the particular area. As you complete other small rotations "add-on" to your check list finishing off items for different areas. By the end of the internship you'll have a checklist that is complete with activities for all the community rotations you finished.

Local WIC Journal

The journal should contain:

1. Individual Objectives for the rotation (written prior or on first day),
2. Brief day to day description of activities and hours including observations and/or experiences at site,
3. A reflection on what was learned

4. A self-assessment of strengths and areas for improvement related to rotation.

Submit: The journal as a word document.

Name file Lastname_firstname_WICJournal

Local WIC Site Eval

Complete a site evaluation using the "Site Evaluation Form." You must make comments on the evaluation. The evaluation form can be found in the content section of Learning Suite.

Upload the completed eval to Learning Suite.

Name file: Lastname_Firstname_siteWIC

Local WIC Final Evaluation

Performance evaluations will be completed by preceptors.

Submit hard copy -- no upload: The Short Rotation Evaluation form should be completed by the preceptor and signed by both the preceptor and intern. Interns should provide the preceptor(s) with a copy of the evaluation form. The short-rotation evaluation form can be found in the content section of Learning Suite

School Nutrition Onsite Activities Checklist

Complete the onsite activities specified on this document Community_Rotation_Onsite-Activities_16.docx [Download](#).

Submit: Community Rotations Onsite Application Activity Check list (the above document with dates entered)

Name file lastname_firstname_Schoolonsite

Note on submissions. The community rotation takes multiple small rotations to complete. As you complete a rotation in a specific area submit the onsite application activity checklist with those items pertaining to the particular area. As you complete other small rotations "add-on" to your check list finishing off items for different areas. By the end of the internship you'll have a checklist that is complete with activities for all the community rotations you finished.

School Nutrition Journal

Due: Friday, Dec 16 at 5:00 pm

The journal should contain:

1. Individual Objectives for the rotation (written prior or on first day),
2. Brief day to day description of activities and hours including observations and/or experiences at site,
3. A reflection on what was learned
4. A self-assessment of strengths and areas for improvement related to rotation.

Submit: The journal as a word document.

Name file Lastname_firstname_SchoolJournal

School Nutrition Site Eval

Complete a site evaluation using the "Site Evaluation Form." You must make comments on the evaluation. The evaluation form can be found in the content section of Learning Suite.

Upload the completed eval to Learning Suite.

School Nutrition Final Evaluation

Performance evaluations will be completed by preceptors.

Submit hard copy -- no upload: The Short Rotation Evaluation form should be completed by the preceptor and signed by both the preceptor and intern. Interns should provide the preceptor(s) with a copy of the evaluation form. The short-rotation evaluation form can be found in the content section of Learning Suite

Leadership Rotation

Leadership Overall Instructions

Learning Objectives.

Intern will:

1. Demonstrate ability to locate, evaluate, and analyze current literature related to leadership issues in dietetics practice
2. Analyze application of Transformational Leadership components utilized/exhibited by preceptors and other dietetic professionals
3. Demonstrate ability to teach leadership development topics

Submissions

For Learning Suite

1. Leadership Guided Reflection (guided questions and template)
2. Project Report
 - a. Items showcasing your project(s) (if appropriate)
3. Annotated bibliography and executive summary
4. Leadership Competencies
5. Site evaluation

Submit hard copy

1. Final evaluation signed by preceptor and intern. Note: the preceptor will evaluate your project(s) on the final evaluation form.

Learning Modules and Activities

Didactic learning activities related to the leadership rotation are part of NDFS 637 Advanced Management in Dietetics.

All you need to know in one document [Leadership_Rotation_Guidelines_16.pdf](#) Download

Leadership Assignments

Leadership Guided Reflection

Complete the Leadership Guided Reflection using this document

Submit: Completed document in Learning Suite

Name file: lastname_firstname_LeadGuide

Leadership Competencies

Use this form to document activities and experiences completed to meet competencies during the Leadership Rotation

[Core_Compencies_RD_2012_standards.docx](#) Download

Submit: Filled in competency form (the entire form won't be complete, only the areas you did during Leadership). Note you can use the same form you used for clinical I and management I and just add to the form. (It will show all the activities and competencies you did in clinical I, management I, and Leadership) You can even keep an old file name.

Name file: Lastname_Firstname_CompLead

Leadership Project

1. Early in your rotation work with your preceptor to identify a project that involves at least four of the aspects of leadership/management shown below. The project can be one large project or a few smaller projects.
2. Identify objectives (with your preceptor.) Outline a plan to achieve the objectives, then review with preceptor
3. Determine resources you need to complete the project(s)
4. Carry out the project(s)

Submit:

1. Project report. A few paragraphs in a word document describing the project(s), what you did, and what you learned.
 - Name file lastname_firstname_leadproject
 - Upload to Learning Suite.
2. Any materials that show-case your project (i.e. copies of handouts, PowerPoint, marketing materials, etc.).
 - Email to Dr. Williams.
 - Note: not every project will have something that can be digitally shared.

Aspects of Leadership Management

- Collaboration
- Communication
- Delegation
- Emotional intelligence
- Financial accountability
- Informatics
- Innovation and change
- Motivation
- Negotiation
- Outcome assessment
-
- Policy development
- Problem solving
- Productivity
- Program assessment
- Quality management
- Resource management
- Self Management
- Strategic planning
- Teamwork
- Vision

Leadership Annotated Bibliography and Executive Summary

- Choose a Leadership area to research.
 - Discuss with your preceptor an area of leadership on which he/she would like an update. (a list of possibilities is below or choose something different)
- Do a thorough literature review of the topic
- **Write a brief executive summary** of your findings.
- **Prepare an annotated bibliography** using citations from your executive summary.

Annotated bibliography should include:

- Citation; using J Acad Nutr Diet citation style
- Paragraph on summary of research design and results
- Paragraph of reflection
- An example is available here:
Leadership_Annotated_Bibliography_Example.docx Download The example is a general nutrition article, not a leadership article.

Submit: Executive Summary and Annotated Bibliography as one word document. Name file lastname_firstname_LeadSummary

Potential Topics for Leadership Reserach area

- Collaboration
- Communication
- Delegation
- Emotional intelligence
- Financial accountability
- Informatics
- Innovation and change
- Motivation
- Negotiation
- Outcome assessment
- Policy development
- Problem solving
- Productivity
- Program assessment
- Quality management
- Resource management
- Self Management
- Strategic planning
- Teamwork
- Vision

(CRD 1.4, 2.2, 3.4, LDI 5.1, 5.3)

Leadership Final Evaluation

Due: Thursday, Dec 08 at 11:59 pm

Performance evaluations will be completed by preceptors.

Submit hard copy -- no upload: The Short Rotation Evaluation form should be completed by the preceptor and signed by both the preceptor and intern. Interns should provide the preceptor(s) with a copy of the evaluation form. The short-rotation evaluation form can be found in the content section of Learning Suite

Leadership Site Eval

Due: Thursday, Dec 08 at 11:59 pm

Complete a site evaluation using the "Site Evaluation Form." You must make comments on the evaluation. The evaluation form can be found in the content section of Learning Suite.

Upload the completed eval to Learning Suite.

Name file: Lastname_Firstname_siteLeader

Miscellaneous Activities

Miscellaneous Activities Overall Instructions

Due: Monday, Aug 29 at 11:59 pm

Areas included

This section provides information on the following areas

- Nutrition Education
- Professional Activities
- Research
- Fieldtrips

Learning Objectives.

See associated Competencies for the RDN on the guideline document

Submissions

See submission column on the guide document

Note on submissions. Some activity areas may take two semesters to complete.

- Keep track of completion of activities. Completion will be discussed with the intern director during periodic reviews.
- When an item that is to be submitted is completed, submit the file to Learning Suite.
- When all activities are completed submit the activity checklist in the appropriate place on Learning Suite. You only need to submit once during the internship when everything is done.

All you need to know in one

document [Miscellaneous_Activities_Guidelines_16.pdf](#) Download

Miscellaneous Activities Checklist

Complete the activities specified on this

document [Miscellaneous_Activities_Checklist_16.docx](#) Download

Submit: Miscellaneous Application Activity Check list (the above document with checks/dates entered) Name file lastname_firstname_Misc

Note on submissions. Some activity areas may take two semesters to complete. Keep track of completion of activities. Completion will be discussed with the intern director during periodic reviews. When an item that is to be submitted is completed, submit the file to Learning Suite. When all activities are completed submit the activity checklist in the appropriate place on Learning Suite. You only need to submit once during the internship when everything is done.

Wellness Class Lesson Plan Fall

Prepare a lesson plan using one of the templates below or your own template. If using your own template, be sure to include the following areas in your lesson plan:

- Title
- Target Audience
- Terminal Objective
- Supporting Objectives
- Domain
- Time frames
- Assessment/Evaluation

Lesson Plan Template 1: [Lesson_Plan_Template_Option-1.docx](#) Download

Lesson Plan Template 2: [Lesson_Plan_Template_Option-2.docx](#) Download

Visual Aid Example

Upload at least one example of a visual aid you have made. This can be a handout, picture of a bulletin board, powerpoint file, picture of a food or other display, etc.

FNCE Paper

Write a 1-2 page paper about FNCE (optional if did not attend). Paper should include:

- A list of sessions and events you attended each day
- A summary of one of the sessions you attended
- Your reaction to the conference – what impressed, stunned, surprised you?

UAND or other Conference Paper

Write a 1-2 page paper about UAND or other professional conference attended. Paper should include:

- A list of sessions and events you attended each day
- A summary of one of the sessions you attended
- Your reaction to the conference – what impressed, stunned, surprised you?

Research Presentation

Presentation

Prepare a 20 minute team presentation showing your research/project. The audience will be faculty and other interns. Presentation dates and times will be provided.

Research Project Paper

Follow your Faculty mentor's guidelines for formatting the paper.

If the faculty does not have specific guidelines use the Journal of the Academy of Nutrition and Dietetics Guidelines for authors in writing the paper. The guidelines can be found at <http://www.andjrnl.org/> click on "For Authors" For Research use the Article category: Research; for Projects use the Article category: Practice Applications.

Use the following headers to organize your paper:

1. Abstract
2. Introduction (brief literature review, purpose, hypothesis, study design, etc.)
3. **Methods** (for research) include: materials, criteria for participant selection, instruments/measures/tools, statistical methods, etc.; **Project** (for projects) include: needs analysis, plan, any social behavior theories used, evaluation of plan, etc.)
4. Results (for research); Outcomes (for project)
5. Discussion/Conclusions
6. References

Don't worry about the word counts or page limits given in the J Acad Nutr Diet guidelines.

Make your paper the length you feel is appropriate to show your research or project.

Tables and figures can be imbedded in the document; they do not need to be at the end of the manuscript as indicated in the guidelines.

Public Policy Digital Dialogue

Purpose: Be aware of current policy issues related to nutrition and dietetics. Engage in current public policy. Express opinions in a clear and thoughtful manner.

Participate in the Digital Dialogue discussion for various public policy topics throughout the year. Go to the Digital Dialogue section for specific information and topics.

1. Complete task as Leaders for at least one discussion set. (You will be notified when you are the leader for a discussion).

2. Contribute at least twice to each discussion. Contributions will be reviewed for thoughtfulness regarding the subject. The assignment is a "Discussion" and you should discuss throughout the comment period. This means posting two comments on the last day is not acceptable.

3. Due dates for each discussion will be posted in the digital dialogue for that discussion.

Grading: You will start with 15 points. The only way to lose points are 1) to post less than the required two times for each discussion; 2) to only post your comments on one day; 3) post trivial comments; 4) not complete task as discussion leader when assigned.

Professional Portfolio

Create a professional online portfolio to showcase skills, abilities, knowledge, and experience. Follow the guidelines in the Dietetic Internship Handbook for Portfolios.

Email the link to Dr. Williams pauline_williams@byu.edu A date will be provided during Winter semesters.

Master Internship Rotation Schedule Fall 2016

	1	2*	3	4	5	6	7	8	9	10	11	12	13	14**	15	16	17
		School Starts*						FNCE Oct 14/15-18						Thanks-giving W-F**			
	22-Aug	29-Aug	5-Sep	12-Sep	19-Sep	26-Sep	3-Oct	10-Oct	17-Oct	24-Oct	31-Oct	7-Nov	14-Nov	21-Nov	28-Nov	5-Dec	12-Dec
Intern 1	EC: Development Center		NDFS 621	Clinical UVRMC			State Health		Pen Court								
Intern 2	EC: Development Center		NDFS 621	Clinical UVRMC			State Health		Pen Court								
Intern 3	State Health		NDFS 621	Clinical UVRMC			EC: Development Center		Pen Court								
Intern 4	State Health		NDFS 621	Clinical Timp			EC: Development Center		Pen Court								
Intern 5	EC: Health Care Service	Pen Court							NDFS 621	Clinical UVRMC					State Health		
Grad/ Intern 6		Pen Court							NDFS 621	Clinical UVRMC					State Health		
Grad/ Intern 7		Pen Court							NDFS 621	Clinical UVRMC					EC: Health Care Service		
Grad/ Intern 8		Pen Court							NDFS 621	Clinical Timp					EC: Health Care Service		

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. Master Internship Rotation Schedule Winter 2017

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Interns	9-Jan	16-Jan	23-Jan	30-Jan	6-Feb	13-Feb	20-Feb	27-Feb	6-Mar	13-Mar	20-Mar	3/27/2017 UAN 3/30-31 Miller Conf Sandy	3-Apr	10-Apr	17-Apr	24-Apr
Grad/ Intern 8	Clinical Primary Children's						Break	WIC	Management Intermountain Urban Central				Leadership			
Intern 1	Clinical McKay Dee						Canyons School		Management Primary Children's				Leadership		WIC	
Grad/ Intern 7	Clinical Intermountain Urban Central						Break	WIC	Management Intermountain Urban Central				Leadership			
Intern 2	Clinical McKay Dee						Canyons School		Management Primary Children's				Leadership		WIC	
Grad/ Intern 6	Management Primary Children's				Provo School		Break	Leadership			Clinical Intermountain Urban Central					
Intern 3	Management Primary Children's				Salt Lake School		WIC	Leadership			Clinical Intermountain Urban Central					
Intern 4	Management Intermountain Urban Central				WIC	Headstart		Leadership			Clinical Primary Children's					
Intern 5	Management Intermountain Urban Central				WIC	Headstart		Leadership			Clinical Primary Children's					

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is

completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Examples of plagiarism include:

- Direct Plagiarism**-The verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism**-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own.
- Plagiarism Mosaic**-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- Insufficient Acknowledgement**-The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

ACADEMIC INTERNSHIP – NEURO 496 R / 496 R (semester away)

Neuroscience Center
192S ESC
Brigham Young University
neuroscience@byu.edu
801-422-1218

Internship Coordinator: Richard Bobo
Office: 1060 SWKT
Email neuroscience@byu.edu
Office Phone: 801-422-7860

Purpose of the Course: Neuro 496 R / 496 R SA academic internships are practical work experiences related to the field of neuroscience that enhance student learning through hands-on experiences and close collaboration with a qualified off-campus mentor. This class may be taken for a variable number of credits – see the Credits section below for more information.

Course Requirements and Evaluation: As a student participating in a Neuro internship, you are expected to complete the following requirements:

Throughout the Semester

- _____ 1. Submit a weekly journal to your Faculty advisor. We will email you a template for this journal.(see the attached sample weekly journal). Please note that failure to submit weekly journals will significantly affect your grade. See the Grades section below for more information.

Midsemester or midterm

- _____ 1. Evaluation by Supervisor. The Neuroscience Center will follow up with your Supervisor to ensure this evaluation is obtained.

End of Semester

- _____ 1. Evaluation by Supervisor. The Neuroscience Center will follow up with your Supervisor to ensure this evaluation is obtained.
- _____ 2. Complete the Student Evaluation. We will email you an evaluation for you to fill out and email back (find the sample student evaluation attached).
- _____ 3. You are required to submit a final written report. The report outlines what you've learned, the relevancy of your internship to neuroscience, weaknesses in the program, would you do it again, would you recommend this internship to other Neuroscience students, etc.

____ 4. It is expected that you will meet with your faculty advisor to complete an oral report of your internship experience; however, it is understood that in some circumstances this may not be possible. Please make arrangements with your faculty advisor to complete a phone or **paper** interview should you be unable to meet with your advisor in person.

Credits: Neuro 496 R / 496 R SA is a variable credit class. Forty two or more hours of experience is equivalent to one hour of academic credit. Application for university credit must take place *before* the internship experience is to occur. Credit *will not* be awarded retroactively. Please note that there are a limited number of credits that can be counted towards each major. Consult with the Neuroscience Internship Coordinator to determine the appropriate number of credits.

Grades: Your final grade will be submitted by your faculty advisor. It will be heavily influenced by all of the requirements noted above: the amount of effort shown, quality of your weekly journals, your final written report, information in your final interview, and the number of hours that were actually spent gaining experience, as well as the manner and timeliness with which assignments are carried out. **Please note that you will be docked one full grade for every weekly journal you fail to submit, as well as for failure to complete any of the other requirements noted above.**

Paperwork: All students must complete the Intern Information Form. If you are the first student to intern with a particular organization, you are required to fill out a Master Internship Agreement. Contact the Neuroscience Center office for information about organizations already on file and the procedures associated with completing this requirement.

Honor and Dress Code: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Although all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this age of the internet, and to deal with the stress and strain of college life without resorting to cheating. See <http://www.byu.edu/honorcode> for specific examples of intentional and inadvertent plagiarism, as well as fabrication and falsification.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment: Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

Students with Disabilities: If you have a disability that may affect your performance in this course, please contact the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

Student Academic Grievance Policy: Despite the well meaning efforts of students and faculty, there may be occasions when a student feels his/her work as been unfairly or inadequately evaluated. Usually such differences can be amicably resolved on a personal basis between the student and faculty member involved. The following procedures will assist students and faculty in the resolution of such grievances. They are designed to encourage satisfactory resolution of academic grievances with a minimum of formal procedure.

The grievance must be initiated by the student no later than one year from the last day of the examination period of the semester in which the alleged unfair or inadequate evaluation occurred.

The student should initially address the grievance to the faculty member involved for resolution. If, for any reason, the faculty member is unavailable or the student believes the matter will not be fairly dealt with or will create the possibility of retribution, the student may direct the grievance to the department chair of the faculty member. If there is no department chair, the grievance shall be directed to an associate dean or other person designated by the dean of the college to hear such matters (any such person is hereinafter referred to as the Department Chair). The faculty member or Department Chair shall have the right to consult others regarding the matter.

NURSING INTERNSHIP
Nursing 399R
Fall 2016

Faculty: Debra Ann Mills, RN, MS

Office: 540 SWKT
Office Phone: (801) 422-2764
Email address: debra_mills@byu.edu

Office Hours: By appointment.

Purpose of the Course:

This course will provide a practice oriented, academically-linked, goal-focused experience that contributes to growth in self-understanding, self-discipline, and self-confidence by integrating didactic content with clinical practice. Evidence from the nursing literature and clinical practice skills will be synthesized into the internship experiences.

Credits: .5 credits per semester, **working a minimum of 4 hours per week** at the assigned practicum site.

Objectives:

1. The international student will use insights gained during the experience to effectively deliver patient and family nursing care.
2. The international student will be able to demonstrate an increased knowledge and understanding of the registered nurse's role in profession.
3. The international student will be able to demonstrate knowledge of evidence based nursing practice as it relates to an identified population.
4. The international student will be able to demonstrate an understanding of ethical situations that should be considered as it relates to the identified population.
5. The international student will demonstrate an understanding of the Healer's Art and use gained insights to expand the professional role.

UNIVERSITY POLICIES

Honor Code Standards

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Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs admissions, activities, and student-to-student harassment. BYU's policy against sexual harassment extends not only to employees of the University, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, then; please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-6689(24 hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

BYU is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities (SSD) Office at 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

Learning the Healer's Art

Mission

The mission of the Brigham Young University College of Nursing is to develop professional nurses who:

- Promote Health
- Care for the Suffering
- Engage in the Scholarship of the Discipline
- Invite the Spirit into Health and Healing
- Lead with Faith and Integrity

Vision

We are a community of nursing scholars engaged in the discovery and application of the Healer's Art to strengthen health and healing worldwide and to enhance the discipline of nursing.

Undergraduate Program Outcomes

During each semester and within the context of nursing, the student will:

- Incorporate the values of the gospel of Jesus Christ as an integral part of caring
- Demonstrate effective critical thinking and communication
- Design, provide, and evaluate professional nursing care for individuals, families, and communities
- Practice and lead with an understanding of the discipline of nursing at the local, national, and global levels
- Exemplify life-long learning

Values

Accountability

Respect

Integrity

Service

Excellence ...ARISE in Faith

Grading of the Academic Internship Course:

This course is letter-graded. **Each assignment must be completed with a grade of "C", 73%, or better to pass the course. Any assignments turned in late will get 5% of the total points taken off for each day it is late. No assignments will be accepted after 3 days.**

Grading Criteria

A	95 – 100%
A-	90 – 94%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 75%

List of Assignments	Possible Points	Date Due:
Learning goals with plan of action	15	
Clinical log	15	
Reflective writing	20	
Integration Report/Evidence Based Nursing Assignment	20	
Final Self –Evaluation of learning goals with updated plan of action.	15	
Faculty and preceptor evaluation	15	
Total possible points	100	

Textbooks: None. Readings may be assigned by the instructor as needed.

Class Attendance/Contact with Instructor:

Contact with Instructor is mandatory and is expected a minimum of every two weeks. There is no make-up work and all assignments are expected to be turned in on the date due and ***will not be accepted three days after they are due***. For those involved in an internship away from campus, contact with the instructor will be frequent and through email/ telephone or personal contact at the site of the experience.

Introductory and Final interviews: First semester interns will be required to meet with the course instructor for a one-on-one introductory interview. The final interview will be held in the instructor's office at the end of the semester for all interns and used as a time for evaluation of the experience related to the Learning Goals and Objectives you set for yourself.

Weekly Reports:

Weekly reports must be completed. They are designed to help faculty stay in touch with what is happening weekly at your internship; you are required to turn one in every week. Weekly reports include a time log, an integration report and an emailed evaluation and update of learning

goals and plan of action. Four reflective writing assignments are due spring/summer. This should be no more than 2 pages in length. You must also keep track of all of your total cumulative hours weekly on the Cumulative Hour Time Log form. This should be communicated in a weekly email and the form completed and submitted on due dates as noted above.

Maintaining Contact If Difficulties Arise:

We expect your internship to provide you invaluable experiences and opportunities for growth. If any difficulties arise that cannot be resolved through your supervisors, do not hesitate to contact course faculty.

Assignment Description

Introductory Interview: First semester interns are required to meet with the instructor where they will receive instructions about the internship.

Resume: A resume is an important tool to help identify your abilities to future employers. This should be a one page paper. Check out the BYU Career Center for help in developing your resume or other resources that are online.

Learning goals and plan of action: Goals and a specific plan to achieve them provide students with a sense of direction and accomplishment. They also help students remain motivated and engaged in their learning. The learning goals and plan of action are set by the student in collaboration with the faculty and agency preceptor.

Learning goals: General statements about what the student wants to accomplish/gain. They should allow the student to stretch and grow, and can come from the categories described below:

1. Knowledge and life learning goals: assist in identifying desired areas of knowledge
2. Character development goals: help identifying desired inner strengths or in clarifying personal values
3. Professional/career goals: assist in determining desired professional direction
4. Skill development goals: used to identify desired areas of specific skills (knowledge, hands-on)
5. Service learning/spiritual goals: focused on efforts that will benefit others

Plan of action: Specifically outline how the learning goals will be accomplished.

Clinical Log: Keep a current log of your clinical dates, hours, and a brief description of your shift. This information should be communicated on a weekly basis by email and a form submitted on dates outlined above.

Weekly Update: Students must email a weekly update of their experience and their evaluation of how their skills and knowledge are improving and changing.

Reflective Writing: This assignment will prompt students to reflect on daily lessons learned during the internship, provide insight into emotional and intellectual processes and patterns used as a learner, and help you become aware of what you like and do not like (and therefore avoid), what conditions encourage you to take risks in learning, how you organize your learning, what kinds of learning tasks you are drawn to, and what teaching styles you find most compatible. The following questions may be useful to answer when working on this assignment. You do not need to respond to each one each time and it is suggested that you do not respond to the same ones each time.

General questions:

What did you learn about yourself today?

What did you or did you not like about your experiences today?

Did something go contrary to your values?

How were your values supported or challenged?

Are you bored? Why?

Is there something you want to remember about today and use in the future?

What would you do differently if placed in the same situation in the future?

What would you like to change about your internship? About your attitude?

What would you like to change about your relationship with your preceptor?

Your co-workers? Your patients?

What did you learn today about nursing?

Evidence-based questions: (these questions relate to the topic you have chosen to investigate)

What did you learn today from reading the literature on the topic?

Do you agree or disagree with what you read?

Do you have any concerns or issues related to the topic?

How do you think knowledge you are gaining will help or hurt patients and families?

Specific information on Reflective Writings:

1. See due dates above.

Integration Report/Evidence Based Nursing: This assignment prepares students for future professional experiences by teaching them to identify and consider problems, issues, or concerns arising from actions of patients, families, or health care professionals. The information learned contributes to professional growth as well improved patient and family care and focuses on best practice.

The integration report consists of two sections. The first is a concept/principle application, the second is an issues and concerns section.

Concept application: students identify a practice or policy noted during their clinical experience, including describing how the practice or policy was evident or applicable at the internship during the week.

Issues and Concerns: Complete a search for evidence based articles that either support or do not support the practice/policy you have identified. A minimum of 5 articles must be included in your evaluation. Write a three to five page paper outlining how the articles support or do not support the practice/policy you have identified. This assignment encourages students to solve problems and/or discover a more efficient way to deal with an identified issue/concern.

****Put all references within and at the end of the paper in APA format.**

***** An automatic 10 points will be taken off if more than 5 spelling or grammatical errors are found. If needed, please have someone else proof read your paper before submitting it.**

See above for due date.

Final Self-Evaluation of learning goals and plan of action: an evaluation of goal progress/accomplishment as well as a discussion of why some goals may not have been met. Evaluating the goals on a 5 point scale may be helpful (1 = not at all; 2 = somewhat; 3 = partially; 4 = nearly; 5 = fully). The following questions may help in the evaluation.

1. What factors were involved in what you accomplished?
2. Did you allow yourself reasonable time to complete them?
3. Were efforts directed elsewhere?
4. What role did others play in helping you accomplish your goals?
5. Were your goals/objectives realistic?
6. Should they have been broken down into several parts?
7. Can you see your progress and celebrate your accomplishments?

See above for due date.

Write a Thank You note to the faculty of the facility you have worked at: This short note expresses gratitude for an invaluable learning experience. The note should be well thought out, organized, with specific examples of helpful interactions included.

Faculty and Preceptor Evaluation

Students will be evaluated by faculty, the intern preceptor, and the student him/herself. The faculty will evaluate student written work and consider the preceptor evaluation and the student's self evaluation when determining the course grade. The preceptor will use the faculty-generated guidelines in evaluating the student at the end of the block. The guidelines involve the areas of job competence, professionalism, interpersonal relations, and personal attributes. Midterm evaluations with faculty and preceptor will also be held.

How writing functions in the field of Academic Internships

“Learning is the process whereby knowledge is created through the transformation of experience”

There is so much learning that comes with doing an internship. Internships are designed to be an experiential, academically-linked, and goal-focused form of education where experiences result in self-understanding, self-discipline and self-confidence. Actual experience in the field is central to an undergraduate’s ability to integrate didactic information with clinical practice. This is not something that will happen overnight, but occurs as you learn to process the experiences, knowledge, and skills that are gained in your internship.

Learning from your internship requires both class work and didactic application in its broadest sense. Your internship offers new opportunities to think more consciously and more creatively about relationships and to act in collaborative ways to critical issues faced by patients and families, as well as practicing nurses.

Reflecting on your internship forms the bridge between your academic and hands-on experience, providing you with an optimal education. Consequently, your internship involves some writing assignments designed to encourage personal reflection and critical thinking skills. Both formal and informal written reports enable you to capture, analyze, and process meaning to assist you in distinguishing between fact and opinion. Recognizing meaningful experiences is vital in many ways—most importantly in helping you develop into a skilled professional, capable of applying your academic learning to benefit patients and families.

Through a range of writing assignments, you learn to see the connections between your field experiences and classroom learning, confront personal and professional issues, and function in collaboration with other interns, thus contributing to their learning as well as your own. The assignments help clarify distinctions between your personal and professional ideas, assist you in recognizing personal values, document potentially questionable situations, demonstrate creative problem-solving skills, and also evidence knowledge of an issue and its resolution that is related to your internship experience.

Formal writing assignments include a daily reflection journal and logging of experiences, weekly concept application and creative problem-solving activities, and written articulation of goals and objectives that add direction and purpose to your daily experiences and form a learning contract between you and the agency. A final synthesis paper will demonstrate your knowledge of a professional issue of your choice, integrating your personal experiences and critiquing the professional literature to arrive at innovative solutions. The learning portfolio will corroborate your academic and professional growth, providing a vehicle for you to articulate in writing the integration of theory and practice. The informal writing assignments relate to actively processing information covered in the weekly academic assignments or responding to issues or concerns of other interns.

Roberta Magarrell, Ph.D.

PD Bio 399R

Fall 2016, Credit Hours: v1-9

Faculty Administrators: Dr. Jeffery R. Barrow, Ph.D.

Office: 3049 LSB

Office Hours: By Appointment

Office Phone: 801-422-9308

Email: jeff_barrow@byu.edu

Required Materials

- Application
- Syllabus

Course Purposes

The goals of this course include laboratory research experience to various fields of biology that enhance student learning through hands-on research experiences and close collaboration with a qualified off-campus mentor. The experience must contain a research or problem-solving component. This problem can be discussed and formulated by you and your provider. Generally, semester abroad and “job shadowing” are not acceptable experiences.

Course Learning Outcomes

1. Demonstrate knowledge of key principles of physiology including: a) mechanisms of maintenance of homeostasis by physiologic control systems, b) mechanisms of communication among cells and organs, c) properties that influence movement of substances across living membranes, d) relation of cell and organ structure to function.
2. Demonstrate knowledge of key principles of developmental biology including: a) mechanisms by which differential gene activity controls development, b) mechanisms that determine cell fate, c) mechanisms that allow dividing cells to become different from each other, d) mechanisms that ensure consistency and reliability of development.
3. Demonstrate knowledge of key principles of supporting disciplines including cellular and molecular biology, evolutionary science, chemistry (general, organic, and biochemistry), and physics.
4. Critically evaluate current scientific literature and write reports that synthesize and integrate data and hypotheses
5. Perform a variety of standard laboratory techniques used in the discipline
6. Formulate informed decisions concerning personal and public health issues
7. Summarize the wonders of the human body as manifested by its development, form, and function.

Course Procedures

IRB Approval: If you are planning on conducting research and it involves human subjects then you may need approval from the Institutional Review Board for Human Subjects (IRB). Sometimes approval is needed for such small things as surveys if a group of people is deemed vulnerable by the IRB. We would recommend that you visit the IRB website for additional information and to determine whether you need to fill out the appropriate forms. We will not approve an internship if the proper IRB approval has not been granted. Please see the web site at <http://orca.byu.edu/Content/Compliance/irb/overview.html>.

Grading Procedures

This is a graded (ABCDE) course based on the following: Grades will be based on an evaluation of your work by Dr. Barrow and your on-site (off-campus) provider. Final grades will be influenced by the manner and timeliness in which you carried out assignments and interviews, an assessment of your attitude and eagerness to learn, and an evaluation of your portfolio.

Portfolio Grade
Provider Evaluation on Student
Student Evaluation of Provider

Assignment Descriptions

Portfolio: The “Portfolio” outlines the research that you did during your internship. This paper should discuss topics including, but not limited to, an abstract of the project, a description of methods and materials (include tables, graphs, pictures or other visuals as appropriate), results, and a discussion of the significance of your data. The portfolio must be a minimum of 5-6 pages in report form. Alternatively students may submit a research poster which includes, abstract, materials and methods, results, discussion bibliography. Submit your paper or poster to Dr. Barrow (via email) after the completion of your internship, but still within the semester/term for which you are seeking credit. It is due the last reading day of the semester or term.

Students participating in a PDBIO internship are expected to meet with Dr. Barrow (3049 LSB or via email) who will approve the experience and act as their internship faculty advisor. PDBio 399R is reserved for laboratory experiences outside of the university. If your internship focuses on an experience other than laboratory research (i.e., shadowing a doctor, humanitarian aid, etc) you may apply for LifeSci 199R. This latter course can also count as 1 credit hour toward the experiential learning requirement for the PDBio major.

Internship Provider Information: Upon completion of your internship you will need to fill out an evaluation on your mentor and send it to the Life Sciences Internship Office (380 WIDB). This evaluation is best completed in person; however, phone or faxed paper interviews can be conducted if you will not be on campus before grades are due. For fax or phone interviews, please contact us at lsinternships@byu.edu. Completion of this final interview will be a factor in your final grade.

The “Student Internship Application” must be completed and approved. If a student is the first student to intern with a particular organization, that student is required to have the provider fill out a “Master Internship Agreement.” Contact the Life Sciences Internship Office (373 WIDB) for information about organizations already on file and the procedures associated with completing these requirements.

Course Schedule

Date	Procedure	Authorizations
Before the beginning of the semester	Application, approval process	Dr. Barrow
Before add/drop date	Be enrolled as an academic internship student	
TBA	Comply with all Provider rules, policies and procedures	Selected provider
Periodic checks	Report to your Faculty Administrators regarding your progress	Anderson/Gubler
Last reading day of semester/term	Submit research paper or poster	Dr. Jeffery Barrow

Course Policies

Academic Honesty

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that "character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Housing: A list of students who will be living off campus while interning will be provided to Mereane Ige at Off-Campus Housing. She can waive the requirement to live in university-contracted housing. The following information will be provided to that office:

- Student name
- Student ID #
- Location of Internship
- Duration of Internship

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Plagiarism Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harcourt Brace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

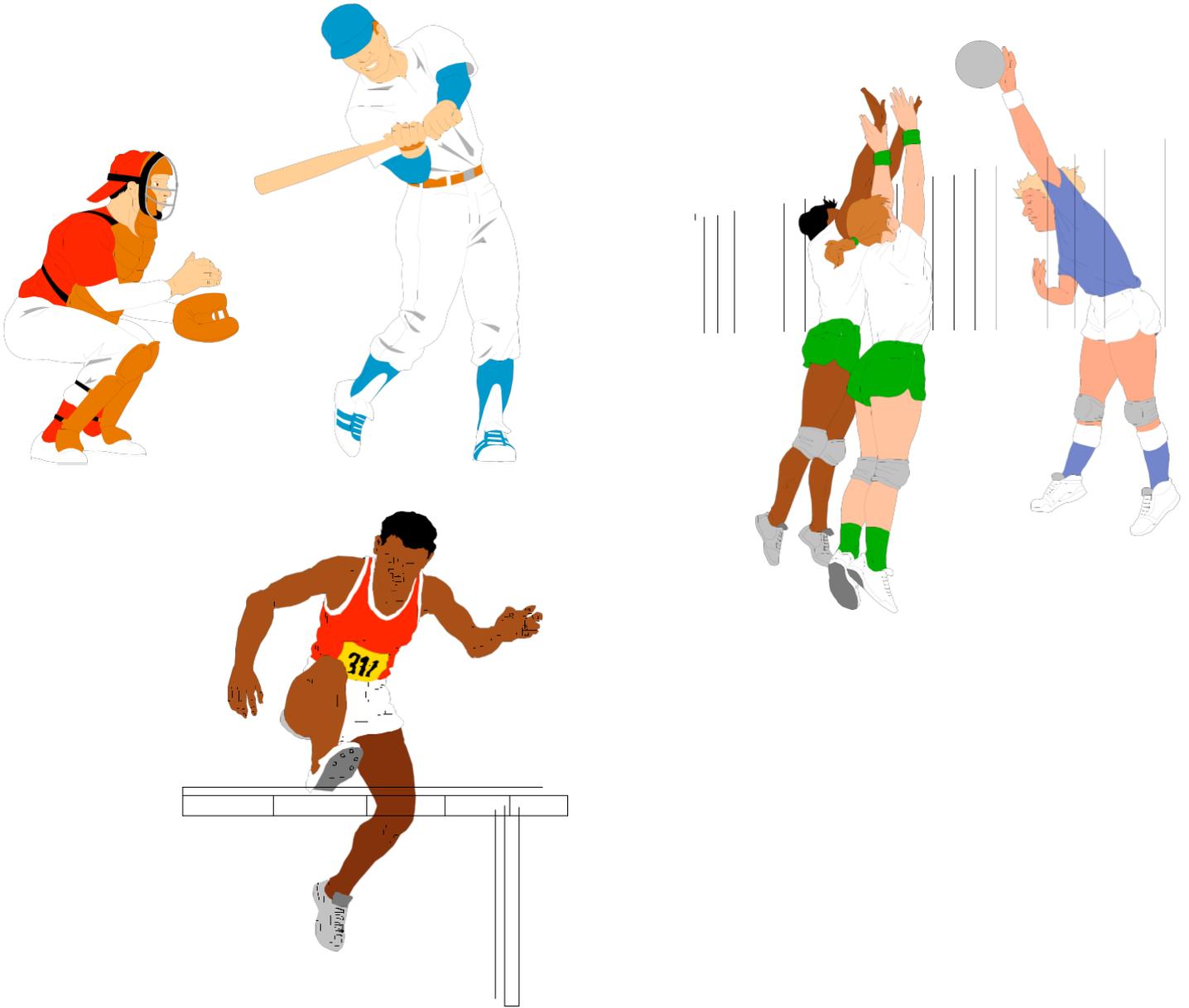
Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may

impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

1/6/2014

PHYSICAL EDUCATION TEACHER EDUCATION 399R COACHING INTERNSHIP SYLLABUS



Brigham Young University
Department of Teacher Education
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Marie Bone
Advisor PETE Major & Coaching Minors
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THE COACHING INTERNSHIP

Practicum and fieldwork experiences transfer classroom learning into “real-life” coaching experiences in the work world. Internship experiences can be valuable and rewarding for you as you prepare for a career in coaching. On-the-field experience in coaching provides you with an opportunity to test personal ideas and coaching methods under the supervision and direction of a seasoned head coach. In some internship situations an intern may have responsibilities with the sophomore or J.V. team. In others, an intern may become an assistant under the head coach and work with the varsity team.

Coaching internships may be completed in the public schools in Utah County and in Salt Lake County. Some special assignments may be made in schools in Wasatch, Juab, and Davis School Districts. LDS Church sports programs do not qualify for this internship program.

One basic requirement for this internship experience is that programs and teams have a direct supervisor. There must be personnel who have the direct legal responsibility for the team, the program, and who will supervise and evaluate your performance.

In the past internship students have, on occasion, taken high school team members to practice sessions and to games in their own car. This practice is prohibited. BYU students should not transport members of the team *at any time or under any circumstances*. The high school administration should provide for all transportation of all students.

PROCESS FOR THE INTERNSHIP EXPERIENCE

To be considered for an internship experience, you must be either a **Physical Education Teacher Education major** or a **Coaching & Teaching Physical Education minor** and must have completed a minimum of 10 hours in the major or minor program. It is most beneficial for your experience to have as many of the total required classes as possible.

APPLYING FOR THE INTERNSHIP

You are to complete a *Coaching Internship Approval Form* **prior** to when you desire to begin the internship **with signatures** of principal and coach. Submit the completed approval form to Coach Marie Bone, 249F SFH, mbone56@msn.com. A one- or two- page autobiography emphasizing any past performance and/or coaching experience must accompany the approval form. First aid and CPR are also required and copies of your cards should accompany this form.

If you are unable to obtain an internship, speak to Coach Bone for assistance. Every attempt is made to assist you in finding an internship in the sport you request. When this is not possible, be prepared to coach in an alternate sport. Following is a list of high school interscholastic activities and the season in which they are conducted in the high schools.

Baseball (February–May)	Soccer–girl’s (August–October)	Tennis–girl’s (August–October)
Basketball (November–March)	Soccer–boy’s (February–May)	Tennis–boy’s (March–May)
Cross Country (August–October)	Softball (February–May)	Track and Field (February–May)
Football (August–November)	Swimming (September–February)	Volleyball (August–November)
Golf (February–May)		Wrestling (November–February)

It is suggested that you complete your internship experience during your junior or senior year. If you student teach and complete a coaching internship during the same semester, you must see that both departments are informed. ***Your coaching internship CANNOT dictate where you student teach.***

REGISTERING FOR THE INTERNSHIP

You must contact a Coach Bone to make arrangements for an internship. The experience, coach, and school must be approved by Coach Bone. Once the internship has been approved, you will be notified that you may register for PETE 399R, the coaching internship. You determine the number of credits in which to enroll after the internship has been approved in consultation with Coach Bone. Fifty (50) hours of coaching are necessary to earn one credit hour. One credit hour fulfills the requirement. It is possible to take up to four credits during your internship. Previous coaching experience with high school teams, little league, or other competitive teams WILL NOT be accepted for credit nor will it meet the requirement for the internship.

You must enroll in PETE 399R the semester **during** which you begin the actual coaching experience (i.e., register in September if you start coaching in November). Because of the nature of internships, it is possible to petition to add an internship after the add/drop deadline. Credit WILL NOT be given for the internship experience *after* the season/semester has been completed. If you begin an internship halfway through a semester, and do not complete the internship until the following semester or later, a “T” grade will be given. “T” simply means work in progress. A grade change will be submitted when all work has been completed.

ACCEPTANCE AND ORIENTATION

The next step is to interview with the head coach and the high school principal. Final approval for the internship is made after you have been accepted by the head coach and the school principal and the *Internship Application* has been submitted online and approval given for you to register.

Meeting with the Coach: Once you have talked with Coach Bone, you make an appointment with the head coach to determine what will be expected of you during the internship. Suggested questions you should ask during the interview with the coach:

1. What will be my specific coaching assignment? What will be my responsibilities during practice sessions and during games?
2. What are the team policies and the player rules and regulations? Do you want me to handle infractions of these policies or rules by players? What are my responsibilities with regard to team rule infractions?
3. What time commitments must I make with regard to practice sessions, home and away games, team meetings, special coaches meetings, reviewing films, scouting opponents, etc.?
4. What are my responsibilities for practice and game equipment, for preparing facilities that will be used, for my own transportation to away games, for keeping records or statistics, for scouting opponents, etc.?
5. What dress/attire am I expected to wear at practice sessions and games?
6. And, finally, find out any other expectations or responsibilities the coach might have for you that have not been identified above.

During the interview you should be prepared to let the coach know what previous coaching or playing experience you have had and how you can contribute to the success of the team. It is also important to let the coach know your expectations as well. Discuss with the coach what you would like to learn and the coaching duties you would like during the internship. ***Have the head coach sign the Coaching Internship Approval Form.***

Meeting with the School Principal: Schedule an appointment with the school principal. Introduce yourself, explain the Coaching Internship Program (if necessary), and find out any procedures, policies, restrictions, etc., with which you need to be acquainted. This meeting with the principal is important as it protects you if a question ever arises as to why you are on campus and what role or responsibility you have in working with high school students. ***Have the principal sign the Coaching Internship Approval Form.***

REQUIREMENTS FOR THE INTERNSHIP

Documentation is required as part of the internship experience. This documentation provides information required for registration and evidence of learning, and it is important that these assignments and reports be well-written, **typed** in a neat, organized manner, and submitted to Coach Bone as specified. The documents are outlined below and are the criteria used in determining your grade for the internship. All forms are located in the appendix to this syllabus or are available online as fillable forms.

BEFORE the Internship

1. **Coaching Internship Approval Form**—Complete the approval form—when your plans are approved, schedule appointments with the principal and the supervising coach and get signatures—and turn it in to a Faculty Advisor.
2. **Online Internship Application**—The information requested on Internship Application Worksheet should be gathered and submitted online either with or after the Coaching Internship Approval Form. It requires approval before you will be able to register for the class.
3. **Job Description**—Include a job description of your coaching assignment on the Online Internship Application Worksheet.
4. **Internship Housing Information**—If this applies to you, the information in this form must be given to the Off-Campus Housing Office or you will be charged a *nonrefundable* \$25 fine.
5. **A copy of Current CPR/First Aid Certification**
6. **A 1-2 page Resume** highlighting your experience as a player, or any previous coaching experience the sport in which you desire an internship. Give one copy to the head coach, and one copy into Coach Bone with the rest of your paperwork.

DURING the Internship

1. **Goal Statements**

Part I—Goal Statement and Action Plan—This goal statement is to be completed after you have been orientated to the coaching experience and have been given your coaching assignment by the head coach. The form should be submitted to a Faculty Advisor **within two weeks** after the internship assignment has begun. You should retain a copy of the completed form.

Part II—Goal Statement Evaluation—Part II is a statement indicating if the goals established at the beginning of the internship were reached. This form is to be completed and submitted at the end of the internship experience.
2. **Weekly Reports**—A **weekly report** is to be submitted **each Monday** to a Coach Bone (DO NOT wait and turn in all reports at the end of the internship). A copy of the season's game schedule and a practice time schedule are to be *attached to the first week's report*. These weekly reports are the communication source between you and a Faculty Advisor and are an important part of the evaluation of your progress.

Note: These reports may be handwritten or, but MUST be legible.
3. **Evaluation by the Head Coach**—Two evaluations of your performance are to be made by the head coach. One is a mid-season progress report and the second is the final evaluation. You give the head coach a copy of the mid-season progress report form and the final evaluation form. The evaluations are to be completed by the head coach, reviewed with you, and then given or mailed to your Coach Bone at the appropriate time (mid-season or at the end).

AFTER the Internship

1. **Student's Self-Evaluation**—Complete the self-evaluation on your performance and identify the value received from the experience.
2. **Student's Appraisal of the School and the Experience**—Evaluate the school site and the personnel involved with your internship experience.
3. **Final Written Paper** (due prior to the oral evaluation)—This written paper is the *report of the internship* and is to be submitted at the conclusion of the internship, prior to the final oral evaluation. The paper should include a description of the responsibilities you had working with the team and a description of how the program was administered. The description of how the program was administered should include the following: policies and procedures concerning equipment, budget, facilities, uniforms, transportation, player rules and regulations, etc. The paper should also include a discussion of beneficial experiences, problems that were faced and attempts made to solve them, as well as an overall discussion of the entire experience. This paper is *in addition to* your self-evaluation.
4. **A Final Oral Evaluation and Interview**—At the end of the internship experience, you meet with Coach Bone to discuss your internship experience and to discuss any other pertinent information about the internship. All forms and papers are to be completed and submitted prior to scheduling the oral review. This oral evaluation is to be scheduled at the completion of the coaching experience and must be completed *before FINALS WEEK* at the **end of the semester or term**.
5. **Thank You Letter to the Head Coach**—You are to send a thank you letter to the head coach and include a copy of the letter with the final written reports.

GRADING

You should be fully aware that academic credit will not be granted merely for hours spent on the job. Grades will be awarded based on the *quality of the academic work done*. You should be aware that as the number of credits increase, there will be a corresponding increase in the academic expectations (in addition to the actual number of hours of work required).

Coach Bone will determine the grade for the internship. It will be based upon *punctuality* in submitting weekly and final reports, the *quality* and *completeness* of assignments and overall academic performance. Comments and recommendations from the head coach will be strongly considered, but will not be the sole nor principal basis for the grade. Percentages used to evaluate your performance are as follows:

Weekly Reports and Supervision.....	30%
Student's Evaluations:.....	40%
Goal Statements—(Part I and Part II)	
Self-evaluation	
Appraisal of School and Experience	
Final Written Paper—Report of Internship	
Head Coaches Evaluations:.....	20%
Final Oral Interview:.....	10%

All students are expected to complete all assignments. A grade will not be given until all requirements have been completed.

Best Practices

SUPERVISION: Students participating in the internship program will be observed by Coach Bone and the head coach. A Coach Bone will visit you and observe both practice sessions and game situations as time and travel permit.

PROFESSIONALISM: While participating in the internship experience, you are encouraged to develop a friendly and professional relationship with personnel of the cooperating agency or school. As normal a professional climate as possible should be cultivated so that the internship will be rewarding. Where possible, use your own initiative and ideas, so long as there is harmony with the policies of the agency or school. Professionalism includes too many facets to discuss fully; however, there are some important points with which you definitely need to be concerned.

Dependability: It is vital that the school and coaching staff receive a fair amount of dependable work from you. Everything outlined and accepted for you to do should be accomplished in good form.

Punctuality: Closely related to dependability is *punctuality*. An important part of your obligation during your internship experience is to be at the assigned station sufficiently early each day to make necessary preparations, i.e., having materials, supplies, equipment, and facilities ready before the time of the event.

Initiative: Most coaches will appreciate an individual who has the initiative and creativity to move forward with programs and ideas; however, you must be cooperative at all times in accomplishing the purposes and goals of the school and coaching staff.

Accepting Constructive Suggestions: Some of you will make errors during your experience, and it is difficult to provide solutions to these and other problems ahead of time; but honesty with self, with the school, and with others who are involved is important. Acknowledging that errors are made, accepting responsibility for your actions, and being open to constructive suggestions opens the way to learning, provides for good communications and relations with the head coach, and enhances completion of the work in a proper manner.

Positivity: Do not think or talk negatively about the position, the coaches, or the program. Approach negative situations with a positive outlook and attempt to correct and improve them. This will benefit both you and the school.

Dress: Appearance has much to do with impressions created not only at the beginning but throughout the total experience. At all times clothing should be in good taste, clean and well-pressed. Hair and person should be well-groomed at all times, according to the activity being conducted. University standards must be adhered to at all times. This will help maintain a positive attitude toward school personnel and the participants in the program.

Preparation: Do not attempt to just “get by.” Know what you are doing—the head coach and team members can soon detect the individual who is not prepared. Remember, the well-prepared individual is a confident person. In relation to being prepared, the coach needs to know your comprehension levels, skills and attitudes, and that you will plan in advance the things that need to be done ahead of time and will not be rushed just before the planned event. Planning should involve knowledge of at least the following: approximate number of participants, their ages and backgrounds, facility and equipment needs and availability, time of activity, appropriate dress, leadership assistance needed, and how to inform participants of the time, place and dress. The outstanding coach is enthusiastic, shows no favoritism, insists on proper discipline, is sympathetic to the participants’ desires, and finally, conducts a great program!

Benefits of Internships

The benefits of internships are divided into three groups of people who actively participate in internships: [Students](#), [Departments/University](#), and [Experience Providers](#).

Students

- Gain exposure to real-world problems and issues that perhaps are not found in textbooks.
- Cultivate adaptability and creativity in a dynamic world.
- Increase marketability to employers. On average, only 30% of graduating seniors have job offers before graduation; however, after completing an internship, that figure rises to 58%.
- Evaluate specific companies or specific careers prior to committing to full-time employment—a "try before you buy" type experience.
- Ease transition from being a student to entering the workforce.
- Increase opportunities within a company for faster advancement and growth.
- Increase self-confidence in the workplace while developing an expanded network of associates and professionals.
- Facilitate a higher starting salary than non-interns. In a recent study interns received, on average, \$2,240 more than non-interns for starting salary.
- Have résumé-building experiences while applying academic concepts and principles.
- Spread the gospel in many areas through example and lifestyles.
- Have opportunities to fund college education.
- Have personal growth experiences and exposure to different job opportunities.
- Have hands-on opportunities to work with equipment and technology that may not be available on campus.
- According to interns from BYU, students gain the following benefits through academic internships: experience, skill development, perspective, supervision, professional connections, academic credit, earnings, the opportunity to represent BYU, and to provide service to others.

Department/University

- Validates the university's curriculum in a working environment.
- Improves post-graduation statistics for the university.
- May accelerate corporate fund-raising efforts.
- Allows the university to admit more students because many interns spend the semester off campus.
- Provides learning experiences that are more valuable than case studies and lectures.
- Connects faculty to current trends within their professional field.
- Develops more competitive and employable graduates.
- Increases program credibility and student excellence as well as stronger ties with alumni in the professional fields.

Experience Providers

- Creates the opportunity to recruit future employees. (In one year, Hewlett Packard recruited 70% of its new hires from its pool of interns.)
- Gives the opportunity to evaluate prospective employees virtually risk free.
- Saves money since an intern receives less pay and fewer benefits than a full-time employee.
- Functions as flexible, cost-effective work force without long-term commitments.
- Frees up professional staff to pursue more creative projects.
- Offers a year-round source of highly motivated pre professionals.
- Garners quality candidates for temporary or seasonal positions and short-term projects.
- Brings new and innovative ideas to an employer.
- Presents an excellent way to find new, energetic, and skilled employees who bring latest industry knowledge fresh from lectures and other campus resources.
- Seamlessly converts student interns to full-time employees who can be immediately productive.
- Strengthens the bond with the university and projects a favorable image in the community.
- Allows the employer the opportunity to have an impact on molding the lives of students.

BRIGHAM YOUNG UNIVERSITY HONOR CODE

Students enrolled in an internship are expected to adhere to the BYU Honor Code. Some of the portions most applicable to an internship setting are stated below.

Brigham Young University exists to provide a university education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. That atmosphere can be preserved through commitment to conduct that reflects those ideals and principles.

As a matter of personal commitment, students, staff, and faculty of Brigham Young University are expected to demonstrate in daily living on and off campus those moral virtues encompassed in the gospel of Jesus Christ, and will:

Be honest

Live a chaste and virtuous life

Obey the law

Use clean language

Respect others

Abstain from alcoholic beverages, tobacco, tea, coffee, and drug abuse

Dress and Grooming Standards

The dress and grooming of both men and women should always be modest, neat and clean, consistent with the dignity of representing Brigham Young University and The Church of Jesus Christ of Latter-day Saints.

Modesty and cleanliness are important values that reflect personal dignity and integrity, through which students, staff, and faculty of BYU represent the principles and standards of the Church. These members of the BYU community commit themselves to observe the following standards, which reflect the direction of the BYU Board of Trustees and the Church publication—For the Strength of Youth:

Clothing should be modest in fabric, fit, and style, and appropriate for the occasion. Skirts and shorts should be knee length or lower. Clothing which is sleeveless, strapless, or revealing is not acceptable. Shoes should be worn in public . . . areas.

A clean and well-cared-for appearance should be maintained. Hairstyles should be clean and neat, avoiding extreme styles. Men's hair should be trimmed above the collar, leaving the ear uncovered. If worn, mustaches should be neatly trimmed. Earrings for men are unacceptable, and beards are not acceptable, except for certified medical reasons.

ECCLESIASTICAL ENDORSEMENT

Your annual ecclesiastical endorsement must be in effect during the semester of your internship

Mutual Obligations

The following mutual obligations are outlined in the Master Internship Agreement between Brigham Young University and your internship provider. It is essential that each party meets all of its obligations. It is your responsibility to become familiar with the obligations required of the university, the provider, and **you**. If you have questions, or if these obligations are not being met, call your BYU Faculty Advisor.

BYU SHALL

1. Assume general responsibility for the pre-internship orientation, academic instruction, advisement, and evaluation of the student.
2. Communicate and consult with the Experience Provider to facilitate the successful operation of the internship program.
3. Inform the student that he/she is subject to the general rules, policies, and procedures of the Experience Provider.
4. Respond in a timely manner via the BYU Faculty Advisor to any complaints concerning the student.
5. Approve, in consultation with the Experience Provider, the BYU students who will be placed in internships and the dates for which their internships will be in effect.
6. Cooperate with the Experience Provider in determining and formulating work descriptions and job assignments for the students.
7. Provide liability insurance to cover damage or harm caused by Intern in the amount of \$1,000,000 per person, per occurrence, \$3,000,000 in the aggregate.

THE EXPERIENCE PROVIDER SHALL

1. Accept a mutually approved student without discrimination because of race, color, sex, creed, national origin, religion, age, or disability.
2. Accept the primary responsibility for supervision and control of the student at the worksite.
3. Designate a qualified supervisor who will also serve as liaison with the BYU faculty advisor and the student.
4. Provide a work description and orient the student to the Experience Provider's rules, policies and procedures.
5. Evaluate the Intern's performance and notify BYU's Faculty Advisor of any cause of dissatisfaction with or of any known misconduct on the part of the Intern.
6. Provide planned and supervised opportunities for each Intern to perform tasks to acquire and practice various skills based on objectives compatible with those of BYU's program.
7. Comply with all the federal, state, local and municipal laws, ordinances and codes applicable to Experience Provider.

THE STUDENT SHALL

1. Comply with all Experience Provider policies and procedures.
2. Complete the internship during dates specified, unless released by the Experience Provider, submitting all reports and assignments as required.
3. Work conscientiously under the direction of the supervisor assigned by the Experience Provider, submitting all reports and assignments as required.
4. Report serious problems including physical, safety or personnel to the Experience Provider supervisor and the BYU Faculty Advisor.
5. Adhere to the BYU Honor Code and Dress and Grooming Standards.
6. Receive and read a copy of the Master Internship Agreement between BYU and the Experience Provider and agree to abide by its terms by clicking that you agree to the Student Internship Agreement when you complete your Internship Application **online**. (This document, Mutual Obligations, is your copy of the Master Internship Agreement.)
7. Be enrolled in an internship course.
8. Complete all BYU Internship assignments and course work as outlined by the applicable department.
9. Consult with my personal physician in regard to necessary immunizations and any other medical matters relating to my participation in the internship program.
10. Authorize BYU's designated representative to grant permission for my necessary medical treatment for which I will be financially responsible if, during my participation in the program, I become incapacitated or otherwise unable to provide consent to medical treatment and advance consent cannot be obtained from my family.
11. Participation as an intern may involve risks not found in study at BYU. These include risks involved in traveling to and returning from place of internship; different standards of design, safety, and maintenance of buildings, public places, and conveyances; local medical and weather conditions. I represent that I have made my own investigation and am willing to accept these risks.
12. Be personally responsible for all housing, transportation, study, and other arrangements in connection with my internship and personally bear all associated costs. In addition, be personally responsible for any financial liability and obligation which I personally incur and for any injury, loss, damage, liability, cost or expense to the person or property of another which is caused or contributed to by me during my participation in the internship program. I understand that BYU does not represent or act as an agent for, and cannot control the acts or omissions of, any host institution, host family, transportation carrier, hotel, tour organizer, or other provider of goods or services involved in the internship. I understand that BYU is not responsible for matters that are beyond its control, including, without limitation, strikes, war, loss, or theft of personal belongings, delays, weather, acts of God, governmental restrictions or acts, errors, or omissions of third party providers of goods or services.
13. Abide by all applicable laws. I understand I must personally attend to any legal problems I encounter or incur as an intern.
14. Acknowledge and agree that BYU is acting as an internship facilitator only and that BYU will be neither responsible for nor held liable for any claims, disputes, losses, damages, injuries, adverse events or outcomes arising out of or caused by the internship, including but not limited to such claims, disputes, losses, damages, injuries, adverse events and outcomes caused by Experience Provider's actions, inactions or negligence, even if BYU has been advised of the possibility of such.
15. Acknowledge and agree that as an Intern, I am placed with the Experience Provider in order to receive educational experience as part of my academic curriculum; my duties performed as an Intern are not performed as an employee of the Experience Provider but rather in fulfillment of the academic requirements of my educational experience and are to be performed under direct supervision by the Experience Provider's personnel. To the extent allowed under state and/or federal law, neither the Experience Provider nor BYU is required to provide worker's compensation coverage for my participating in this educational experience.
16. Acknowledge that all creative work performed as part of my internship shall be considered a "work made for hire," and that all copyright and other intellectual property rights in any such original creative work produced by me shall be owned entirely by the Experience Provider. Further, I agree not to utilize, incorporate, or otherwise make use of any pre-existing intellectual property and/or trade secrets of Brigham Young University in the creative work or internship performance without the express written permission of Brigham Young University

APPENDIX OF FORMS

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These files can be found individually as PDF fillable files or Word files on this webpage.

Department of Teacher Education
COACHING INTERNSHIP APPROVAL FORM (PETE MAJORS)

Name	Major	BYU ID #
Present Address		E-mail
		Present Phone
Permanent Address		Permanent Phone
		Anticipated Graduation Date (MM/YY)

Class Standing: Sophomore Junior Senior
GPA: Overall GPA– _____ GPA in Major– _____ • Gender– ____ Age– _____
Marital Status: Single Married — Name of Spouse: _____
Autobiography: Attach a typed, one- or two-page autobiography highlighting your experience as a player or any previous coaching experience in the sport or sports in which you desire an internship.

Internship Application Worksheet:

I have completed the [online Internship Application](#) and received approval to register
First Aid and CPR: I have attached copies of my current certifications in CPR and First Aid to this application

A PETE student must complete the first semester of the
 PETE major before being eligible for an internship assignment.

Semester and Year you desire an internship: Fall _____ Win _____ Sp _____ Su _____	
Will you be student teaching during the same semester you desire an internship? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Where will you be assigned to student teach?	
Sport in which you desire your internship:	
Desired geographic location for internship:	
High School in which you desire your internship:	
Name, Title, Phone, and Address of the Head Coach at the school in which you request an internship:	Signature of Head Coach
Name, Title, Phone, and Address of the Principal at the school in which you request an internship:	Signature of Principal
Signature of Student	Signature of Advisor , Marie Bone

Return this form to: Coach Marie Bone
 PETE Department
 249F SFH or mbone56@msn.com
 Brigham Young University Provo, UT 84602-2212

Department of Teacher Education
COACHING INTERNSHIP APPROVAL FORM (COACHING MINORS)

Name	Major	BYU ID#
Present Address	E-mail Address	
	Present Phone	
Permanent Address	Permanent Phone	
		Anticipated Graduation Date (MM/YY)

Class Standing: Sophomore Junior Senior
GPA: Overall GPA- _____ GPA in Major- _____ • Gender- ____ Age- _____
Marital Status: Single Married — Name of Spouse: _____
Autobiography: Attach a typed, one- or two-page autobiography highlighting your experience as a player or any previous coaching experience in the sport or sports in which you desire an internship.

Internship Application Worksheet:

I have completed the [online](#) Internship Application and received approval to register

First Aid and CPR: I have attached copies of my current certifications in CPR and First Aid to this application

A student must complete a minimum of ten (10) credit hours in the Coaching & Teaching Physical Education Minor before being eligible for an internship assignment. Prerequisite and coaching courses that should be completed prior to the internship experience are listed below. Indicate those courses that have been completed and your grade for each course.

COACHING COURSES	COMPLETED	GRADE
PETE 229 SPORT PEDAGOGY		
PETE 230 OR K-12 PHYSICAL ACTIVITY CONTENT & SKILLS 1		
PETE 231 K-12 PHYSICAL ACTIVITY CONTENT & SKILLS 2		
PETE 320 BASIC ATHLETIC TRAINING		
PETE 321 BASIC ATHLETIC TRAINING LAB		
PETE 330R-347 COACHING TECHNIQUES		
PETE 351 ADMINISTRATION OF PHYSICAL EDUCATION AND ATHLETICS		
PETE 364 SCIENTIFIC BASES OF SPORT 1: MOTOR LEARNING		
PETE 365 SCIENTIFIC BASES OF SPORT 2: KINESIOLOGY		
PETE 366 SCIENTIFIC BASES OF SPORT 3: EXERCISE PHYSIOLOGY		
PETE 430 PRINCIPLES OF COACHING		

Semester and Year you desire an internship: Fall _____ Win _____ Sp _____ Su _____

Will you be student teaching during the same semester you desire an internship? Yes No

Where will you be assigned to student teach?

Sport in which you desire your internship:

Desired geographic location for internship:

High School in which you desire your internship:

Name, Title, Phone, and Address of the Head Coach at the school in which you request an internship:	Signature of Head Coach
Name, Title, Phone, and Address of the Principal at the school in which you request an internship:	Signature of Principal

Signature of Student	Signature of Faculty Advisor , Marie Bone
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Return this form to: Coach Marie Bone 249F SFH or email mbone56@msn.com

Exhibit A

Internship Application Worksheet — Department of Teacher Education

(this information is needed to complete the online application — required before registration is allowed)

1. Gather the information requested on this form. **Your** information should be where you will be living **while completing your internship**.
2. Go online and begin registration for this class (initially there is no "A" to add the class. Click on **APPROVED Internship Application** link above where you add classes to complete form, using the information gathered below.)
3. Enter all requested information and submit. After the instructor approves your application, it goes to the Internship Office for approval, and then you receive an e-mail saying you can register for the class. If there is an international aspect to the internship, the International Internship Coordinator will also have to approve your application.
4. If you have any questions, contact the instructor:

Coaching Minors & PETE Majors—Marie Bone ▪ 801-367-4759 ▪ mbone56@msn.com

PLEASE PRINT

Student Name		ID#	E-mail	
Address				
City	State	Zip	Phone	
Experience Provider (school)			Main Phone	
Address		City	State	Zip
On-Site Supervisor (head coach)			Direct Phone	
Position/Title (Sport)			E-mail	

Enrollment Year	<input type="checkbox"/> Fall ____ (yr)	<input type="checkbox"/> Winter ____ (yr)	<input type="checkbox"/> Spring ____ (yr)	<input type="checkbox"/> Summer ____ (yr)
Enrolled in Section 001 Coaching Minors Section 002 PETE Majors	PETE 399R	Section	# of Credits	Coaching—Faculty Internship Advisor Marie Bone ▪ 801-367-4759 ▪ mbone56@msn.com (majors)
Duration of Internship	Begin Date:		End Date:	

- I am aware that health insurance is required and will have it in place when I begin the internship.
- I have notified the Off-Campus Housing Office of my living arrangements, if required.
- I have read the 16-item Student Agreement on the next page, the Honor Code, and Mutual Obligations and agree to follow them.
- I have read and understand the Internship Master Agreement.

**INTERNSHIP MASTER
AGREEMENT Brigham
Young University**

This Agreement is entered into this _____ day of _____, 20____ (“Effective Date”) between Brigham Young University, a Utah nonprofit corporation and educational institution (“BYU”), and _____ (the “Experience Provider”) located at _____.

1. PURPOSE. In order to facilitate internship opportunities and educational experiences for students, this Agreement is intended to govern the relationship between Experience Provider and BYU with respect to student interns from BYU in an internship arrangement with the Experience Provider.

2. GENERAL CONSIDERATIONS.

- 2.1 An internship is a cooperative student program between BYU and the Experience Provider. The Experience Provider will provide supervision, facilities, and instruction that help students of BYU (each an “Intern”) acquire skills and knowledge related to their chosen field of study or occupation.
- 2.2 This Agreement is effective as of the Effective Date and may be terminated by BYU or the Experience Provider for any reason by providing 90 days advance written notice to the other party.
- 2.3 Experience Provider and BYU shall each provide a contact person (the “Internship Coordinator”) for activities related to the performance of this Agreement. The following contact names and addresses shall be the initial Internship Coordinators for the Experience Provider and for BYU. Others may be designated in writing by the parties at any time.

For Experience Provider:

Name .
Title .
Company .
Address .

City/ST/Zip .
Phone .
Fax .
E-mail .

For BYU:

Marie Bone
Faculty Advisor
PETE Department
249F SFH
Brigham Young University
Provo UT 84602-2228
801-367-4759 (Ph)
801-422-0555 (Fax)
mbone56@msn.com

- 2.4 BYU and the Experience Provider agree to indemnify each other from any claims or liability, including reasonable attorneys’ fees, due to their respective negligent acts or omissions arising from the performance of this Agreement. Each party further agrees to have in effect insurance coverage to adequately underwrite this promise of indemnity.
- 2.5 Neither BYU nor the Experience Provider will be responsible nor held liable for any claims, disputes, losses, damages, injuries, adverse events or outcomes arising out of or caused only by the other party’s actions, inactions or negligence. If, however, such claims disputes, losses, damages, injuries, adverse events or outcomes are the result of the joint fault of both the Experience Provider and BYU, the obligation of each party to indemnify the other hereunder shall be limited to the extent of the indemnifying party’s respective fault.
- 2.6 This Master Agreement is not intended and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association between BYU and the Experience Provider and their employees, Interns, or agents; but rather is an Agreement by and among two independent contractors. Each Intern is placed with the Experience Provider in order to receive educational experience as part of the academic curriculum; duties performed by an Intern are not performed as an employee of the Experience Provider but rather in fulfillment of the academic requirements of the educational experience and are performed under direct supervision by the Experience Provider’s personnel. To the extent allowed under state and/or federal law, neither the Experience Provider nor BYU is required to provide worker’s compensation coverage for the Interns participating in the educational experience.

2.7 The parties acknowledge and agree that it shall be the responsibility of each Intern to: (i) comply with the Experience Provider's policies and procedures; (ii) report any serious problems related to the Experience provider, including safety and personnel problems, to the Faculty Advisor at BYU and the Experience Provider; and (iii) maintain a health insurance policy in effect during the full period of any internship with the Experience Provider.

3. RESPONSIBILITIES OF BYU. BYU shall:

- 3.1 Provide course information and objectives, and ensure that each participating Intern meets academic and other qualifications that are consistent with the objectives and requirements of BYU's program;
- 3.2 Make reasonable efforts to ensure that each Intern from BYU is aware of Intern's responsibilities to abide by the terms of Section 2.7, and that each intern from BYU shall enter into a separate written agreement between BYU and the Intern ("Student Internship Agreement") identical to the agreement attached as Exhibit A;
- 3.3 Provide an administrative framework and a teaching faculty adequate in number, qualifications, and competence to develop and carry forward its instruction and supervision;
- 3.4 Ensure that for each internship, the Faculty Advisor of BYU (i) maintains ongoing contacts with the Intern and the Experience Provider, (ii) discusses the specifics and expectations of the internship with the Intern and the Experience Provider, (iii) monitors the Intern's progress with the intern and the Experience Provider, and (iv) advises the Intern relative to a program of study related to the internship experience; and
- 3.5 Provide liability insurance to cover damage or harm caused by the Intern in the amount of \$1,000,000 per person, per occurrence, \$3,000,000 in the aggregate.

4. RESPONSIBILITIES OF THE EXPERIENCE PROVIDER. The Experience Provider shall:

- 4.1 Provide planned and supervised opportunities for each Intern to perform tasks to acquire and practice various skills based on objectives compatible with those of BYU's program;
- 4.2 Orient the Intern to the Experience Provider's rules, policies, procedures, methods, and operations;
- 4.3 Evaluate the Intern's performance and notify BYU's Faculty Advisor of any cause of dissatisfaction with or of any known misconduct on the part of the Intern;
- 4.4 Comply with all the federal, state, local, and municipal laws, ordinances and codes applicable to Experience Provider;
- 4.5 If applicable, pay the Intern the agreed upon rate of compensation for the term of the internship and fulfill all legal requirements related to Experience Provider's independent contractor/employment relationship with the Intern; and
- 4.6 Accept the primary responsibility for supervision and control of the Intern at the internship site.

5. ENTIRE AGREEMENT. This Agreement constitutes the entire agreement of the parties with respect to the subject matter of this agreement.

In witness whereof, the parties have affixed their signatures below:

Experience Provider

Brigham Young University

By: _____

By: _____

Printed Name:

Printed Name: Adrienne Chamberlain

Date: _____

Date: _____

Internship Housing Information

Single students serving internships who are living in **non-BYU-contracted** housing (this includes when you are away from campus) are required to submit their housing information to BYU Off-Campus Housing to exempt them from the University policy requirement for **single undergraduate** students to live in BYU-contracted housing. Failure to do so will result in a \$25 **nonrefundable** fine being assessed to your account.

If you are living in BYU-contracted housing while doing an internship locally or commuting within Utah (like to SLC), you don't need to submit any housing information, but you **must** update your contracted residential address to where you're currently living.

Call, fax, or e-mail the required information (see below) to:

BYU Off-Campus Housing
801-422-1513 (ph)
801-422-0182 (fax)
och@byu.edu

If you have questions, contact the instructor:

PETE Majors & Coaching Minors —Marie Bone ▪ 801-367-4759 ▪ mbone56@msn.com

PLEASE PRINT

Student Last Name , First Name		ID#		E-mail	
Internship Living Address					
City		State	Zip	Phone	
Experience Provider (school)				Main Phone	
Internship Experience Provider Address				City	State Zip
On-Site Supervisor (head coach)				Direct Phone	
Position/Title (Sport)				E-mail	
Enrollment Year		<input type="checkbox"/> Fall ____ (yr)		<input type="checkbox"/> Winter ____ (yr)	
		<input type="checkbox"/> Spring ____ (yr)		<input type="checkbox"/> Summer ____ (yr)	
Enrolled in Section 001 PETE Majors Section 002 Coaching Minors		PETE 399R	Section No.	# of Credits	Coaching—Faculty Internship Advisors: Marie Bone ▪ 801-367-4759 ▪ mbone56@msn.com (majors)
Duration of Internship		Begin Date:		End Date:	

David O. McKay School of Education
DEPARTMENT OF TEACHER EDUCATION
205 MCKB • Brigham Young University • Provo UT 84602-5099

Indicate your PETE situation <input type="checkbox"/> Minor <input type="checkbox"/> Major	BRIGHAM YOUNG UNIVERSITY COACHING INTERNSHIP WEEKLY REPORT	Please duplicate and complete one form for each week of your internship (to be turned in each week to your Faculty Advisor).
Name	Week of (date)	
Sport	School	
My personal goal this week		
Team goal this week:		
<i>Briefly describe your coaching assignments and any other responsibilities completed this week. Record the hours spent coaching.</i>		
Monday		
Hours		
Tuesday		
Hours		
Wednesday		
Hours		
Thursday		
Hours		
Friday		
Hours		
Saturday		
Hours		
Total hours for week		Cumulative hours for season

BRIGHAM YOUNG UNIVERSITY
COACHING INTERNSHIP
GOAL STATEMENT AND ACTION PLAN—PART I

Name	Week of (date)
------	----------------

Identify three major goals (objectives) you plan to achieve with your athletes during this internship experience and three major goals you plan to achieve for yourself. Briefly discuss how you plan to accomplish each goal. *Use additional pages if necessary.* (Reminder: All forms should be typed.) **Due within two weeks of start of internship.**

MAJOR GOALS WITH ATHLETES (in order of priority)

1.

2.

3.

MAJOR GOALS FOR MYSELF (in order of priority)

1.

2.

3.

**BRIGHAM YOUNG UNIVERSITY
COACHING INTERNSHIP
GOAL STATEMENT EVALUATION—PART II**

Name	Week of (date)
------	----------------

Discuss how successful you were in meeting each goal you established at the beginning of the internship experience. Discuss each goal. Use additional paper if necessary.

MAJOR GOALS WITH THE ATHLETE

1.

2.

3.

MAJOR GOALS FOR MYSELF

1.

2.

3.

**BRIGHAM YOUNG UNIVERSITY
COACHING INTERNSHIP
STUDENT SELF-EVALUATION**

Name	Date
Coaching Assignment (Sport)	Head Coach
Experience Provider / School	

Reflect on the skills and aptitudes you demonstrated while coaching in this internship experience. Write comments which reflect progress you made in the improvement of your coaching skills. Describe the events which illustrate your actions and behavior for each following question. Under Improvement Strategies indicate how you could improve on your performance.

1. Were your actions and behavior (in practices and in contests) consistent with your philosophy?

Improvement Strategies:

2. Were you able to communicate effectively with the athletes, other coaches, parents, officials, and administrators?

Improvement Strategies:

3. How effective were you in teaching sport skills? Were you able to explain and demonstrate skills to the athletes? Were you able to correct errors in the players' skill performance?

Improvement Strategies:

4. Were you able to analyze the game strategies and make adjustments to correct weaknesses? (For individual sport events answer this question in relation to adjusting the strategy of the individual performer.)

Improvement Strategies:

5. Did you systematically plan the season and daily workout and practice sessions? Did you make effective use of practice time? If you were not involved in planning practice sessions, comment on the effectiveness of the workout and make suggestions on how you would do things differently.

Improvement Strategies:

6. To what extent did you manage the equipment and facilities effectively? Did you inspect the equipment and facilities regularly to provide for a safe environment? Were maintenance records kept and filed? If you were not given these responsibilities, comment on how you would handle equipment and facilities.

Improvement Strategies:

REPORT OF THE INTERNSHIP

FINAL PAPER

Discuss your assignment in relation to the quality of the experience and the quantity of work or time you spent during the internship. (*Limit this evaluation to 3 pages or less.*)

In addition, answer the following questions:

A. What could ***YOU*** have done to improve your internship experience?

B. What could ***BYU*** have done to improve your internship experience?

**BRIGHAM YOUNG UNIVERSITY
COACHING INTERNSHIP
STUDENT'S APPRAISAL OF SCHOOL/AGENCY**

Name	Date
Coaching Assignment (Sport)	Head Coach
Experience Provider	

Code: A—Always, F—Frequently, O—Occasionally, S—Seldom, N—Never (check the appropriate column)

	A	F	O	S	N
Did your head coach orient you effectively to your coaching assignment?					
Was your head coach of assistance in your developing an effective working relationship with the other coaches and the athletes?					
Did your head coach appear interested in you as an individual?					
Did your head coach provide adequate opportunity and training to help you improve your coaching and teaching skills?					
Did your head coach motivate you to improve yourself?					
Did you receive adequate instructions or assistance from the head coach in the conduct of your coaching assignment?					
Did the head coach schedule conferences or meet with you to provide feedback and an on-going evaluation of your coaching performance?					
Was the head coach willing to listen to whatever suggestions or recommendations you offered?					
Was he/she willing to discuss them with you?					
Comment on your relationship with the head and assistant coaches:					

**BRIGHAM YOUNG UNIVERSITY
COACHING INTERN
MID-SEASON PROGRESS REPORT**

Intern's Name	Date
Coaching Assignment (Sport)	Head Coach
Experience Provider	Head Coach Signature

Instructions: The head coach or supervisor of the intern should complete this form. Please evaluate the student objectively, comparing him/her with other students of comparable academic level and training. It is also suggested that the head coach discuss this evaluation with the intern. A Faculty Advisor will use this evaluation to guide and counsel the intern.

1. Briefly discuss the position and responsibilities assigned to intern.

2. Check the appropriate column:

Code: E—Excellent, VG—Very Good, A—Average, F—Fair, U—Unsatisfactory

	E	VG	A	F	U
Dependable in completing assignments					
Takes directions					
Able to communicate with athletes and coaches					
Takes initiative					
Able to organize materials and events					
Knows sport skills and tactics					
Produces quality work					
Attends as required					
Punctual					
Overall performance					

3. Comment on student's performance:

Please submit this evaluation to: **PETE Majors and Coaching Minors**
 Marie Bone
 PETE Department
 249F SFH or mbone56@msn.com
 Brigham Young University
 Provo UT 84602-2212

**BRIGHAM YOUNG UNIVERSITY
COACHING INTERNSHIP FINAL EVALUATION**

Name	ID#	
Coaching Assignment (Sport)	Date	
Experience Provider		
Supervisor's Name (Print)	Supervisor's Position	Supervisor's Signature

To be completed by the Head Coach or Immediate Supervisor

Please evaluate the student objectively, comparing the intern with other students or workers of comparable academic level or with other personnel assigned the same or similar tasks. Remarks are particularly helpful, and any additional comments or information that will help to provide a clear picture of the intern's performance and responsibilities can be attached to this form. This evaluation will be used to assist in determining a grade for the student and as a basis for counseling. It is strongly suggested that the head coach or supervisor discuss this evaluation of the student's performance with the student. Please be candid; this joint evaluation is of paramount importance to the student's professional and personal development. Because this evaluation is a factor in determining this individual's grade, it is an education record under the Family Education Rights and Privacy Act. Under this law, the student has a legal right to examine this evaluation upon request.

Please check the appropriate space to indicate the student's progress or attainment and make any additional comments in the space provided. There may be statements that do not apply to your situation or may request information not available to you. If this is true, simply omit responding to those items.

The content of this recommendation will be disclosed to prospective employers and may be reviewed by the student. (Please type or print with black ink, if possible.)

Code: E—Excellent, VG—Very Good, A—Average, F—Fair, U—Unsatisfactory

PART I—Personal Qualities	E	VG	A	F	U
Sets a positive example in the use of language, in deed or action, and in appearance.					
Respects student athlete's rights and abilities.					
Has a positive attitude and enthusiastic personality.					
Has emotional stability and self-control.					
Cooperates with and has good interpersonal relations with the athletes, other coaches, staff and the parents.					
Knows how to motivate athletes.					
Helps the athletes know and follow the training rules, team rules, and the consequences of breaking such rules and requirements.					
Is honest and fair in dealing with athletes/coaches.					
Is concerned about the athletes' academic achievements as well as athletic ability.					
Is loyal and supportive to the head coach and the school's athletic policies.					
Demonstrates and teaches good sportsmanship to players.					
Is respectful toward opponents, parents, officials, media, etc.					
Can communicate effectively with athletes, coaches, parents, etc.					

Code: E—Excellent, VG—Very Good, A—Average, F—Fair, U—Unsatisfactory

PART II—Knowledge of the Sport and Methods of Coaching	E	VG	A	F	U
Is knowledgeable of the skills and techniques necessary for each position in the sport.					
Uses sound up-to-date methods to teach skills and techniques (drills, scrimmage, etc.).					
Is knowledgeable and effectively uses up-to-date offensive and defensive strategy in the sport.					
Has a good knowledge of scouting techniques, can scout effectively and can effectively use scouting reports.					
Evaluates team personnel in drill performance and in practice sessions effectively.					
Evaluates game performance effectively.					
PART III—General Functions and Responsibilities	E	VG	A	F	U
Uses the daily practice time efficiently.					
Uses and cares for facilities and equipment efficiently.					
Is knowledgeable about training and conditioning programs and procedures for the athlete.					
Performs game management tasks efficiently.					
Uses proper procedures for prevention of injuries.					
Uses proper procedures for handling injuries.					
Is able to properly fit equipment to prevent injuries.					
Employs reasonable and prudent conduct to avoid negligence and liability.					
Assists in program evaluation effectively.					
Is capable of assisting in evaluating officials.					
Understands the importance of good relations with all news media, fans, and parents.					
Knows and abides by the school and/or district policies governing athletics.					
COMMENTS:					

Please submit this evaluation to:

PETE Majors and Coaching Minors
 Marie Bone
 PETE Department

249F SFH or mbone56@msn.com
 Brigham Young University
 Provo UT 84602-2212

**BRIGHAM YOUNG UNIVERSITY
COACHING INTERNSHIP**

To be completed by student.

I agree / disagree with my Head Coach (supervisor's) evaluation.

Intern's Name	Intern's Signature
Coaching Assignment (Sport)	Date
Experience Provider	

If you DO NOT concur with your Head Coach or supervisor's evaluation, please comment as to your reasons:

**PETITION FORM
STUDENT AGREEMENT
INTERNSHIP OFFICE, BRIGHAM YOUNG UNIVERSITY**

Instructions: If you are adding an internship course between the add/drop deadline and the discontinuance deadline of the current semester or term and your department internship coordinator has approved your internship, please fill out this form entirely with your department internship coordinator's signature and your signature then take the completed form to the Records/Registration Office at B-150 ASB within 5 business days of beginning your internship.

Student Name				BYU ID #	
Teaching Area	PETE 399R	Registration #	11821	Section Number	<input type="checkbox"/> 001 (majors) <input type="checkbox"/> 002 (minors)
Semester/Term Enrolled		Year		Credit Hours	
Internship Start Date				End Date	

Experience Provider		Phone	
Complete Internship Address		E-mail	
Internship Supervisor		Phone	
		E-mail	
BYU Internship Coordinator	Teacher Education has no Internship Coordinator	Phone	None
		E-mail	None
BYU Faculty Mentor/Advisor	<input type="checkbox"/> Coach Marie Bone	Phone	801-367-4759
		E-mail	mbone56@msn.com

The student hereby agrees to the following:

1. Be enrolled as an internship student.
2. Comply with all Experience Provider rules, policies and procedures.
3. Complete the internship during the dates specified unless modified by the Experience Provider and BYU.
4. Work conscientiously under the direction of the supervisor assigned by the Experience Provider, submitting all reports and assignments as required.
5. Report serious problems, including physical, safety and personnel, to the Experience Provider supervisor and the BYU Internship Coordinator.
6. Complete all BYU academic assignments and course work as outlined by the applicable department.
7. Adhere to BYU's Honor Code and the Experience Provider's Standards of Personal Conduct and Dress and Grooming Standards.
8. Receive and read a copy of the Internship Master Agreement between BYU and the Experience Provider. I acknowledge that it is incorporated by reference into this Agreement and that I am bound by such terms and conditions therein which specifically apply to interns.
9. Consult with my personal physician in regard to necessary immunizations and any other medical matters relating to my participation in the internship program.
10. Authorize BYU's designated representative to grant permission for my necessary medical treatment for which I will be financially responsible if, during my participation in the program, I become incapacitated or otherwise unable to provide consent to medical treatment and advance consent cannot be obtained from my family.
11. Participation as an intern may involve risks not found in study at BYU. These include risks involved in traveling to and returning from place of internship; different standards of design, safety, and maintenance of buildings, public places, and conveyances; local medical and weather conditions. I represent that I have made my own investigation and am willing to accept these risks.

Secondary Education 496R Student Teaching Internship Fall 2014

Instructor:

Dr. Todd Pennington
249 E SFH, 422-2335
E-mail: todd_pennington@byu.edu
Office Hours: M 2-3 pm, TH 1-3 pm

Learning Outcomes:

1. Interns will demonstrate competency in the Healthy and Active Lifestyle management and instructional desired competencies as evidenced by their final video desired competency project, and university supervisor and mentor teacher CPAS evaluations. (Learning Outcomes #1, 4, 5, & 8).
2. Interns will demonstrate an understanding of the National Standards as evidenced through their employment portfolio and the TWS. (Learning Outcomes #2, 3, 5, & 6).
3. Interns will write developmentally appropriate lesson plans using the known characteristics of K-12 high students. Students will demonstrate competence as evidenced by completed lesson plans for university supervisor observations, employment portfolio, and the TWS. (Learning Outcomes #2, 7, & 8).
4. Interns will demonstrate reflective practice in making necessary adaptations for student learning as evidenced by their final video desired competency project, TWS, and the university supervisor and mentor teacher CPAS evaluations. (Learning Outcomes #9).
5. Interns will demonstrate competence in professional job preparation skills as evidenced by their resume, employment portfolio, and mock interview performance. (Learning Outcomes #10).
6. Interns will demonstrate attitudes and behaviors that exhibit professionalism as evidenced by their attendance at student teaching seminars, school PLC's and/or department collaboration meetings, and the university and mentor teacher CPAS evaluations. (Learning Outcomes #10 & 11).

PETE 496R (Physical Education Internship)
Fall Semester 2014

Date	Schedule of Seminars, Assignments, and Due Dates
Sept. 3 Wednesday	Physical Education 476 Student Teaching Orientation. Meet in 249 K SFH 8:00 a.m. -10:50 a.m.
Sept. 4 Thursday	Begin Student Teaching in the public schools all day.
Sept. 10 Wednesday	Turn in completed cooperating teacher interview questions to your university supervisor. <ul style="list-style-type: none"> • Turn in teaching schedule to university supervisor.
Sept. 16 Tuesday	Seminar at BYU meet in 249 K SFH –12:30 to 2:30 p.m. <ul style="list-style-type: none"> • Turn in Teacher Work Sample Sections (1-4) for first unit you will teach from start to finish with cooperating teachers signature/approval • Resume writing seminar--Career Services
Sept. 24 Wednesday	<ul style="list-style-type: none"> • Turn in Mid-term Teaching Evaluation CPAS (Blue Evaluation form) from first placement to Dr. Pennington (If in one school this will be your first evaluation).
Oct. 7 Tuesday	<ul style="list-style-type: none"> • Seminar at BYU meet in 249 K SFH 12:30 to 2:30 p.m. • Complete SEC ED requirements (FED-field experience demographics) • Work on Teacher Work Sample Sections (4-7) • Turn in copy of your resume to Dr. Pennington for mock interview.
Oct. 21 Tuesday	Seminar at BYU meet in 249 K SFH 12:30 to 2:30 p.m. <ul style="list-style-type: none"> • Verify Cooperating teacher turned in Final Teaching Evaluation CPAS (Electronic Evaluation form) from first placement. • Turn in Teacher Work Sample Sections (1-7) for the first unit you taught from start to finish • Turn in Desired Competencies Matrix #1 • Portfolio Questions
Oct. 22 Wednesday	Orientation with School Principal's at 8:00 a.m. for your second placement. Public schools all day.
Oct. 29 Wednesday	Turn in completed cooperating teacher interview questions to your university supervisor. <ul style="list-style-type: none"> • Turn in teaching schedule to university supervisor.
Nov. 4 Tuesday	Seminar at BYU meet in 249 K SFH 12:30 to 2:30 p.m. <ul style="list-style-type: none"> • Bring draft of portfolio and get feedback. • Interviewing Skills
Nov. 14 Friday	<ul style="list-style-type: none"> • Turn in Mid-term Teaching Evaluation CPAS (Blue Evaluation form) from second placement to Dr. Pennington (If in one school this will be your second evaluation).
Nov. 21 Friday	Seminar at BYU. Mock interviews will be held from 8:30 am-Noon. <ul style="list-style-type: none"> • Mock interview experience. • Turn in teaching portfolio to Dr. Pennington following your mock interview.
Dec. 9 Tuesday	Seminar at BYU meet in 249 K SFH 12:30 to 2:30 p.m. <ul style="list-style-type: none"> • Complete Fitnessgram Assessment • Complete Sec Ed requirements (PIBS & CDS) • Turn in Desired Competencies Matrix #2 • Verify Cooperating teacher turned in Final Teaching Evaluation CPAS (Electronic Evaluation form)

Dec. 15 Monday

Final student teaching seminar at BYU meet in 249 K SFH 10:00 am – Noon.

- **Complete student teaching seminar course evaluation**
- **Turn in Desired Competencies Final Project**
- Reflect on entire student teaching experience
- First year teaching tips/Career planning

PHYSICAL SCIENCE 476/496
STUDENT TEACHING

COURSE SYLLABUS

INSTRUCTORS:	Duane Merrell
OFFICE:	N-143 ESC
OFFICE HOURS:	By Appointment
PHONE:	422.2255
EMAIL:	duane_merrell@byu.edu

A. COURSE DESCRIPTION AND GOALS

Student teaching/Internships are considered your capstone experience. During student teaching/internship you will follow the same professional guidelines. This includes keeping contract hours (being at school a minimum of 30 minutes before and after regular school hours), professional dress, and attendance at faculty meetings, parent-teaching conference and other professional work days.

B. COURSE ORGANIZATION

Student teaching (476) experience should follow this trajectory. Cooperation with your mentor will determine how long you spend in each stage.

Stage 1: Observation

The student teacher observes the mentor teacher modeling good teaching practices.

Stage 2: Teaming

The student teacher and the mentor teacher plan and teach lessons cooperatively.

Stage 3: Independent Teaching with Observation

The student teacher teaches independently with the mentor teacher reviewing plans, observing the student teacher's instruction methods and conferencing after each lesson.

Stage 4: Independent Teaching

The student teacher teaches independently. This stage is important for the student teacher to gain independence and confidence. Your mentor teacher will not be an obvious presence in the room.

Stage 5: Closure - Student Teacher as Critical Observer

The mentor teacher begins to assume more responsibility for the classroom.

The last two or three days of the semester you will take the opportunity to observe other teachers in your school. You may visit teachers in any subject area.

Internship (496) is a yearlong experience. You are the teacher of the class and you will receive help from school mentors and BYU supervisors.

Observations—We will visit you weekly during the semester.

Calendar—Communicate with us any changes in the weekly schedule so we can make visits productive.

C. GRADING

It comes as a disappointment to many to learn this class is graded P/F.

You will also receive an individual UPTOP evaluation from both your mentor teacher and your university supervisor. It will combine a rating system *and* narrative that will be placed in your teacher file for potential principals to read. This is graded in a scale of 1-4. The cut-score is 2.3 to pass student teaching. Please note that though the scale goes to 4, student teachers may not receive scores above 3.

Your culmination of your student teaching will be documented in a Teacher Work Sample (TWS). The TWS is to be completed on your first solo unit and it's due no later than the Monday after Thanksgiving Fall Semester and the Monday a week before reading days Winter Semester (476 and 496). You may certainly complete it earlier than then. Here is the link

<https://learningsuite.byu.edu/plugins/Upload/fileDownload.php?fileId=dce6dbdb-47P9-kpPo-RA8Q-fd3d0c0cbfea>

PHYSICAL SCIENCE 476/496
STUDENT TEACHING

COURSE SYLLABUS

INSTRUCTORS:	Duane Merrell
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A. COURSE DESCRIPTION AND GOALS

Student teaching/Internships are considered your capstone experience. During student teaching/internship you will follow the same professional guidelines. This includes keeping contract hours (being at school a minimum of 30 minutes before and after regular school hours), professional dress, and attendance at faculty meetings, parent-teaching conference and other professional work days.

B. COURSE ORGANIZATION

Student teaching (476) experience should follow this trajectory. Cooperation with your mentor will determine how long you spend in each stage.

Stage 1: Observation

The student teacher observes the mentor teacher modeling good teaching practices.

Stage 2: Teaming

The student teacher and the mentor teacher plan and teach lessons cooperatively.

Stage 3: Independent Teaching with Observation

The student teacher teaches independently with the mentor teacher reviewing plans, observing the student teacher's instruction methods and conferencing after each lesson.

Stage 4: Independent Teaching

The student teacher teaches independently. This stage is important for the student teacher to gain independence and confidence. Your mentor teacher will not be an obvious presence in the room.

Stage 5: Closure - Student Teacher as Critical Observer

The mentor teacher begins to assume more responsibility for the classroom.

The last two or three days of the semester you will take the opportunity to observe other teachers in your school. You may visit teachers in any subject area.

Internship (496) is a yearlong experience. You are the teacher of the class and you will receive help from school mentors and BYU supervisors.

Observations—We will visit you weekly during the semester.

Calendar—Communicate with us any changes in the weekly schedule so we can make visits productive.

C. GRADING

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You will also receive an individual UPTOP evaluation from both your mentor teacher and your university supervisor. It will combine a rating system *and* narrative that will be placed in your teacher file for potential principals to read. This is graded in a scale of 1-4. The cut-score is 2.3 to pass student teaching. Please note that though the scale goes to 4, student teachers may not receive scores above 3.

Your culmination of your student teaching will be documented in a Teacher Work Sample (TWS). The TWS is to be completed on your first solo unit and it's due no later than the Monday after Thanksgiving Fall Semester and the Monday a week before reading days Winter Semester (476 and 496). You may certainly complete it earlier than then. Here is the link

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POLI 399R Learning Objectives Supplement

See the PLSC 399R syllabus for selecting the learning objective for your internship. First identify the category that most closely matches your type of internship organization or the type of work assignments you will perform. Second, *in consultation with your work supervisor* select one of the objectives that you will focus on during the internship. Remember that if none of these objectives will work for your internship, you may modify an existing one or develop another one as a substitute for those on the list as long as the modification or substitution has the approval of the Political Science Intern Director within the first three weeks (preferably within the first week) of the internship. Discuss with your supervisor ways in which you will be able to accomplish the objective either through observation, participation in meetings and/or through your work assignments.

Advisory Council

1. Examine and evaluate the relationship between your organization and the state agencies with which it interacts. What impact do those agencies have on the organization? Which agencies have more influence than others? Why? How does your organization attempt to influence those agencies?
2. Examine and evaluate the relationship between your organization and city and county governments. What impact do those governments have on the organization? Which levels of government have more influence than others? Why? How does your organization attempt to influence those governments?
3. Examine and evaluate how budget concerns and the state budget process effect your organization. What are your organization's budget priorities? How are the priorities established? In what ways does your organization attempt to achieve its budget goals? How does your organization attempt to influence the state budget process?
4. Examine and evaluate the techniques the organization uses to further its influence (e.g. publicity and mass media, mass mailing, litigation, influence on rulemaking, election activities, etc.). How influential is it in accomplishing its goals?
5. How do public opinion and the media influence your organization? How does your organization attempt to influence the media and public opinion? How significant are these factors in influencing the organization's budget priorities? Evaluate how successful your agency is in accomplishing its media and public opinion goals.
6. What factors determine which programs your organization will promote? Which factors are more influential in the decision-making than others? How does your organization inform itself about possible programs to consider for promotion?
7. Examine and evaluate the role your organization plays in the policy-making process at the various levels of government (i.e. the Congress and federal agencies, the state legislature and state agencies, and local government legislative bodies and agencies). Use specific examples to explain to show why or why isn't effective in that role.

Attorney--City

1. How does the principle of sovereign immunity affect the city government's policies on liability? Are there other factors that shape the city's liability policies?
2. Examine and evaluate the criteria the city attorney's office uses to decide which claims it

chooses to litigate as opposed to those it decides to settle outside of court? Who makes those decisions?

3. Examine and evaluate the relationship of city attorney's office with the city council. To what extent is the city attorney able to make decisions independent of the city council?
4. Examine and evaluate the various motions used in a trial. How are motions used as part of the attorney's strategy? Which motions are more effective than others?
5. Examine the background, education and experience of the attorneys in your office. How do these factors determine their effectiveness and the opinion their associates have of them? Is education a more important factor than experience in predicting an attorney's success?
6. What are the various stages of a case, including those before and during a trial? What is the relative significance of each of them in determining the success of the case? Why?
7. What factors determine whether or not a case will be settled prior to the trial? Examine and evaluate the role the attorneys, clients and judge play in that process and decision.

Attorney--County

1. Examine and evaluate the various sources of the law, their relative weight, and the methods and means of finding and weighing those sources.
2. Examine and evaluate the various motions used in a trial. How are motions used as part of the attorney's strategy? Which motions are more effective than others?
3. What are the various stages of a case, including those before and during a trial? What is the relative significance of each of them in determining the success of the case? Why?
4. What factors determine whether or not a case will be settled prior to the trial? Examine and evaluate the role the attorneys, clients and judges play in that process and decision.
5. Examine and evaluate the incentives and obstacles prosecutors have to move through the docket. What factors hinder or promote a speedy trial? How do those factors affect the nature of the prosecution?
6. What characteristics (e.g. family situation, education, economic status, prior arrests, etc.) seem to indicate the likelihood of criminal activity? Are some individuals more likely to be prosecuted as opposed to others? Do prosecutors tend to be more lenient with individuals who have certain elements in their background? Why?
7. Examine and evaluate the relationship between prosecuting attorneys and defense attorneys. How collegial are they with one another? What factors influence the level of collegiality? Does the relationship impact decisions to prosecute or plea bargain?
8. Is there a difference in the outcome of a trial for individuals who are represented by public defenders as opposed to those who can afford to hire their own defense attorney? What are the differences between the representation someone receives from a public defender as opposed to a regular criminal lawyer? Are public defenders regarded differently by prosecutors?
9. What are the differences between the formal and informal rules that govern how cases are prosecuted and trials proceed? How is one influenced by the other? What difference does mastery of the informal rules make to the outcome of an attorney's case?
10. How does the principle of sovereign immunity affect the county's policies on liability? Are there other factors that shape the county's liability policies?
11. Examine and evaluate the criteria the county attorney's office uses to decide which claims it chooses to litigate as opposed to those it decides to settle outside of court? Who makes those

decisions?

Attorney General

1. Describe and evaluate the legislature's oversight of the Attorney General's Office.
2. How does the Attorney General decide what issues to focus on and what are the options she has for pursuing those issues?
3. Describe and evaluate how the Attorney General and her staff coordinate with the Governor and other executive branch entities in dealing with the Legislature.
4. Describe and evaluate the relationship that lobbyists and special interest groups have with the Attorney General's staff.
5. Describe and evaluate the role of the Attorney General in formulating and passing legislation.
6. Describe and evaluate the relationship of the Attorney General and the Governor in Utah State government.
7. Compare the Utah Attorney General's role in the executive branch with that of Attorneys General in other states.

Business

1. Examine and evaluate the effect of federal and state regulations on your firm. How and to what extent does your firm attempt to have an impact on those regulations? To what extent does it seek to join with competing firms to influence policy makers?
2. Examine and evaluate your firm's relationship with its related trade associations. What determines its influence in those associations and how does it seek to exert that influence?
3. Examine and evaluate the means your firm uses to affect legislation. What are its principal tools? What stages of the legislative process provide the best opportunity for your firm to have the most significant impact?
4. Examine and evaluate the role of public opinion in your firm's efforts to affect public policy. What means does it use to influence public opinion? Why or why not are these effective?
5. Examine and evaluate the process through which your firm determines which policy issues it will seek to influence. How does the nature of the issue affect its strategy for impacting the policy?

Attorney--Personal Injury

1. Examine and evaluate the criteria the firm uses to decide which claims it chooses to litigate as opposed to those it decides to settle outside of court? Who makes those decisions? What percent of cases are settled outside of court?
2. Examine and evaluate the various motions used in a trial. How are motions used as part of the attorney's strategy? Which motions are more effective than others?
3. What are the various stages of a case, including those before and during a trial? What is the relative significance of each of them in determining the success of the case? Why?
4. Summarize the laws and statutes in negligence law and analyze how they are applied in the cases with which you are involved.
5. Examine and evaluate the relationship between the firm and the insurance companies with which it does business. Are the practices and procedures for settling claims routine and fairly common or are extensive negotiations required before a case is settled?

Business--International

1. Analyze the current governmental structure of the foreign government with you deal and the ways in which it formulates and implements public policy.
2. Analyze the economic situation in the foreign government and the role the government plays in the economy.
3. Examine the challenges for a country transitioning from a planned to a market economy.
4. Describe the role the U.S. State Department and the U.S. Department of Commerce play in promoting U.S. foreign trade. (As part of accomplishing this objective you should interview an official with the U.S. Embassy responsible for commerce matters.)
5. Compare and contrast the trade policies of the foreign government and those of the United States. Develop a model that explains the differences.
6. Detail the major international issues that affect your firm, particularly those that involve the United States. Assess and evaluate how your firm responds to the most significant of those issues and the effect they have on its corporate strategy.
7. Examine and evaluate how your firm is affected by the current restructuring of the target country's economy. What general conclusions can you draw about the effectiveness of the current government's policies based on your observations of the impact they are having on your firm?
8. Examine and evaluate how the current climate for trade and investment is affecting your firm. What relationship does that climate have to the firm's product development and marketing strategy?

Campaign

1. Examine and evaluate the campaign strategy. Discuss how and why the campaign theme and delivery evolve and change over time.
2. Examine and evaluate the ways in which voter information is gathered. How is that information used in determining the target audience for the campaign?
3. Examine and evaluate the various campaign events. How do they fit into the campaign strategy?
4. How is the campaign organized and what are the roles of the various members of the staff? Do the staff members work well together? Why or why not?
5. Examine and evaluate how the candidate is used in the campaign and his involvement in decision making. What determines where he/she will speak and on which issues?
6. How are the media covering the campaign and what are the ways in which the campaign is using the media?
7. Examine and evaluate the campaign's strategy for fund raising. What are the demographic characteristics of contributors to the campaign? How do those characteristics affect the strategy?
8. Describe and evaluate the progress of your candidate's campaign as compared with that of his/her opponent's campaign.
9. Describe the major issues of the election and how your campaign responds to them.

City Council

1. Describe and analyze the various policy decisions underlying how the city raises and

- spends money—what are the major objectives, constraints, considerations, etc.? Discuss the strengths and weaknesses of these decisions.
2. Examine and evaluate how the city council interacts with the public. Construct possible models of representation that capture the different ways in which council members represent the public.
 3. Analyze the public involvement in council affairs—what kinds of people get involved, what kinds of participation takes place, and what are the impacts? In the final paper construct categories to describe what issues members of the public are involved in.
 4. Examine and evaluate the interaction between the municipal council and the mayor and the city bureaucracy. In the final paper develop models that describe and assess how, and how well, that interaction occurs for different kinds of issues.
 5. Analyze the relationship of the city government, and the municipal council in particular, to the county, state and federal governments.

City International Trade Development Office

1. Describe and evaluate the city's policies to promote its businesses. Contrast the city's policies with those of other government entities (i.e. county and state) and other cities.
2. Describe and evaluate the criteria used to determine which countries are approached as potential importers.
3. What problems are created for companies as they seek to expand internationally and how can they be resolved?
4. Describe and evaluate the involvement of elected officials and bureaucrats in developing and promoting international trade.
5. Develop a model that explains why some companies are more successful than others in exporting their products internationally.
6. What problems are created when cities within the same state compete with each other to promote their businesses? What are some options to deal with those problems?

City Manager

1. Describe and analyze the various policy decisions underlying how the city raises and spends money—what are the major objectives, constraints, considerations, etc. Discuss the strengths and weaknesses of these decisions.
2. Examine and evaluate the relationship between the city government to the county, state and federal governments. In what ways are the relationships interdependent and in what ways do these relationships constrain decision makers in the city?
3. Describe and evaluate the relationship between the city's administrative officers and the city council. How do they cooperate with each other and what are the tensions that exist? To what extent are any tensions the result of the way in which city government is structured?
4. Describe the way and extent to which public opinion affects the city's administrators. Evaluate which means citizens use that are more effective and which ones are less or not effective at all.

Congressional Staff

1. Examine and evaluate how the representative or senator represents his/her constituents.

2. Examine and evaluate how your office relates to and works with state and local governments.
3. Describe the major social issues with which your office deals. Examine and evaluate the process through which the representative or senator and his staff address them. What is the effect of their involvement in the outcome of those issues?
4. Examine and evaluate the relationship between the district office staff and the Washington office staff.
5. Examine and evaluate the role and structure of the professional staff. What is their influence (collectively and individually) on the member? How do the staff members relate to one another? What is the role of and relationship with the state/district staff to the Washington, D.C. staff?
6. Describe the major issues your office deals with and the process through which the member and his or her staff address them. What is the outcome of their (member and staff) involvement in those issues?
7. Describe how individual constituents and various interest groups effect the member's legislative decisions. In what ways can constituents, individually or in groups, have the greatest impact on a member of Congress?
8. Examine and evaluate how the staff and the member relate to and work with executive branch departments or agencies. To what degree are the member and staff members able to influence departments or agencies and to what degree are the member and staff influenced by the department or agency? What factors explain the level of influence?

County Government

1. Describe and analyze the various policy decisions underlying how the county government raises and spends money—what are the major objectives, constraints, considerations, etc. Discuss the strengths and weaknesses of these decisions?
2. Examine and evaluate how the county commission interacts with the public. Construct possible models of representation that capture the different ways in which council members represent the public.
3. Analyze the public involvement in board affairs—what kinds of people get involved? What kinds of participation takes place? What are the impacts? In the final paper construct categories to describe what issues members of the public are involved in.
4. Examine and evaluate the interaction between the board of supervisors or county commissioners and the county bureaucracy. Develop a model that describes and assesses how, and how well, that interaction occurs for different kinds of issues.
5. Examine and evaluate the relationship of the county government, and the county commission or board of supervisors in particular, to the city, state and federal governments.
6. Examine and evaluate the process through which the county determines zoning policies. What factors (i.e. citizens, economics, interest groups, and the bureaucracy) determine such policies? How and to what extent do federal regulations constrain the county?

Court

1. Examine and evaluate the process a judge goes through to decide a case. What are the limits of his discretion? What are the most significant factors that constrain him or her?
2. Examine and evaluate the various sources of the law, their relative weight, and the methods

and means of finding and weighing those sources.

3. Examine and evaluate the various motions used in a trial. How are motions used as part of the attorney's strategy? Which motions are more effective than others?
4. What are the various stages of a case, including those before and during a trial? What is the relative significance of each of them in determining the success of the case? Why?
5. What factors determine whether or not a case will be settled prior to the trial? Examine and evaluate the role the attorneys, clients and judge play in that process and decision.
6. Examine and evaluate the incentives and obstacles prosecutors have to move through the docket. What factors hinder or promote a speedy trial? How do those factors affect the nature of the prosecution?
7. What characteristics (e.g. family situation, education, economic status, prior arrests, etc.) seem to indicate the likelihood of criminal activity? Are some individuals more likely to be prosecuted as opposed to others? Do prosecutors tend to be more lenient with individuals who have certain elements in their background? Why?
8. Examine and evaluate the relationship between prosecuting attorneys and defense attorneys. How collegial are they with one another? What factors influence the level of collegiality? Does the relationship affect decisions to prosecute or plea bargain?
9. Is there a difference in the outcome of a trial for individuals who are represented by public defenders as opposed to those who can afford to hire their own defense attorney? What are the differences between representation that a client receives from a public defender as opposed to a regular criminal lawyer? Are public defenders regarded differently by prosecutors?
10. What are the differences between the formal and informal rules that govern how cases are prosecuted and trials proceed? How is one influenced by the other? What difference does mastery of the informal rules make to the outcome of an attorney's case?

Economic Development Office/Agency

1. Describe and evaluate state government policies to attract business to the state. Contrast the state's policies with those of local (i.e. city and county) governments.
2. Describe and evaluate the criteria used to determine which companies are approached to relocate to your state.
3. What problems associated with economic growth are confronting the state and how can they be resolved?
4. Describe and evaluate the involvement of elected officials and bureaucrats in attracting businesses to relocate to the state.
5. Develop a model that explains why some states are more successful than others in attracting prospective companies.
6. What problems are created when states compete with each other to attract business? What are some options to deal with those problems?

Education Department

1. Describe and analyze the process through which the federal and state governments award education grants. Do these processes meet the statutory goals for which they were established? Why or why not? Give specific examples from your internship experience to

support your view.

2. Analyze the roles that federal, state and local governments play in adult education. In what ways do those roles complement each other and in what ways do they conflict? How do the roles deviate in practice from those defined by the relevant federal, state and local statutes?
3. Describe and analyze the ways in which educators attempt to affect the policy process. Which means are most effective? Why are they effective?
4. Describe and analyze the affect that funding has on education policy and practice. To what degree are policy and practice guided by accepted norms in the education profession and to what degree are they guided by funding sources? Use specific examples to support your conclusion.

Embassy (foreign government—not U.S. embassies)

1. Examine and evaluate how the embassy furthers the interests of its government in the United States. What barriers hinder those interests? What role does the embassy play in overcoming those barriers?
2. Examine and evaluate the embassy's relationship with Congress. How does the embassy attempt to influence Congress? How is it influenced by Congress? What is the relationship of the embassy staff with congressional staff?
3. Examine and evaluate the relationship of the embassy with the U.S. Department of State and other elements in the federal foreign policy bureaucracy. What means does the embassy staff have to interact with them? How effective is the staff in influencing the bureaucracy? How is the embassy influenced by them?
4. What is the role of the ambassador in the embassy and in the United States? What is his/her relationship to the other members of the embassy's staff and to the home government? Why or why isn't it a cooperative relationship? What limitations does the ambassador have in his/her ability to make and implement decisions?
5. Examine and evaluate the relationship between the political, economic, consular and administrative sections of the embassy. What is the role of each section? Is their relationship a cooperative one or do they ever conflict with one another? If there is conflict, who resolves it and who is likely to win?
6. Describe the formal and informal channels the embassy uses to influence U.S. foreign policy. Which is most effective? Why?
7. Examine and evaluate the various forms of public diplomacy used by the embassy. To what extent are they successful in furthering the embassy's goals?
8. Examine and evaluate the flow of information and instructions between the embassy and its government. To what extent does the embassy maintain a close relationship with the home government? Is there a sense that the information supplied by the embassy has an impact on its government's policies? What degree of latitude does the embassy staff have in its decision-making and operations? Why does or doesn't it have much freedom to operate with some independence?

Embassy—U.S.

1. Examine and evaluate how the embassy furthers the interests of its government in the host country. What barriers hinder those interests? What role does the embassy play in overcoming those barriers?

2. Examine and evaluate the embassy's relationship with the legislature of the host country. How does the embassy attempt to influence the legislature? How is it influenced by the legislature? What is the relationship of the embassy staff with legislative staff?
3. Examine and evaluate the relationship of the embassy with the host country's foreign ministry and other elements in the foreign policy bureaucracy. What means does the embassy staff have to interact with them? How effective is the staff in influencing the bureaucracy? How is the embassy influenced by them?
4. What is the role of the ambassador in the embassy and in the host country? What is his/her relationship to the other members of the embassy's staff and to the U.S. State Department? Why or why isn't it a cooperative relationship? What limitations does the ambassador have in his/her ability to make and implement decisions?
5. Examine and evaluate the relationship between the political, economic, consular and administrative sections of the embassy. What is the role of each section? Is their relationship a cooperative one or do they ever conflict with one another? If there is conflict, who resolves it and who is likely to win?
6. Describe the formal and informal channels the embassy uses to influence the host country's foreign policy. Which is most effective? Why?
7. Examine and evaluate the various forms of public diplomacy used by the embassy. To what extent are they successful in furthering the embassy's goals?
8. Examine and evaluate the flow of information and instructions between the embassy and the U.S. government. To what extent does the embassy maintain a close relationship with the government? Is there a sense that the information supplied by the embassy has an impact on U.S. policies? What degree of latitude does the embassy staff have in its decision-making and operations? Why does or doesn't it have much freedom to operate with some independence?

Environmental Issues Special Interest Firm

1. Examine and evaluate the relationship between state and federal agencies on environmental policy issues. What are the ways in which tribal governments are able to influence state and federal policies? In what ways are they limited?
2. Examine and evaluate the means through which your firm seeks to influence federal, state and local policies. Besides the courts, what avenues does it pursue in accomplishing its objectives--the media, lobbying elected officials, etc?
3. Examine and evaluate the sources of funding for your firm. To what extent do court awards, client fees or other sources determine which cases/clients it accepts and the strategy in accomplishing its objectives?

Executive Branch Department (federal government)

1. Examine and evaluate the relationship between your agency and the Congress. What impact do members of Congress have on the agency? Which members have more influence than others? Why? What is the relationship with congressional staff and your agency's staff? How does your agency attempt to influence congressional decisions?
2. Who are your agency's clientele (e.g. interest groups, members of Congress, other government entities, etc.)? How do they influence the agency's policy priorities and policy outcomes? Are there other similar forces that affect decisions at the agency?

3. Examine and evaluate how budget concerns and the budget process affect the agency. What are the agency's budget priorities? How are the priorities established? In what ways does the agency attempt to achieve its budget goals?
4. Examine and evaluate the organizational structure of the agency. How does this structure affect decision making? How does your agency's structure differ from that of other federal agencies?
5. Examine the education and experience of the agency's staff. How does the background of the staff affect its decision-making, policy priorities, relations with other government entities and interest groups?
6. What determines which of the agency's programs are given priority?
7. Examine and evaluate the relationship of your agency with other federal agencies and with state governments. What determines whether or not the relationship is cooperative?
8. Examine and evaluate your agency's relationship with the White House staff and the Office of Management and Budget. What conclusions can you reach about the power of the President and the power of the federal bureaucracy based on your observations of that relationship?
9. How do public opinion and media influence your agency? How does your agency attempt to influence the media and public opinion? How significant are these factors in the policy process? Evaluate how successful your agency is in accomplishing its media and public opinion goals.
10. Examine and evaluate the relationship between program and support divisions within the agency. Who has more influence in the agency? Why? If there are conflicts between these entities, who is more likely to prevail? Why?
11. What affect has the movement toward privatizing government programs had on your agency? What programs has the agency sought to privatize and which ones has it resisted privatizing? Why? What forces outside of the agency have effected its goals and decisions about privatization?

Governor's Office

1. Describe and evaluate the role of the governor and his staff play in the legislative process. Based upon your observations, provide an explanation for why the governor succeeds with some aspects of his legislative agenda and does not succeed with others.
2. Describe and evaluate the relationship between the governor's office and other executive branch agencies. Develop an explanation for why at times there is tension in those relationships and at other times cooperation.
3. Describe and evaluate how the governor's office works with other state executive branch agencies and departments in formulating and promoting a legislative agenda.
4. Describe the process for formulating the state's budget and the governor's role in that process. Explain which factors have the greatest influence on setting budget priorities and why they are influential in the decision-making process.
5. Describe and evaluate the various forces influencing policy decisions in the governor's office. Develop an explanation for why some forces are more influential than others.
6. Describe how individual constituents and various interest groups effect the governor's policy decisions. In what ways can constituents, individually or in groups, have the greatest impact on a governor?

7. Examine and evaluate the role and structure of the professional staff in the governor's office. What is their influence (collectively and individually) on the governor? How do the staff relate to one another? What is the role of the staff in dealing with other executive branch personnel?
8. What role do party leaders play in the governor's policy decisions? Evaluate what does or does not make them effective in influencing the policy process.
9. Describe and evaluate the influence governors and state legislatures have on policy making at the federal level.
10. Describe and evaluate the influence federal policy has on the power and structure of state agencies.
11. What problems do governors encounter under the federal system that has developed in the United States? How do you feel it should be changed? Why have these changes not already been implemented?
12. Describe the constitutional, political and structural advantages possessed by national policy makers (Congress, executive branch, courts) compared to the disadvantages experienced by state policy makers as they compete with each other for power within the federal system.

Guardian ad litem

1. Examine and evaluate the process a judge goes through to decide a case. What are the limits of his discretion? What are the most significant factors that constrains him or her?
2. Examine and evaluate the various sources of the law, their relative weight, and the methods and means of finding and weighing those sources.
3. Examine and evaluate the various motions used in a trial. How are motions used as part of the attorney's strategy? Which motions are more effective than others?
4. What are the various stages of a case, including those before and during a trial? What is the relative significance of each of them in determining the success of the case? Why?
5. What factors determine whether or not a case will be settled prior to the trial? Examine and evaluate the role the attorneys, clients and judge play in that process and decision.
6. Examine and evaluate the incentives and obstacles prosecutors have to move through the docket. What factors hinder or promote a speedy trial? How do those factors affect the nature of the prosecution?
7. What kind of characteristics (e.g. family situation, education, economic status, prior arrests, etc.) seem to indicate the likelihood of criminal activity? Are some individuals more likely to be prosecuted as opposed to others? Do prosecutors tend to be more lenient with individuals who have certain elements in their background? Why?
8. Examine and evaluate the relationship between prosecuting attorneys and defense attorneys. How collegial are they with one another? What factors influence the level of collegiality? Does the relationship impact decisions to prosecute or plea bargain?
9. Is there a difference in the outcome of a trial for individuals who are represented by public defenders as opposed to those who can afford to hire their own defense attorney? What are the differences between the representation someone receives from a public defender as opposed to a regular criminal lawyer? Are public defenders regarded differently by prosecutors?
10. What are the differences between the formal and informal rules that govern how cases are prosecuted and trials proceed? How is one influenced by the other? What difference

- does mastery of the informal rules make to the outcome of an attorney's case?
11. What latitude do juvenile court judges have in terms of sentencing? What are the various factors that a judge considers when deciding a sentence? To what degree are judges consistent in their sentencing? If they are not, what makes different judges decide sentences differently?
 12. Compare and contrast the rights and interests of minors from those of adults in the court system? How do the objectives of the court system differ when minors are involved as opposed to adults? What guidelines are judges and attorneys required to follow in dealing with minors?

International Humanitarian Organization

1. Describe and evaluate the impact U.S. foreign policy has on the work of your organization. In what ways does the government aid your efforts and in what ways does it hinder them?
2. Describe and evaluate the international humanitarian aid system and your organization's role within it. What aspects of that system promote the ends for which it exists and what elements detract from it? Why and to what degree is cooperation necessary between organizations?
3. What treaties, international agreements or conventions, impact the work of your organization? Describe and evaluate that impact.
4. Describe and evaluate the impact your organization has on U.S. foreign or domestic policy and on the policies of other nations.

International Organizations (U.S. Agency Mission to them)

5. Examine and evaluate the various means the United States uses to exert influence over international organizations. Which of those appear to be more effective and which are less so? Why?
6. Examine and evaluate the role international organizations play in foreign policy formulation. What influence do they have with Congress and executive branch bureaucracies?
7. Examine and evaluate the relationship of the mission and embassy with the representatives of other countries. What means does the mission staff have to interact with them? How effective is the staff in influencing other missions? How is the mission influenced by them?
8. What is the role of the chief of mission in the embassy and in the host country? What is his/her relationship to the other members of the embassy staff and to the U.S. State Department? Why or why isn't it a cooperative relationship? What limitations does the chief of mission have in his/her ability to make and implement decisions?
9. Examine and evaluate the relationship between the political, economic, consular and administrative sections of the embassy. What is the role of each section? Is their relationship a cooperative one or do they ever conflict with one another? If there is conflict, who resolves it and who is likely to win?
10. Examine and evaluate the various forms of public diplomacy used by the mission. To what extent are they successful in furthering the mission's goals?
11. Examine and evaluate the flow of information and instructions between the embassy and the U.S. government. To what extent does the embassy maintain a close relationship with the government? Is there a sense that the information supplied by the embassy has an impact on U.S. policies? What degree of latitude does the embassy staff have in its decision-making and operations? Why does or doesn't it have much freedom to operate with some

independence?

Interest Group, Non-Profit or Grassroots Organization

1. Examine and evaluate the techniques the organization uses to further its influence (e.g. publicity and mass media, mass mailing, litigation, influence on rule making, election activities, and cooperative lobbying). How influential is it in accomplishing its goals?
2. What determines which issues are important to the organization and who decides which ones to promote?
3. What are the resources of the organization, including money, volunteers, expertise and reputation? How do these resources determine the influence and power of the organization? Which resources are the most productive and effective?
4. Examine and evaluate how the organization works with organizations with similar objectives. What relationship does it have with opposing organizations?
5. What are the organization's sources of funding? How do its funding concerns affect the issues and legislation that it opposes or supports?
6. Examine and evaluate how the organization attracts supporters and keeps them supportive?
7. Examine and evaluate how the organization commits its members to action.
8. Examine and evaluate the relationship of the organization's national leadership to its local chapters and individual members. How does the leadership assess the desires of the local members? How are the individual members able to impact the national leadership?

Judiciary (Federal or State)

1. How does the federal or state judiciary administer itself? Describe the various divisions and roles in the administrative structure? Who determines this structure and what are their roles? What statutory constraints are placed on the court system's ability to administer itself?
2. Examine and evaluate the relationship of the judiciary and its administrative entities to Congress (or state legislatures) and to the executive branch. In what ways does it attempt to influence the other branches of government and in what ways is it influenced by them?
3. Who are the decision-makers in the judicial branch, particularly concerning budget priorities and internal policy matters? How do the judicial staff and the judges relate to these decision-makers?
4. Examine and evaluate the ways in which the judiciary gathers information about itself and its needs. To what extent does this information impact the administrative decisions and structure of the judiciary?
5. Examine and evaluate the relationship between judges and judicial staff. What limitations do judges have on the hiring and use of staff? How does the Administrative Office of the Federal Courts (or a state counterpart) interact with federal judges? Who has the most significant impact on decisions?
6. In what ways is the judiciary limited by the budget or the budget process? Who is responsible for deciding the judiciary's budget priorities and communicating them to Congress or the state legislature? What is the process the judiciary uses to establish its priorities?
7. Describe the various levels of the federal or state court system and their jurisdictions.

What determines where a particular case will be heard? Are attorney's more likely to want their cases heard in some courts over others? Why?

Legal Office

1. Examine and evaluate the various motions used in a trial. How are motions used as part of the attorney's strategy? Which motions are more effective than others?
2. What are the various stages of a case, including those before and during a trial? What is the relative significance of each of them in determining the success of the case? Why?
3. Examine and evaluate the various sources of the law, their relative weight, and the methods and means of finding and weighing those sources.
4. What factors determine whether or not a case will be settled prior to the trial? Examine and evaluate the role the attorneys, clients and judge play in that process and decision.
5. Examine the background, education and experience of the attorneys in your office. How do these factors determine their effectiveness and the opinion their associates have of them? Is education a more important factor than experience in predicting an attorney's success?
6. Examine the factors that determine which clients your firm selects to represent. To what extent is that decision based upon your firm's likely success in the case?
7. What are the various stages of a case, including those before and during a trial? What is the relative significance of each of them in determining the success of the case? Why?
8. What factors determine whether or not a case will be settled prior to the trial? Examine and evaluate the role the attorneys, clients and judge play in that process and decision.
9. What kind of discretion do prosecutors have in the cases they decide to prosecute? What factors effect their decision one way or the other? Are some types of cases more likely to be prosecuted than others?
10. What impact does public opinion and political pressure have on prosecutors? In what ways do they respond to that pressure? How and to what extent are they insulated from these pressures?
11. Examine and evaluate the elements involved in plea bargaining. What factors are more likely to result in a plea bargain? How does the federal or state "three strikes and you're out" law impact the plea bargaining process and outcome? How frequently is plea bargaining used?
12. Examine and evaluate the incentives and obstacles prosecutors have to move through the docket. What factors hinder or promote a speedy trial? How do those factors affect the nature of the prosecution?
13. What characteristics (e.g. family situation, education, economic status, prior arrests, etc.) seem to indicate the likelihood of criminal activity? Are some individuals more likely to be prosecuted as opposed to others? Do prosecutors tend to be more lenient with individuals who have certain elements in their background? Why?
14. What latitude do juvenile court judges have in terms of sentencing? What are the various factors that a judge considers when deciding a sentence? To what degree are judges consistent in their sentencing? If they are not, what makes different judges decide sentences differently?
15. Examine and evaluate the relationship between prosecuting attorneys and defense attorneys. How collegial are they with one another? What factors influence the level of collegiality? Does the relationship impact decisions to prosecute or plea bargain?

16. Is there a difference in the outcome of a trial for individuals who are represented by public defenders as opposed to those who can afford to hire their own defense attorney? What are the differences between representation a client receives from a public defender as opposed to a regular criminal lawyer? Are public defenders regarded differently by prosecutors?
17. What are the differences between the formal and informal rules that govern how cases are prosecuted and trials proceed? How is one influenced by the other? What difference does mastery of the informal rules make to the outcome of an attorney's case?

Lobbying

1. Describe and evaluate the methods employed by your firm to impact the legislative process. Which methods are most effective? Which are less effective? Why?
2. Describe and evaluate the criteria used by your firm for accepting clients.
3. Describe and evaluate the relationship of your firm to the media. Are there particular ways in which your firm attempts to use the media to accomplish its legislative goals? Which appear to be the most effective? Why?
4. Describe and evaluate the difference in methods utilized by your firm and interest groups promoting a specific cause (i.e. the environment)? Which entities (your firm or the interest groups) are the most effective? Why?
5. Describe and evaluate the resources of your firm, including money, volunteers, expertise and reputation. How do these resources determine the influence and power of the organization? Which resources are the most productive and effective?
6. Describe and evaluate how your firm works with other similar firms or special interest groups to accomplish its objectives. What is its relationship to firms or organizations with opposing objectives?

Lieutenant Governor's Office

1. Examine and evaluate the relationship between the Lt. Governor's Office and the state legislature. What impact do members of the legislature have on the office? Which members have more influence than others? Why? How does the Lt. Governor's staff attempt to influence legislative decisions?
2. Who are your office's clientele (e.g. interest groups, members of the legislature, other government entities, etc.)? How do they influence the office's policy priorities and policy outcomes? Are there other similar forces that effect decisions with the staff?
3. Examine and evaluate how budget concerns and the budget process affect the office. What are the office's budget priorities? How are the priorities established? In what ways does the office attempt to achieve its budget goals?
4. Examine and evaluate the organizational structure of the office. How does this structure effect decision making? How does your office's structure differ from that of other state agencies?
5. Examine the education and experience of the agency's staff. How does the background of the staff affect its decision-making, policy priorities, relations with other government entities and interest groups?
6. Examine and evaluate the relationship of your office with other state, federal and local government entities. What determines whether or not the relationship is cooperative?
7. Examine and evaluate your office's relationship with the Governor's staff. What conclusions

can you reach about the power of the Governor and the power of the Lt. Governor based on your observations of that relationship?

8. How do public opinion and the media influence your office? How does your office attempt to influence the media and public opinion? How significant are these factors in the policy process? Evaluate how successful your office is in accomplishing its media and public opinion goals.
9. Examine and evaluate the power and authority of the Lt. Governor. To what extent is she able to influence policy or make discretionary decisions on policy matters? Is this a weakness in the Utah State (or other state) system or a strength? Why?

Media

1. Examine and evaluate how government regulation (e.g. licensing requirements, “fairness doctrine,” anti-monopoly legislation, etc.) impacts the structure and orientation of your organization. To what extent does your organization attempt to influence those regulations?
2. Examine the role of the media in setting the public agenda and defining issues. How much of the media’s role in setting that agenda is determined by market forces, competition between media outlets, public opinion, relations with government entities or public officials, etc.?
3. Examine and evaluate the relationship between the media and the staff in congressional offices and federal bureaucracies. To what extent does the staff affect the news that is reported? How dependent is the media on the staff and how dependent is the staff on the media?

Parks and Recreation Agency

1. Describe and evaluate the interaction of state government with city and county governments.
2. Examine and evaluate the role government play in providing parks and recreation? What are the limits of government to provide this resource?
3. Describe and evaluate the essential elements of the planning process, particularly regarding the role of experts, public opinion and elected officials.
4. Examine and evaluate the criteria currently used in decision-making for new parks in the state? What changes in the criteria would you recommend? Why?
5. Describe and evaluate how the budget for your agency is formulated.
6. Examine and evaluate how the agency's budget history compares with other state agencies?

Political Party

1. Describe analyze and evaluate the local party organization and its relation to the state and national parties.
2. Examine and evaluate the various ways in which the party interacts with and supports the candidates?
3. Examine and evaluate the role of the party in the process of selecting candidates.
4. Describe and analyze the legal umbrella under which the party must operate? Specifically consider the laws, both state and federal that affect the party?
5. Examine and evaluate the impact that the party has on government policy making at the local and state levels.
6. Examine and evaluate the interaction of the party with local political activists.
7. Examine and evaluate the role of issue activists (e.g. the religious right, environmentalists,

business interests) in the party and their relationship with one another.

Research Institute or “Think Tank”

1. How does your organization interact with grassroots organizations and lobbies? What is the extent of that interaction and how effective is it in accomplishing your organization’s objectives?
2. Examine and evaluate the means through which your organization seeks to influence public opinion. How important to your organization is its ability to influence public opinion? Why or why not?
3. Examine and evaluate your organization’s relationship with government officials and policy makers. Which areas of government does it seek to target? Why? How effective is it in shaping public policy?
4. Describe and evaluate the methods employed by your organization to impact the legislative process. Which methods are most effective? Which are less effective? Why?
5. Describe and evaluate the relationship of your organization to the media. Are there particular ways in which your organization attempts to use the media to accomplish its legislative goals? Which appear to be the most effective? Why?
6. Describe and evaluate the difference in methods utilized by your organization and interest groups in promoting a specific cause (i.e. the environment)? Which entities (your organization or the interest groups) are the most effective? Why?
7. Describe and evaluate the resources of your organization, including money, volunteers, expertise and reputation. How do these resources determine the influence and power of the organization? Which resources are the most productive and effective?
8. Describe and evaluate how your organization works with other similar organizations or special interest groups to accomplish its objectives. What is its relationship to organizations with opposing objectives?

State Elections Office

1. Summarize the statutes and case law (state and federal) that impact voter information materials. Do these laws aid or hinder the public's understanding of candidates and issues; why or why not?
2. Examine and evaluate the information supplied to voters by the elections office. To what extent does the information impact voter turn-out? Is there any way of knowing how effective the materials are for informing the public about the candidates and/or issues?
3. Examine and evaluate other voter outreach programs. Describe how one can determine the effectiveness of these programs.
4. Is there a potential or real conflict of interest having state officials (elected or appointed) generate information about candidates or issues? Analyze the process of how the information is created? Who decides what information will be included? What criteria are used to determine what information will be included and what will be excluded? Evaluate those criteria and the information creation process.

State Legislature

1. Describe and evaluate the process through which the legislature and the governor determine the state budget. What criteria are used to establish funding priorities?

2. Examine and evaluate the ways in which lobbyists and special interest groups affect legislation. Should their influence be limited? Why or why not?
3. Describe and evaluate the role of executive branch entities (i.e. Governor, agencies and departments) in the legislative process. Which of their methods and strategies are effective in accomplishing their objectives and which are not?
4. Examine and evaluate how the media influences the legislative process and decisions of the legislature? How does the legislature attempt to influence the media?
5. Describe and evaluate the role of legislative committees in the legislative process.
6. Describe and evaluate how the legislators represent their constituents. Can individual citizens have an impact on legislation? Why or why not? If yes, what means are most effective for influencing the legislators?
7. Describe and evaluate the role and power of political parties in the legislature, including legislative leaders.

State Legislature Interim Committee

1. Describe and evaluate the role and dynamic of the legislative leadership on interim committees. To what extent are committee members able to propose and act on legislation independent of the desires of leadership?
2. Describe and evaluate the effect of special interest groups on the work of interim legislative committees. Is there influence greater or lesser than it would be during the legislative session? Justify your conclusion.
3. Describe and evaluate the role of executive branch entities (i.e. Governor, agencies and departments) in the legislative process.
4. How do mass media influence the process and decisions of the legislature? How does the legislature attempt to influence the media?
5. Describe and evaluate how the legislators represent their constituents. Can individual citizens have an impact on legislation? Why or why not? If yes, what means are most effective for influencing the legislators?
6. Describe and evaluate the role and power of political parties in the legislature, including legislative leaders.
7. Describe and evaluate the effect of federal policy on the state legislature. How much do those policies constrain the legislature and to what extent do they drive the legislative agenda?

Trade Consultant

1. Examine and evaluate the affect that Congress has on your organization and its clients. In what ways does your organization attempt to influence Congress? Why or why isn't it successful in influencing Congress? Who determines which issues/legislation are or should be of concern to the organization?
2. Examine and evaluate the affect of federal regulations and the bureaucracy on your organization and its clients. In what ways does your organization attempt to influence the bureaucracy? Why or why isn't it successful in influencing the bureaucracy?
3. Which international agreements or treaties have the greatest impact on your organization

- and its clients? Do the agreements/treaties aid or hinder the objectives of your organization's clients? Why?
4. How are clients recruited for your organization? Who determines what services will be supplied to them? Are there any limitations to your organization's ability to meet the needs of its clients?
 5. What organizations other than the traditional nation-state affect trade? How do firms wishing to do business abroad interact with and influence these organizations?
 6. How do U.S. companies wishing to do business in other countries influence the governments of those countries? To what extent are they reliant on the U.S. government to accomplish their goals and to what extent are they able to directly influence foreign governments?
 7. What are the barriers to trade that your organization's clients confront? Do these barriers improve or restrict economic development in the countries in which the clients operate?
 8. Examine the education and experience of your organization's leadership and staff. How does their background affect the clients the organization recruits and its relationship with them? How does their background affect the organization's ability to gather information and influence government (i.e. Congress and the federal bureaucracy)?
 9. Examine and evaluate the relationship of your organization with organizations that have a similar mission. Why or why isn't the relationship cooperative? Do the organizations compete for the same clients? If so, how does that competition affect the way in which your organization conducts its business?

Spring/Summer 2016

POLI 391 Advanced Seminar on Current Issues

POLI 399R Washington Seminar Internship

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Office Hours: TH 5:00 pm to 6:30 pm or by appointment

POLI 391 Advanced Seminar on Current Issues (3 credits)

This course is designed to help you understand how national policy-making and policy-execution in the United States works, including the interaction between government, civil society, and non-governmental organizations. The course consists of four primary components: 1) readings about US government institutions, policy-processes, and contemporary policy issues; 2) dialogue with significant actors in the policy process; 3) a project designed to engage policy-makers on an area of interest; and 4) careful written responses to important policy issues.

The class will be conducted primarily on Fridays at various locations in Washington, including at the Barlow Center. As the scheduling constraints of our guests require, we may also hold portions of the class during weekday evenings. You should plan on participating in this class and engaging with our invited guests for significant time each Friday. Friday course time will usually include multiple sessions, including classroom instruction and briefings with practitioners in the policy process. Your flexibility on Friday and occasionally on weekday evenings is essential to be able to bring in the best policy guests. You should know at least a week in advance what times we will be meeting on Friday or during the week.

In this course, we will address the following themes:

- What is public policy?
- Who shapes policy and how is it shaped?
- What makes policy advocacy effective?
- What are the major policy issues faced by the United States, both domestically and internationally?

The learning objectives of this course include building critical thinking and analysis skills, understanding and participating in the political process, and developing professional standards of policy writing. To further these objectives, you are expected to prepare for each class session and policy briefing in advance, and write about the experience afterwards. In addition, you will complete a group policy project and six policy writing assignments over the course of the semester.

Required Readings

Students are required to read at least five current affairs articles of your choice in *The Washington Post* each weekday, which will be integrated into classroom discussion and into the writing assignments. Many of you will have copies of the *Post* available to you at your workplace. You may also read it on the Internet (the *Post* has free digital access if you sign up with your BYU email or anything with .gov/.mil./.edu at the end).

There will be 1-2 hours of assigned readings each week to prepare you for the guest policy briefings. These will usually include a mix of biographical writing on our guests and analytical writing on their chosen topic. The latter may be authored by our briefer, or may give complementary or alternative perspectives on the topic. We will also have readings associated with our site visits at Valley Forge, Philadelphia, and Gettysburg. Short reading responses (1-2 paragraphs) on these materials are required each week, to be completed in your writing group section on the course website by the end of day each (8pm) Friday. The readings will be sent out at least a few days prior to the response deadline.

We will also read the following book early in the course:

Bob Graham and Chris Hand (2009). *America, The Owner's Manual: Making Government Work for You*. CQ Press.

Attendance and Participation Policy

Attendance and quality participation are essential to your success in the course, and participation is a significant portion of the course grade. The only excused absences are due to illness or work *required* by your internship supervisor. Any such work-related absences must be cleared in advance. If you have any planned absence (work-related or otherwise), please let me know prior to the course.

Code of Conduct for Briefings

All briefings are off the record and not for attribution. You may not record the briefing or reference the briefing in a public forum, although you can refer to briefings in class assignments. You should not blog or use any social media to comment on or to criticize a briefer.

You will sometimes receive an address and room number and will need to be able to find this location, so plan to arrive well in advance in the case of unforeseen circumstances. Please arrive at least five minutes *early* for a briefing. Arriving late will often lead to being denied entry to a course venue. Prior to the start of the briefing, focus your attention on the theme to be discussed. Behave professionally and maximize your preparation. Men should wear a tie and women should wear appropriate professional attire. Do not have phones out during briefings or during class.

Come prepared by knowing something about both the speaker and the topic. The assigned readings will help you develop some basic knowledge of the issue to be addressed. During the week, pay attention to articles in the *Washington Post* that relate to the briefing topic. Check out the speaker's website. Ask respectful and reasonable questions. It is likely you will disagree with the views of some speakers. Remember it is possible to disagree without being disagreeable. You are welcome and encouraged to challenge the assertions, facts or assumptions of any speaker. Be

certain to do so in a polite and respectful manner. After you ask one question, please allow everyone else to ask questions before asking another.

Excursions

There are two out of town excursions on the program. Please put both in your calendar at the start of the term. The first one is overnight (to Valley Forge and Philadelphia), and the second is an all day trip on a Saturday (to Gettysburg). This means that in both cases, we return to the Barlow Center around 8 pm but with wide variance for bad traffic or bad weather. Please don't make firm plans for Saturday night after either excursion. Transportation will be by coach, and some meals will be provided along with entrance fees to the main sites. Bring along a small notebook or journal to record some thoughts and impressions, which may be useful as you write some of the papers for this course and for POLI 399R.

Friday and Saturday, May 20-21: *Valley Forge and Philadelphia*
Saturday, July 9: *Gettysburg*

Assignments

In addition to course attendance and reading requirements, weekly informal writing assignments, a policy project, participation assignments, and six short papers are required.

Grades will be calculated as follows:

Informal response writing: 15%

Policy project: 15%

Course participation: 10%

Six analytical policy papers: 10% each (60% total)

Informal writing: Each student will write an online short response (1-2 paragraphs) to a discussion question posted on the course website each week. The discussion question is based on the course readings and briefings for the week, and may be further discussed in class. These writing assignments should be thoughtful personal responses to the discussion question, which incorporate your learning from the weekly readings and briefings, including your reading from the *Washington Post*. Additionally, there are several opportunities to view and respond to films on American politics, as well as two excursions, one service, and one cultural enrichment activity. Four film screenings will be held on Wednesday nights at 8pm in the Barlow Center (see the schedule). To receive full credit for informal writing, **you are required to post 15 total responses** (including reading, film, excursion, service, and cultural enrichment responses) to the course website. Writing assignments, including screening responses and activity responses, should be posted to the course website by **8pm Friday** after class each week (or by 8pm Monday for responses to the excursions).

If you do not already have an account at wordpress.com, you will need to register in order to use the course website. Connect to the course website at the web address: poli391blog.wordpress.com. Writing assignments will be posted under the tab titled "Weekly Responses." Each participant is assigned to a specific working group, and you should post your response under the section designated for your working group. The course website also includes the syllabus, reading schedule, and course requirements for your reference.

Policy Papers: Six short analytical policy papers are due during the semester. Three policy papers are due during Spring term, and three are due during Summer term, each approximately two weeks apart. If you are taking the course for one term only, you should submit a policy paper every week. You will complete a **first draft of the paper by Wednesday at 7pm**, and post the **final policy papers on Learning Suite before midnight Thursday** on the week that they are due. Each policy paper is limited to 1000 words (about 8-10 paragraphs); this word limit will be strictly enforced. The writing of each paper should be given your careful attention in both style and content, and you should receive and provide feedback on each of the papers within your writing group between the draft and final paper deadlines. These papers will be modeled on the style of *The Economist's* analytical essays, and will follow a format of situation, complication, and resolution. The resolution section in each of the papers will include policy recommendations to address the policy challenge outlined in the paper. Further discussion and practice of writing style for these papers will be discussed in class.

Each policy paper should be written to address a particular topic. For the first five papers you will choose between one of two topics of importance in US policy that are provided to you. For the final paper, you will choose your own topic on a subject of personal interest. More details about each of these topics will be provided in advance of the paper due dates in class.

The topics and due dates of each paper are presented below:

- Paper #1: Social Security OR Deficit Reduction, due May 12
- Paper #2: Health Care OR Prison System, due May 26
- Paper #3: Campaign Finance OR Political Polarization, due June 9
- Paper #4: Diplomatic Alliances OR Military Deployments, due June 30
- Paper #5: International Trade OR Humanitarian Aid, due July 14
- Paper #6: Topic of student choice, due July 28

Policy project: Each student will work in a policy group of 5-6 people to complete a policy project during the semester. You will have a chance to preference the policy topics that you will work on during the second week of the semester. You will follow the general guidelines in the Bob Graham book to complete a ten-step process for addressing the policy concern, addressing 1-2 of those steps each week, on average. As a group, you will submit a policy engagement plan, composed of a 2-3 page analysis of each of the ten steps in the process. The requirements and format of the policy project will be further discussed in class. Final group policy project reports are due in class on **August 5**.

Late policy: All late papers will be docked a portion of the grade (e.g., from B+ to B) for each day that they are late. Late informal writing will be accepted within one week of the due date for half credit. No late papers will be accepted after August 5.

Service Activity

Friday, June 24 will be dedicated to small group service projects in the District of Columbia. Some projects may also occur on Saturday, June 25. Potential service projects will be discussed during the semester. You are required to write a response on the course website detailing your experience with the service activity.

Cultural Activities

On **Friday July 22**, no briefings will be held so that you can pursue cultural activities. These activities should focus on history or the arts. You can visit a historical site or museum or attend a play or concert. This is an opportunity for you to visit sites that may only be open during business hours when you are either at work or in class. You are required to write a response on the course website detailing your experience with the cultural activities. You are also required to go to three free performance events of your choice during the semester at the Kennedy Center for the Performing Arts' Millenium Stage and report on these by July 22. For the calendar of Millenium Stage shows, see: <http://culturecapital.com/organization/382/kennedy-centers-millennium-stage>

Note that this syllabus—including material for POLI 391, 399R, and program excursions—is subject to change. Please be understanding and flexible. In general, updates will be announced either in POLI 391 or by email. Please check your email daily this semester.

POLI 399R: Washington DC Internship

This course joins your internship experience and observations together with more traditional academic material by requiring you to put your daily internship experiences into a broader academic framework. This is achieved through research and writing related to your internship. Your grade is jointly determined by your performance in your internship and on your written assignments. The assigned papers will have you fit your work assignment into the broader picture of national policy-making.

The written work consists of several components, calibrated to the number of 399R credit hours for which you are registered. Following is the break-down of assignments, contingent upon the number of credits that you are taking:

Grade Breakdown for 3 Credit Hours of 399R:

- Supervisor Evaluation: 25%
- Personal Professional Development: 10%
- Organization Analysis Assignment: 20%
- Portfolio with 6 entries: 45%

Grade Breakdown for 6 Credit Hours of 399R:

- Supervisor Evaluation: 25%
- Research Proposal: 5%
- Personal Professional Development: 5%
- Organization Analysis Assignment: 10%
- Portfolio with 9 entries: 30%
- Research Paper (8-10 Pages): 25%

Grade Breakdown for 9 Credit Hours of 399R:

- Supervisor Evaluation: 25%
- Research Proposal: 5%
- Personal Professional Development: 5%
- Organization Analysis Assignment: 10%
- Portfolio with 12 entries: 20%
- Research Paper (15-18 Pages): 35%

Assignments

Professional Development Paper: (Due midnight **Thursday May 19** on Learning Suite)

Systematically consider your particular internship role within your organization. Write a short paper that includes the following:

- Your basic job description and your place in the organizational hierarchy.
- The skills required to perform your job well.
- A discussion of what you hope to learn and other objectives for your internship. Some of these should be devoted to improving specific skills. Please select 2-3 objectives that you intend to focus on throughout the internship.

The paper should be 600-900 words (2-3 pages) double-spaced.

You should discuss some of these items with your supervisor. It will help your supervisor to know you are serious and thoughtful, and in knowing your goals and objectives, your supervisor may steer opportunities your way. In addition, your supervisor may help you choose goals and objectives that are realistic.

Organization Analysis Paper: (Due midnight **Thursday June 23** on Learning Suite)

Analyze your internship organization in a paper that includes the following three sections:

- 1) Description of the organization: its official purposes (as described in its mission statement) and unofficial purposes, historical origins, size of budget and funding sources, personnel size and qualifications, and organizational structure (and where it fits into a broader organization, if at all).
- 2) Analysis of the organization's performance: How successful is it in relation to its goals? What metrics do you use to assess its performance? Why is or why is it not successful in accomplishing its goals? What is its decision-making process (officially and actually)?
- 3) Critique of the organization: What recommendations would you make to improve the organization's performance? Why do you think following these recommendations would improve performance? Why do you think your recommendations have not already been tried or adopted? Be honest but realistic. Take into account the resources and powers at the disposal of the agency, as well as the constraints and obstacles it faces.

The paper should be 1200-1800 words (4-6 double-spaced pages). Less than half the paper should be description of the organization. Over half the paper should be reserved for your analysis and critique.

Portfolio: Due **Friday August 19**, or **Monday August 8** if you are graduating in August

During your internship, you will increase your skills and knowledge in a variety of areas. A portfolio is a good way to document this growth and illustrate your knowledge and skill development. It also gives faculty an important insight into your substantive work without requiring a lot of extra writing on your part. A good portfolio can contain a variety of entries, including correspondence (both memoranda and letters), reports written for your supervisor or other staff in the organization, notes on meetings or projects, or other general observations from your experience. Include anything that you feel demonstrates your skill or knowledge acquisition in the internship. Be careful not to include anything that might be considered confidential unless you have your supervisor's permission to do so.

Each entry in the portfolio must include a *typed cover page* with one paragraph addressing each of the following four points:

- Explanation of the entry
- Skills enhanced as a result of working on this entry: e.g. writing, interpersonal, computer, analytical, research, quantitative, etc.
- Knowledge that you have gained or further developed as a result of working on this entry
- Questions raised or ideas for future investigation (either during the internship or later) that have come to you as a result of having worked on this entry.

There are examples of what a portfolio entry might look like in the Washington Seminar Student Handbook. Give thoughtful attention to your response to the last section. The cover pages should be written over the course of the internship at the same time the portfolio entries are completed. It is less effective (and strongly discouraged) to write them all at the end of the internship just prior to submitting your portfolio.

At the beginning of the portfolio include an *internship summary* in which you describe:

- knowledge you gained of institutions, processes, concepts related to previous study;
- skills you improved or acquired;
- understanding of career possibilities you acquired; and
- your personal growth from the experience

Reference the entries in your portfolio as evidence of your development in the above areas. This internship summary need not be long (2-3 pages), but should show that you have been reflective about your experience and explain why the internship was meaningful for you and how it enhanced your education. You may wish to share a copy with your work supervisor.

Format and Grading Criteria—Assemble the portfolio in a single PDF file and submit it to the Washington Seminar Faculty Advisor on Learning Suite. The presentation should be professional and organized. Use some method of dividing entries (e.g. table of contents, virtual tabs, etc.) to organize the portfolio. A portfolio should have at least the minimum number of entries corresponding to the number of 399R credits that you are taking (e.g. six entries for three credits and twelve entries for nine credits).

Research Paper (for those taking 6 or 9 credits of 399R)

Due **Thursday August 18**, or **Monday August 8** for students graduating in August

Submit a research project proposal to be used to frame your final research project (due via email to gmecham@byu.edu on Monday May 16). The length of this will vary, but 3-5 double spaced pages should be adequate. Your research design should include a brief introduction to your topic, a clear statement of your research question, and a plan to collect the necessary data for the paper (e.g. specialized secondary sources unique to your internship, in depth interviews, statistical data...). Note that this is a design to do original research, not a design to merely go out and read existing secondary sources. You must read those secondary sources (i.e., do research) before you write the research design to figure out what original research needs to be done. You should discuss these existing secondary sources in the research proposal. Political science or international relations majors, and other social science students should consider framing their research question in terms of dependent and independent variable(s) and causal mechanisms. As you consider a topic, take advantage of the resources and access afforded you by your internship. Choose a topic closely related (or even identical) to work you are already doing. Talk to your supervisor about this assignment and ask for advice or help in choosing a topic. It may create opportunities for you at work. This is a case where it is both acceptable and advisable to overlap your writing for credit with internship work.

The standards listed on pages 30 and 31 of the Washington Seminar Student Handbook are a good starting point for this paper. Political science and international relations majors should follow the guidelines of Political Science 200. If you are required to write a research paper, please schedule an appointment with the instructor to discuss your research paper during office hours early in the term.

For the six-credit class, the research paper should be 2500-3000 words, or about 8-10 pages, double-spaced, not including tables and graphs. For the nine-credit class, the research paper should be 5000-6000 words, or about 16-20 pages, double-spaced, not including tables and graphs.

Supervisor Evaluation: Due **Friday August 5**

Spring/Summer Course Schedule (subject to revision)

F April 29	First student meeting in Barlow Center Great Room. 8:45am-5:00pm
M May 2	First day of internships for POLI 399R
W May 4	Screening: <i>Mr. Smith Goes to Washington</i>
F May 6	Beyond BYU and short class
TH May 12	POLI 391 Paper #1 due
F May 13	Regular class with late afternoon briefings
M May 16	POLI 399R Research Proposals due (if taking 6 or 9 credits of POLI 399R)
TH May 19	POLI 399R Professional Development paper due
F/S May 20-21	Valley Forge-Philadelphia Overnight Excursion. Depart Barlow Center in buses at 8 am Friday.
W May 25	Screening: <i>The Manchurian Candidate</i>
TH May 26	POLI 391 Paper #2 due
F May 27	Regular class and briefings
F June 3	The great Washington DC scavenger hunt
TH June 9	POLI 391 Paper #3 due
F June 10	Regular class and briefings
W June 15	Screening: <i>All the President's Men</i>
F June 17	Regular class and briefings
TH June 23	POLI 399R Organization Analysis paper due
F/S June 24-25	Group service activities
TH June 30	POLI 391 Paper #4 due
F July 1	Regular class and briefings
W July 6	Screening: <i>Lincoln</i>

F July 8	Regular class and briefings
S July 9	Gettysburg excursion; depart Barlow Center in buses at 8 am.
TH June 14	POLI 391 Paper #5 due
F July 15	Regular class and briefings
F July 22	Cultural activities
TH July 28	POLI 391 Paper #6 due
F July 29	Regular class and briefings
M August 1	Students distribute intern evaluation forms to supervisors. Students are responsible to make certain forms are returned to faculty advisor by August 5. <i>Notify faculty advisor if you will graduate in August.</i>
TH August 4	Last day of internships. No early terminations permitted.
F August 5	Final POL 391 meeting for all students. POLI 391 final policy project due in class. All forms, intern evaluations, and remaining writing for POL 391 to be submitted.
August 5-6, 8	Students living at the Barlow Center available for apartment inspections by Faculty Advisor.
M August 8	Students graduating in August submit all remaining course work for POL 399R.
M August 8	All students must vacate the Barlow Center (students remaining beyond this date will forfeit housing deposit).
TH August 18	Last day for continuing students to submit course work for POL 399R. This includes portfolios and research papers for those with 6+ credits of 399R.
F August 19	Faculty advisor submits POL 391 grades for all students and POL 399R grades for those graduating in August.

Appendix 1: University Policies for the Washington Seminar

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all their academic work. Academic honesty means, most fundamentally, that any work you present as your own must, in fact, be your own work and not that of another. Violations of this principle may result in a failing grade and additional disciplinary action. Students are also expected to adhere to the Dress and Grooming Standards. It is expected that each student will abide by all Honor Code standards.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (801-422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through grievance policy and procedures by contacting the Equal Employment Office at 801-422-5895.

Email Policy

All class members must maintain an active email account. It is your responsibility to ensure that the email address that is listed for you in the BYU directory is current. To update, log in to Route Y and select "Update Personal Information." Here you can specify a current email address if you are not using the one assigned to you by BYU, or you can have your BYU email forwarded to the account you use. The instructor and assistant will communicate time-sensitive class announcements via email. Check your email daily throughout the semester. Email is also a good way to reach the instructor with questions.

Appendix 2: Sexual Harassment

Preventing Sexual Harassment

Brigham Young University seeks to protect its students from gender discrimination, including unlawful sexual harassment, in all programs and activities sponsored by the university. As you embark on your internship, please be aware of what constitutes sexual harassment and what you should do if you encounter it during your internship.

Definition

Sexual harassment is defined as unwelcome sexual advances and other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made a term or condition of an individual's employment; or
- Submission to or rejection of the conduct by an individual is used as a basis for employment decisions affecting the individual; or
- The conduct interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

Examples

Behaviors that contribute to a hostile environment include, but are not limited to:

- Discussing sexual activities
- Telling off-color jokes
- Unnecessary touching
- Commenting on physical attributes
- Displaying sexually suggestive pictures
- Using crude language or demeaning or inappropriate terms
- Using indecent gestures
- Engaging in hostile physical conduct

Appropriate Response

Both employers and employees have a responsibility to prevent and stop workplace harassment. If you experience harassment while participating in a BYU-sponsored internship, report the behavior to your internship coordinator and your experience provider. They will take appropriate action to address and correct the behavior.

You may also contact the university's Equal Opportunity Manager or 24-hour hotline at:

Equal Opportunity Manager
Brigham Young University
Telephone: (801) 422-5895
Email: sue_demartini@byu.edu
24-hour hotline: 1 (888) 238-1062
<http://www.ethicspoint.com>

Political Science Internship Credit Syllabus POLI 399R (3 credits)

Read this syllabus carefully before, during and after the internship.

The Department of Political Science grants internship credit to students in order to help them accomplish three important goals: (1) to enhance and build upon study in the discipline; (2) to help build skills useful for future course work and, eventually, professional life; and (3) to encourage students to explore career possibilities and enhance their prospects for future employment.

The purposes of course assignments are to help you meet the above objectives in addition to any personal ones that you may have. It is very important that you understand and accept the concept that credit and grades for internships are based upon knowledge and skill acquisition, not just job performance. The course work for this class is designed to help measure what you have learned in the internship and, thus, is the principal vehicle for determining your grade for the credit. While there are many philosophies and models for internship credit, the above is the one endorsed and strongly supported by the Political Science Department. If you cannot be committed to this model, then you should not enroll in the credit.

Success in this course will depend upon your strong performance in each of the following areas. First, it is necessary to be reflective about your experience in the internship and be able to link what you are observing to theories, concepts or principles studied in previous political science courses. In this sense the internship becomes a laboratory in which you test those things you may have only examined abstractly with on-campus classes. Second, you must be able to think and write analytically, not just descriptively, about your experience. Students whose writing is only descriptive should expect to receive no more than a C grade for the course. Third, you must be able to communicate your thoughts effectively according to the norms and conventions for writing taught in POLI 200. This means that all of your assignments must be well written and free of mechanical or style errors. Students whose writing does not conform to the standards for good writing should expect to receive no more than a B grade for the course. Fourth, much of the course work requires you to be self-directed; it is important that you keep track of deadlines and submit the assignments on time. The assignment schedule is intended to have you examine and reflect on various aspects of the experience at key times in the internship. The effectiveness of the assignments is diminished if they are submitted late. Finally, you must be a hard working, reliable, competent staff member for your experience provider (employer). While most of your grade will be based on the written assignments you submit, poor work performance, failing to keep commitments or violating your experience provider's rules will result in a poor grade for the credit.

Most students feel that their internship experience was a highlight, even a defining moment of their undergraduate education. It is hoped this will be the case for you. The faculty advisor's (course instructor's) role is to aid and support you in having a successful experience, in addition to evaluating what you have learned in the internship.

Written papers for this course should be submitted using the "Chicago" style found in *A Manual for Writers* by Kate L. Turabian, the most recent edition. Reference citations, spelling, punctuation, abbreviations, the use of numbers in text, the placement of tables and figures, etc. are all found in this manual. The Turabian format is among the most widely used in colleges and universities throughout the country, and the one used by the Political Science Department (and other departments) at BYU. The manual may be purchased at the bookstore, and some information about this style can be found on the Web.

Grading

This course is letter graded. Because some of the assignments are submitted after grades are due, you may initially receive a “T” grade for the course. This is a neutral grade that will not affect your grade point average. Shortly after the deadline for submitting all of your work the letter grade for the course will be posted to your transcript. Should you fail to complete the required work by the deadline indicated in the assignment schedule, a grade change will be submitted based upon the work received up to that point. *Students planning to graduate at the end of the semester will need to complete all assignments by the last day of finals if they wish to have their grades submitted in time to meet the university deadlines for graduation.*

One note of caution—students completing internships for credit occasionally misunderstand the importance of the reports and written work in determining their final grade. Usually this misunderstanding is due to assuming mistakenly that the credit will be an "easy A," resulting from just having performed well in the internship. Avoid this error and remember that your supervisor's evaluation counts for only a portion of the final grade. The academic work you submit is a major vehicle for evaluating what you have learned and for determining your grade. These papers and reports must be well written and will be rigorously graded. Unless your academic work is of a superior quality, just having worked hard in the internship will not guarantee you a satisfactory outcome for the course.

The course assignments will be weighted according to the following in determining your final grade:

- Pre-internship Report = 15%
- Portfolio = 30%
- Organization Analysis = 20%
- Mid-internship Self-assessment = 10%
- Final Supervisor Evaluation = 25%

Grading in each category and for the course will be based on the following scale of student points earned:

100 - 96 = A,	85.99 - 81 = B,	70.99 - 66 = C,	55.99 - 51 = D,
95.99 - 91 = A-,	80.99 - 76 = B-,	65.99 - 61 = C-,	50.99 - 46 = D-,
90.99 - 86 = B+,	75.99 - 71 = C+,	60.99 - 56 = D+,	45.99 - 0 = E.

Submitting Assignments

All assignments must be submitted to the Political Science Intern Director by the dates indicated on the attached assignment schedule. Late reports will be penalized 10% for each week or portion of each week they are late beyond the date they are due unless written permission has been granted for late submission by the intern director. Submit assignments as an MSWord document attached to an email. You will receive a reply via email confirming that the assignment was successfully transmitted. If you don't receive a reply by the following day, then be sure to follow-up with a phone call or another email message. ***Unless you receive the acknowledgment don't assume the assignment has been received.***

Pre-internship Report

Prior to the beginning of the internship write a paper to help you become better acquainted with the experience provider and the nature of the work you will do there. Part of this assignment will require you to interview your work supervisor. The paper should be three to five pages long and provide all the following information:

1. Examine the office or organization for which you will be working, including a description of its mission and goals, its structure, and any major current issues, activities or projects with which it is now dealing. If you are going to a congressional office, you should also tell something about the background and political interests of the senator or representative for whom you will be working, along with an examination of his or her voting record and any current legislation he or she is sponsoring or co-sponsoring (see *Politics in America*, *The Almanac of American Politics*, *Congressional Quarterly Weekly Report*, *The National Journal* and the member's web site).
2. Describe what you believe your responsibilities will be in the internship.
3. Interview your work supervisor or the intern coordinator in the office and report his or her response to each of the following questions:
 - What is the standard dress in the office?
 - Who will I report to in the internship?
 - Who will my co-workers be (i.e. names and positions of those you will work with on a regular basis)?
 - What should I do to prepare for the internship?
 - What kind of computer software is used in the office?
 - What training will be available to me the first week?
 - What will my daily routine be like?
 - What major projects will the office focus on during my internship?
 - Are there books, articles or other materials I should read to prepare?
 - Are there materials relevant to organization or internship that you can access on-line or that could be sent to you?
 - What can I expect to learn in this internship?
 - What are the expectations you have for interns in your office?
4. Outline goals you have for yourself in each of the following areas:
 - Knowledge you hope to gain about institutions, processes, or concepts related to political science (be specific, detailed and use the language of the discipline);
 - Skills you would like to improve or acquire;
 - Understanding of career possibilities or direction you hope to gain; and
 - Other personal goals you have for the experience.
5. Include a bibliography or works cited page of sources used (including interviews or the Internet) and footnote where appropriate.

The paper must demonstrate that you have carefully examined the office/organization where you will be working and the internship experience there. Substantial weight will be given to how well the paper is written (spelling, grammar or style errors will be penalized) and the extent to which you address all of the above questions. This paper should be submitted as early as possible, but not later than the date indicate on the assignment schedule.

Portfolio

Over the course of your internship you should increase your understanding of concepts, institutions and processes related to political science. Document what you have learned and the skills you have developed in a portfolio.

A good portfolio may contain a variety of entries, including correspondence (both memoranda and letters), reports written for your supervisor or other staff in the organization, notes on meetings or projects, or other general observations from your experience. Include anything that you feel demonstrates increased knowledge about political science. Be careful not to include anything that might be considered confidential unless you have your work supervisor's permission to do so.

Cover page for each entry that relates it to political science (50% of portfolio grade).

Provide a one page cover page for *each* item in your portfolio that analyzes it in the context of some theory, concept, institution or process that you have studied in your political science course work. This is essentially a “micro essay” on how your work on this item has increased your understanding of some aspect of the discipline. To receive full credit a cover page will have each of the following elements.

- A brief explanation of the entry, including any skills you developed or improved as a result of working it.
- A careful analysis of how the item illustrates or contradicts some generally accepted theory, concept, institution or process you have studied in political science. Use the language of the discipline and provide citations if possible. This section should be occupy the largest portion of the cover page.
- Identify at least one question or idea for future investigation (either during the internship or later) related to political science that you find interesting as a result of having worked on this entry.

The cover pages should be written over the course of the internship at the same time the portfolio entries are completed. It is less effective (and strongly discouraged) if you write them all at the end of the internship just prior to submitting your portfolio.

Analytical summary paper (40% of portfolio grade). At the beginning of the portfolio include a minimum five-page paper in which you analyze those theories, concepts, institutions and processes from your past political science course work that you have come to understand better as a result of your internship and why. Reference the items in your portfolio as the evidence to support your analysis.

Personal growth paper (10% of portfolio grade). After the analytical summary paper include a two to three-page description of the additional skills and general knowledge you have acquired as result of the internship along with the personal growth and understanding of career possibilities that you have developed.

Supervisor evaluation. After the internship summary paper include the evaluation your work supervisor completed of your work performance (see details below).

Format. Assemble the portfolio *as single a PDF* document and submit it by email to me by the deadline indicated in the assignment schedule. The presentation should be professional and organized. Some method of dividing entries (e.g. table of contents) will make the portfolio more organized and easier to read. A portion of the portfolio grade will be based on the quality of the presentation. If the file is too large to email, contact me to make arrangements to submit via Dropbox.

Portfolio grade. A portfolio deserving of an A grade will have at least six entries (items) with well-written, analytical cover pages and summary papers. It will be well organized and professionally presented. Portfolios that are lacking in any of the above qualities, but have analytical cover pages and summary papers will merit a B. Those that are merely descriptive or have few entries will receive only a C grade.

Mid-internship Assessment

By the date indicated in the assignment schedule, assess your performance in the internship and note any areas in which you feel improvement is necessary. Write a two to three page paper that addresses each of the following points:

1. What are you doing well in your internship?
2. In what ways do you need to improve in the internship?
3. Are you satisfied with your work assignments? Why or why not?
4. Describe your relationship with your work supervisor and co-workers. Is there anything you need to do to improve those relationships?
5. Briefly summarize the skills you have gained or improved since beginning the internship and your increased knowledge related to concepts, theories, institutions or processes related to political science.
6. How has the experience challenged the assumptions you had prior to the beginning of the internship about working for this or a similar organization?
7. If there are any problems (i.e. relationships, work assignments, other issues) with the internship, what have you done to resolve them? Are there any left unresolved?
8. Have your supervisor complete the attached Mid-internship Evaluation Form and include it with your report. Include your response to any concerns raised in it about you or your work.

Organization Analysis

Write a five to seven page paper in which you examine and evaluate the office or organization in which you are working. The paper must address each of the following:

1. Describe the mission and goals of the organization. Why is or why isn't it successful in accomplishing its mission?
2. Include an organizational chart which outlines office/organization hierarchy and briefly describes the duties of the staff. Be sure to identify where interns or your position fits into the chart.
3. Describe and evaluate the decision making process in the organization, including both formal and informal processes. Formal processes are often outlined in official documents (e.g. organization charter or constitution or statute) describing who has authority to make decisions. Informal processes are those that are not outlined in any official manner, but either have influence on the formal processes or are, in reality, the way in which decisions are reached. For example, the administrative assistant to a department head may not have any authority in the organization structure but is the gatekeeper on information submitted to his or her boss. Thus, the assistant controls which issues will be considered and, to a certain extent, the outcome of deliberations on those issues.
4. Describe the qualities of employees that are valued by the organization. Do you feel the reward structure (to the extent you are aware of it) helps to promote the organization's mission? Reward structures could include remuneration, among others. Why or why not?

5. What one recommendation would you make to improve the organization's performance? Why do you think it would improve the performance? Be practical in your recommendation by taking into account the resources and constraints of the organization. Why do you think your recommendation has not already been tried or adopted?
6. Indicate two principles, concepts, theories, institutions or processes you studied in your previous political science courses that are relevant to this organization. What new knowledge or understanding do you have about them as a result of observing the work of this organization?

Supervisor's Evaluation

This is a midterm and final evaluation of your job performance completed by your work supervisor. Guidelines that your supervisor should follow in completing the evaluation are found at the end of this syllabus. Be sure your supervisor has a copy of them. *Note: You are responsible to ensure that the completed mid-term and final evaluations are submitted by the dates indicated in the assignment schedule.* You should carefully read the final evaluation and respond to it in a separate statement if you disagree with any part of it.

Assignment Schedule

Submit all assignments according to the dates indicated below. Carefully review instructions given above for assignment details.

As soon as possible, but not later than [FIRST DAY OF INTERNSHIP]

Pre-internship Report due.

[mid internship]

Mid-internship Self-assessment paper due.

Mid-internship Supervisor evaluation due.

[2/3 of internship]

Organization Analysis paper due.

[2 weeks after finish]

Portfolio and Final Supervisor Evaluation due.

BYU Political Science Mid-internship Evaluation
The immediate supervisor of the intern should complete this evaluation.

Help us assess how well this student is doing in his or her internship by responding to the following questions. Because this evaluation is a factor in determining this individual's grade, it is an "education record" under the Family Education Rights and Privacy Act. Under this law, the individual has a legal right to examine all evaluations upon request.

- Please write your responses on your organization's letterhead.
 - Indicate the student's name at the beginning.
 - Include your typed name, position and signature at the end.
 - Review the evaluation with the student and have him or her send it to the Political Science Intern Director.
1. Estimate the average percentage of work time the student spends doing each of the following:
 - Research
 - Writing (including correspondence)
 - Organizing meetings or related activities
 - Clerical (e.g. filing, errands, photocopying, receptionist, typing, etc.)
 - Other (please describe)
 2. Describe the student's responsibilities.
 3. Evaluate the quality of the student's writing.
 4. Evaluate the student's analytical skills and the quality and accuracy of his or her research.
 5. Evaluate the student's interpersonal skills, initiative, willingness to accept responsibility and dependability.
 6. If there have been any problems with punctuality or attendance, please describe them and indicate whether or not they have been resolved.
 7. What is the student doing well in the internship?
 8. In what ways can the student improve his or her performance?
 9. Has the student reviewed his or her learning objectives with you?
 - a. Has he or she been given opportunities to accomplish these objectives?
 - b. To what extent do you feel he or she has taken advantage of these opportunities.
 - c. Any recommendations for how the objectives should be modified?
 10. Any other comments.

BYU Political Science Intern Final Evaluation
The immediate supervisor of the intern should complete this evaluation.

Please evaluate the student candidly and objectively, comparing him or her with other interns of a comparable academic level or with personnel assigned to the same or similar tasks. The Political Science Department Intern Director must receive this evaluation before the student can receive a grade for his or her internship experience. Please complete it as soon as possible. Because this evaluation is a factor in determining this individual's grade, it is an "education record" under the Family Education Rights and Privacy Act. Under this law, the individual has a legal right to examine all evaluations upon request.

- Please write your responses on your organization's letterhead
 - Indicate the student's name at the beginning
 - Include your typed name, position and signature at the end
 - Review the evaluation with the student and have him or her send it to the Political Science Intern Director
1. Describe the student's responsibilities.
 2. Estimate the average percentage of work time the student spent doing each of the following:
 - Research
 - Writing (including correspondence)
 - Organizing meetings or related activities
 - Clerical (e.g. filing, errands, photocopying, receptionist, typing, etc.)
 - Other (please describe)
 3. Evaluate the quality of the student's writing.
 4. Evaluate the student's analytical skills and the quality and accuracy of his or her research.
 5. Evaluate the student's interpersonal skills, initiative, willingness to accept responsibility and dependability.
 6. Were any problems with punctuality or attendance described in the mid-internship evaluation resolved or did any develop since that evaluation?
 7. What are this student's work-related strengths?
 8. Any weakness in the student's performance and suggestions for how he or she might improve?
 9. Was the student given opportunities to accomplish his or her learning objectives? To what extent do you feel he or she has taken advantage of those opportunities?
 10. How do you rate this student's overall performance as compared with other interns or personnel assigned the same or similar tasks? Possible ratings include excellent (equivalent to an "A" grade), very good (a "B" grade), acceptable (a "C" grade), below average (a "D" grade), and unacceptable (a failing grade).
 11. Would you like to have another BYU intern? Any other comments may be included here.

PORTFOLIO ASSESSMENT WORKSHEET

POLI 399R 3 CREDITS

Assessment Criteria	Points Available	Points Earned
1. Does the portfolio conform to the formatting instructions and have at least 6 different acceptable entries, each identified by a separate cover page?	10	
2. For each entry is there a brief explanation of the entry, including any skills you developed or improved as a result of working on it.	15	
3. Each cover page has a careful analysis of how the item illustrates or contradicts some generally accepted theory, concept, institution, or process you have studied in political science.	15	
4. For each entry there are questions raised or ideas for future investigation (either during the internship or later) that have come to you as a result of having worked on this item.	10	
5. You have included a minimum five-page “ analytical summary ” in which you analyze those theories, concepts, institutions, and processes from your past political science coursework that you have come to understand better as a result of your internship, and why. (Reference the items in your portfolio as the evidence to support your analysis.)	40	
6. A “ personal growth paper ” 3-5 page paper is included describing additional skills and general knowledge you have acquired as a result of the internship along with the personal growth and understanding of career possibilities that you have developed.	10	
7. Any reduction of grade because of tardiness of portfolio submission?	?	
TOTAL	100	

Political Science Internship Credit Syllabus POLI 399R (6 credits)

Read this syllabus carefully before, during and after the internship.

The Department of Political Science grants internship credit to students in order to help them accomplish three important goals: (1) to enhance and build upon study in the discipline; (2) to help build skills useful for future course work and, eventually, professional life; and (3) to encourage students to explore career possibilities and enhance their prospects for future employment.

The purpose of the course assignments is to help you meet the above objectives in addition to any personal ones that you may have. It is very important that you understand and accept the concept that credit and grades for internships are based upon knowledge and skill acquisition, not just job performance. The course work for this class is designed to help measure what you have learned in the internship and thus is the principal vehicle for determining your grade for the credit. While there are many philosophies and models for internship credit, the above is the one endorsed and strongly supported by the Political Science Department. If you cannot be committed to this model, then you should not enroll in the credit.

Success in this course will depend upon your strong performance in each of the following areas. First, it is necessary to be reflective about your experience in the internship and be able to link what you are observing to theories, concepts or principles studied in previous political science courses. In this sense the internship becomes a laboratory in which you test those things you have only examined abstractly in on-campus classes. Second, you must be able to think and write analytically, not just descriptively, about your experience. Students whose writing is only descriptive should expect to receive no more than a C grade for the course. Third, you must be able to communicate your thoughts effectively according to the norms and conventions for writing taught in POLI 200. This means that all of your assignments must be well-written and free of mechanical or style errors. Students whose writing does not conform to the standards for good writing should expect to receive no more than a B grade for the course. Fourth, much of the course work requires you to be self-directed; it is important that you keep track of deadlines and submit the assignments on time. The assignment schedule is intended to have you examine and reflect on various aspects of the experience at key times in the internship. The effectiveness of the assignments is diminished if they are submitted late. Finally, you must be a hard working, reliable, competent staff member for your experience provider (employer). While most of your grade will be based on the written assignments you submit. A poor work performance, failing to keep commitments or violating your experience provider's rules will result in a poor grade for the credit.

Most students feel that their internship experience was a highlight, even a defining moment, of their undergraduate education. I hope this will be the case for you. My role as the faculty advisor (course instructor) is to aid and support you in having a successful experience, in addition to evaluating what you have learned in the internship.

Written papers for this course, including citation and bibliography format, should conform to the "Chicago" style found in *A Manual for Writers* by Kate L. Turabian, the most recent edition.

Grading

This course is letter graded. Because some of the assignments are submitted after grades are due, you may initially receive a “T” grade for the course. This is a neutral grade that will not affect your grade point average. Shortly after the deadline for submitting all of your work, the letter grade for the course will be posted to your transcript. Should you fail to complete the required work by the deadline indicated in the assignment schedule a grade change will be submitted based upon the work received up to that point. *Students planning to graduate at the end of the semester will need to complete all assignments by the last day of finals if they wish to have their grades submitted in time to meet the university deadlines for graduation.*

One note of caution—students completing internships for credit occasionally misunderstand the importance of the reports and written work in determining their final grade. Usually this misunderstanding is due to assuming mistakenly that the credit will be an "easy A," resulting from just having performed well in the internship. Avoid this error and remember that your supervisor's evaluation counts for only a portion of the final grade. The academic work you submit is a major vehicle for evaluating what you have learned and for determining your grade. These papers and reports must be well-written and will be rigorously graded. Unless your academic work is of a superior quality, just having worked hard in the internship will not guarantee you a satisfactory outcome for the course.

The course assignments will be weighted according to the following in determining your final grade:

- Pre-internship Report = 10 %
- Portfolio = 25%
- Organization Analysis = 10%
- Mid-internship Self-assessment = 5%
- Final Supervisor Evaluation = 25%
- Policy Recommendation Paper = 25%

Grading in each category and for the course will be based on the following scale of student points earned:

100 - 96 = A,	85.99 - 81 = B,	70.99 - 66 = C,	55.99 - 51 = D,
95.99 - 91 = A-,	80.99 - 76 = B-,	65.99 - 61 = C-,	50.99 - 46 = D-,
90.99 - 86 = B+,	75.99 - 71 = C+,	60.99 - 56 = D+,	45.99 - 0 = E.

Submitting Assignments

All assignments must be submitted to the Political Science Intern Director by the dates indicated on the attached assignment schedule. Late reports will be penalized 10% for each week or portion of each week they are late beyond the date they are due unless written permission has been granted for late submission by the intern director. Submit assignments as an MSWord document attached to an email. You will receive a reply via email confirming that the assignment was successfully transmitted. If you don't receive a reply by the following day, then be sure to follow-up with a phone call or another email message. ***Unless you receive the acknowledgment don't assume the assignment has been received.***

Pre-internship Report

Prior to the beginning of the internship write a paper to help you become better acquainted with the experience provider and the nature of the work you will do there. Part of this assignment will require you to interview your work supervisor. The paper should be three to five pages long and provide all the following information.

1. Examine the office or organization for which you will be working, including a description of its mission and goals, its structure, and any major current issues, activities or projects with which it is now dealing. If you are working for a specific member of parliament also tell something about his/her background and political interests, including an examination of the member's voting record and any current legislation he or she is sponsoring or co-sponsoring.
2. Describe what you believe your responsibilities will be in the internship.
3. Answer each of the following questions in as much detail as you can. You may need to contact your internship supervisor to answer some of the questions.
 - a. What is the standard dress for interns?
 - b. Who will you report to in the internship?
 - c. Who will my co-workers be (i.e. names and positions of those you will work with on a regular basis)?
 - d. What should I do to prepare for the internship?
 - e. What kind of computer software is used in the office?
 - f. What training will be available to me the first week?
 - g. What will my daily routine be like?
 - h. What major projects will the office be focusing on during my internship?
 - i. Are there books, articles or other materials I should read to prepare?
 - j. Are there materials relevant to organization or internship that you can access on-line or that could be sent to you?
 - k. What can I expect to learn in this internship?
 - l. What are the expectations for interns in your office?
4. Outline goals you have for yourself in each of the following areas:
 - a. Knowledge you hope to gain about institutions, processes, or concepts related to political science (be specific, detailed and use the language of the discipline);
 - b. Skills you would like to improve or acquire;
 - c. Understanding of career possibilities or direction you hope to gain; and
 - d. Other personal goals you have for the experience.
5. Include a bibliography or works cited page of sources used (including interviews or the Internet) and footnote where appropriate.

The paper must demonstrate that you have carefully examined the organization where you will be working and the internship experience there. Substantial weight will be given to how well the paper is written (spelling, grammar or style errors will be penalized) and the extent to which you address all of the above questions. This paper should be submitted as early as possible (as soon as the internship credit is confirmed), but no later than indicated on the assignment schedule.

Portfolio

Over the course of your internship you should increase your understanding of concepts, institutions and processes related to political science. Document what you have learned and the skills you

have developed in a portfolio.

A good portfolio can contain a variety of entries, including correspondence (both memoranda and letters), reports written for your supervisor or other staff in the organization, notes on meetings or projects, or other general observations from your experience. Include anything that you feel demonstrates increased knowledge about political science. Be careful not to include anything that might be considered confidential unless you have your work supervisor's permission to do so.

Cover page for each entry that relates it to political science (50% of portfolio grade).

Provide a one page cover page for *each* item in your portfolio that analyzes it in the context of some theory, concept, institution or process that you have studied in your political science course work. This is essentially a “micro essay” on how your work on this item has increased your understanding of some aspect of the discipline. To receive full credit a cover page will have each of the following elements:

- A brief explanation of the entry, including any skills you developed or improved as a result of working it;
- A careful analysis of how the item illustrates or contradicts some generally accepted theory, concept, institution or process you have studied in political science. Use the language of the discipline and provide citations if possible. This section should be occupy the largest portion of the cover page.
- Identify at least one question or idea for future investigation (either during the internship or later) related to political science that you find interesting as a result of having worked on this entry.

The cover pages should be written over the course of the internship at the same time the portfolio entries are completed. It is less effective (and strongly discouraged) if you write them all at the end of the internship just prior to submitting your portfolio.

Analytical summary paper (40% of portfolio grade). At the beginning of the portfolio include a minimum five-page paper in which you analyze those theories, concepts, institutions and processes from your past political science course work that you have come to understand better as a result of your internship and why. Reference the items in your portfolio as the evidence to support your analysis.

Personal growth paper (10% of portfolio grade). After the analytical summary paper include a two to three page description of the additional skills and general knowledge you have acquired as result of the internship along with the personal growth and understanding of career possibilities that you have developed.

Supervisor evaluation. After the internship summary paper include the evaluation your work supervisor completed of your work performance (see details below).

Format. Assemble the portfolio *as a PDF* and submit it by email to me by the deadline indicated in the assignment schedule. The presentation should be professional and organized. Some method of dividing entries (e.g. table of contents) will make the portfolio more organized and easier to read. A portion of the portfolio grade will be based on the quality of the presentation.

Portfolio grade. A portfolio deserving of an “A” grade will have at least ten entries (items) with well-written, analytical cover pages and summary papers. It will be well-organized and professionally presented. Portfolios that are lacking in any of the above qualities, but have analytical cover pages and summary papers will merit a “B.” Those that are merely descriptive or have few entries will receive only

a “C” grade.

Mid-internship Assessment

By the date indicated in the assignment schedule, assess your performance in the internship and note any areas in which you feel improvement is necessary. Write a two to three-page paper that addresses each of the following points:

1. What are you doing well in your internship?
2. In what ways do you need to improve in the internship?
3. Are you satisfied with your work assignments? Why or why not?
4. Describe your relationship with your work supervisor and co-workers. Is there anything you need to do to improve those relationships?
5. Briefly summarize the skills you have gained or improved since beginning the internship and your increased knowledge related to concepts, theories, institutions or processes related to political science.
6. How has the experience challenged the assumptions you had prior to the beginning of the internship about working for this or a similar organization?
7. If there are any problems (i.e. relationships, work assignments, other issues) with the internship, what have you done to resolve them? Are there any left unresolved?
8. Have your supervisor complete the attached Mid-internship Evaluation Form and include it with your report. Include your response to any concerns raised in it about you or your work.

Organization Analysis

Write a five to seven page paper in which you examine and evaluate the office or organization in which you are working. The paper must address each of the following:

1. Describe the mission and goals of the organization. Why is or why isn't it successful in accomplishing its mission?
2. Include an organizational chart which outlines office/organization hierarchy and briefly describes the duties of the staff. Be sure to identify where interns or your position fits into the chart.
3. Describe and evaluate the decision making process in the organization, including both formal and informal processes. The formal process is generally outlined in official documents (e.g. charters or constitutions) that describe who has authority to make decisions. Informal processes are those that are not outlined in any official manner, but either have influence on the formal process or are, in reality, the way in which decisions are reached. For example, the administrative assistant to a department head may not have any authority in the organization structure but is the gatekeeper on information submitted to his or her boss. Thus, the assistant controls which issues will be considered and, to a certain extent, the outcome of deliberations on those issues.
4. Describe the qualities in its employees that are valued by the organization. Do you feel the reward structure (to the extent you are aware of it) helps to promote the organization's mission? Reward structures could include remuneration, among others. Why or why not?
5. What one recommendation would you make to improve the organization's performance. Why do you think it would improve the performance? Be practical in your recommendation taking into account the resources and constraints of the organization. Why do you think your recommendation has not already been tried or adopted.

6. Indicate two principles, concepts, theories, institutions or processes you studied in your previous political science courses that are relevant to this organization. What new knowledge or understanding do you have about them as a result of observing the work of this organization?

Policy Recommendation Paper

Write a 10 to 12 page paper in which you take a stand on a key issue in the European Parliament. This should be a reasonable and substantive position on an issue currently facing the European Union. You can gather research from a variety of sources including interviews, committee meetings, seminars, discussions and news sources. However, the paper should not simply be a reworking of arguments in the press. You can build on these elements, but it should not comprise your entire argument. The paper should include an analysis of the issues surrounding the policy, your policy recommendation, comparative elements pertaining to how similar policies affected members of the EU, and expected results from your policy implementation. Write this paper as if you were going to submit it to an MEP in the EU. Be certain to provide citations and a work cited (bibliography) page as you were taught to do in POLI 200.

Supervisor's Evaluation

This is a midterm and final evaluation of your job performance completed by your work supervisor. Guidelines that your supervisor should follow in completing the evaluation are found at the end of this syllabus. Be sure your supervisor has a copy of them. *Note: You are responsible to insure that the completed mid-term and final evaluations are submitted by the dates indicated in the assignment schedule.* You should carefully read the final evaluation and respond to it in a separate statement if you disagree with any part of it.

Assignment Schedule

Submit all assignments according to the dates indicated below. Carefully review instructions given above for assignment details.

Prior to or on [the first day of the internship]

- Pre-internship Report due.

[Week 4]

- Design for Research Project due to Professor Jacoby.

[Week 7]

- Mid-internship Self-assessment paper due.
- Mid-internship Supervisor evaluation due.

[Week 10]

- Organization Analysis paper due.

[Two weeks after internship]

- Policy Recommendation paper due
- Portfolio and Final Supervisor Evaluation due.

BYU Political Science Mid-internship Evaluation
The immediate supervisor of the intern should complete this evaluation.

Help us assess how well this student is doing in his or her internship by responding to the following questions. Because this evaluation is a factor in determining this individual's grade, it is an "education record" under the Family Education Rights and Privacy Act. Under this law, the individual has a legal right to examine all evaluations upon request.

- Please write your responses on your organization's letterhead.
 - Indicate the student's name at the beginning.
 - Include your typed name, position and signature at the end.
 - Review the evaluation with the student and have him or her send it to the Political Science Intern Director.
1. Estimate the average percentage of work time the student spends doing each of the following:
 - Research;
 - Writing (including correspondence);
 - Organizing meetings or related activities;
 - Clerical (e.g. filing, errands, photocopying, receptionist, typing, etc.); and
 - Other (please describe).
 2. Describe the student's responsibilities.
 3. Evaluate the quality of the student's writing.
 4. Evaluate the student's analytical skills and the quality and accuracy of his or her research.
 5. Evaluate the student's interpersonal skills, initiative, willingness to accept responsibility and dependability.
 6. If there have been any problems with punctuality or attendance, please describe them and indicate whether or not they have been resolved.
 7. What is the student doing well in the internship?
 8. In what ways can the student improve his or her performance?
 9. Has the student reviewed his or her learning objectives with you?
 - a. Has he or she been given opportunities to accomplish these objectives?
 - b. To what extent do you feel he or she has taken advantage of these opportunities.
 - c. Any recommendations for how the objectives should be modified?
 10. Any other comments.

BYU Political Science Intern Final Evaluation
The immediate supervisor of the intern should complete this evaluation.

Please evaluate the student candidly and objectively, comparing him or her with other interns of a comparable academic level or with personnel assigned to the same or similar tasks. The Political Science Department Intern Director must receive this evaluation before the student can receive a grade for his or her internship experience. Please complete it as soon as possible. Because this evaluation is a factor in determining this individual's grade, it is an "education record" under the Family Education Rights and Privacy Act. Under this law, the individual has a legal right to examine all evaluations upon request.

- Please write your responses on your organization's letterhead.
 - Indicate the student's name at the beginning.
 - Include your typed name, position and signature at the end.
 - Review the evaluation with the student and have him or her send it to the Political Science Intern Director.
1. Describe the student's responsibilities.
 2. Estimate the average percentage of work time the student spent doing each of the following:
 - Research;
 - Writing (including correspondence);
 - Organizing meetings or related activities;
 - Clerical (e.g. filing, errands, photocopying, receptionist, typing, etc.); and
 - Other (please describe).
 3. Evaluate the quality of the student's writing.
 4. Evaluate the student's analytical skills and the quality and accuracy of his or her research.
 5. Evaluate the student's interpersonal skills, initiative, willingness to accept responsibility and dependability.
 6. Were any problems with punctuality or attendance described in the mid-internship evaluation resolved or did any develop since that evaluation?
 7. Did the student complete a minimum of 450 total work hours in the internship?
 8. What are this student's work-related strengths?
 9. Any weakness in the student's performance and suggestions for how he or she might improve?
 10. Was the student given opportunities to accomplish his or her learning objectives? To what extent do you feel he or she has taken advantage of those opportunities.
 11. How do you rate this student's overall performance as compared with other interns or personnel assigned the same or similar tasks—excellent (equivalent to an "A" grade), very good (a "B" grade), acceptable (a "C" grade), below average (a "D" grade), or unacceptable (a failing grade).
 12. Would you like to have another BYU intern and any other comments.

PORTFOLIO ASSESSMENT WORKSHEET

POLI 399R 9 CREDITS

Assessment Criteria	Points Available	Points Earned
1. Does the portfolio conform to the formatting instructions and have at least 14 different acceptable entries, each identified by a separate cover page?	10	
2. For each entry is there a brief explanation of the entry, including any skills you developed or improved as a result of working on it.	15	
3. Each cover page has a careful analysis of how the item illustrates or contradicts some generally accepted theory, concept, institution, or process you have studied in political science.	15	
4. For each entry there are questions raised or ideas for future investigation (either during the internship or later) that have come to you as a result of having worked on this item.	10	
5. You have included a minimum five-page “ analytical summary ” in which you analyze those theories, concepts, institutions, and processes from your past political science coursework that you have come to understand better as a result of your internship, and why. (Reference the items in your portfolio as the evidence to support your analysis.)	40	
6. A “ personal growth paper ” 3-5 page paper is included describing additional skills and general knowledge you have acquired as a result of the internship along with the personal growth and understanding of career possibilities that you have developed.	10	
7. Any reduction of grade because of tardiness of portfolio submission?	?	
TOTAL	100	

Political Science Internship Credit Syllabus PLSC 399R (6 credits)

Read this syllabus carefully before, during and after the internship.

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The purpose of the course assignments is to help you meet the above objectives in addition to any personal ones that you may have. It is very important that you understand and accept the concept that credit and grades for internships are based upon knowledge and skill acquisition, not just job performance. The course work for this class is designed to help measure what you have learned in the internship and thus is the principal vehicle for determining your grade for the credit. While there are many philosophies and models for internship credit, the above is the one endorsed and strongly supported by the Political Science Department. If you cannot be committed to this model, then you should not enroll in the credit.

Success in this course will depend upon your strong performance in each of the following areas. First, it is necessary to be reflective about your experience in the internship and be able to link what you are observing to theories, concepts or principles studied in previous political science courses. In this sense the internship becomes a laboratory in which you test those things you have only examined abstractly in on-campus classes. Second, you must be able to think and write analytically, not just descriptively, about your experience. Students whose writing is only descriptive should expect to receive no more than a C grade for the course. Third, you must be able to communicate your thoughts effectively according to the norms and conventions for writing taught in PLSC 200. This means that all of your assignments must be well-written and free of mechanical or style errors. Students whose writing does not conform to the standards for good writing should expect to receive no more than a B grade for the course. Fourth, much of the course work requires you to be self-directed; it is important that you keep track of deadlines and submit the assignments on time. The assignment schedule is intended to have you examine and reflect on various aspects of the experience at key times in the internship. The effectiveness of the assignments is diminished if they are submitted late. Finally, you must be a hard working, reliable, competent staff member for your experience provider (employer). While most of your grade will be based on the written assignments you submit. A poor work performance, failing to keep commitments or violating your experience provider's rules will result in a poor grade for the credit.

Most students feel that their internship experience was a highlight—even a defining moment—of their undergraduate education. We hope this will be the case for you. My role as the faculty advisor (course instructor) is to aid and support you in having a successful experience, in addition to evaluating what you have learned in the internship.

Written papers for this course should be submitted using the “Chicago” style found in *A Manual for Writers* by Kate L. Turabian, the most recent edition. Reference citations, spelling, punctuation, abbreviations, the use of numbers in text, the placement of tables and figures, etc. are all found in this manual.

Grading

This course is letter graded. Because some of the assignments are submitted after grades are due, you may initially receive a “T” grade for the course. This is a neutral grade that will not affect your grade point average. Shortly after the deadline for submitting all of your work, the letter grade for the course will be posted to your transcript. Should you fail to complete the required work by the deadline indicated in the assignment schedule a grade change will be submitted based upon the work received up to that point. *Students planning to graduate at the end of the semester will need to complete all assignments by the last day of finals if they wish to have their grades submitted in time to meet the university deadlines for graduation.*

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Pre-internship Report

Prior to the beginning of the internship write a paper to help you become better acquainted with the experience provider and the nature of the work you will do there. Part of this assignment will require you to interview your work supervisor. The paper should be three to five pages long and provide all the following information:

1. Examine the office or organization for which you will be working, including a description of its mission and goals, its structure, and any major current issues, activities or projects with which it is now dealing. If you are going to a congressional office, you should also tell something about the background and political interests of the senator or representative for whom you will be working, along with an examination of his or her voting record and any current legislation he or she is sponsoring or co-sponsoring (see *Politics in America*, *The Almanac of American Politics*, *Congressional Quarterly Weekly Report*, *The National Journal* and the member's web site).
2. Describe what you believe your responsibilities will be in the internship.
3. Interview your work supervisor or the intern coordinator in the office and report his or her response to each of the following questions:
 - What is the standard dress in the office?
 - Who will I report to in the internship?
 - Who will my co-workers be (i.e. names and positions of those you will work with on a regular basis)?
 - What should I do to prepare for the internship?
 - What kind of computer software is used in the office?
 - What training will be available to me the first week?
 - What will my daily routine be like?
 - What major projects will the office be focusing on during my internship?
 - Are there books, articles or other materials I should read to prepare?
 - Are there materials relevant to organization or internship that you can access on-line or that could be sent to you?
 - What can I expect to learn in this internship?
 - What are the expectations you have for interns in your office?
4. Outline goals you have for yourself in each of the following areas:
 - Knowledge you hope to gain about institutions, processes, or concepts related to political science (be specific, detailed and use the language of the discipline);
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 - Understanding of career possibilities or direction you hope to gain; and
 - Other personal goals you have for the experience.
5. Include a bibliography or works cited page of sources used (including interviews or the Internet) and footnote where appropriate.

The paper must demonstrate that you have carefully examined the office/organization where you will be working and the internship experience there. Substantial weight will be given to how well the paper is written (spelling, grammar or style errors will be penalized) and the extent to which you address all of the above questions. This paper should be submitted as early as possible, but not later than the date indicate on the assignment schedule.

Portfolio

Over the course of your internship you should increase your understanding of concepts, institutions and processes related to political science. Document what you have learned and the skills you have developed in a portfolio.

A good portfolio can contain a variety of entries, including correspondence (both memoranda and letters), reports written for your supervisor or other staff in the organization, notes on meetings or projects, or other general observations from your experience. Include anything that you feel demonstrates increased knowledge about political science. Be careful not to include anything that might be considered confidential unless you have your work supervisor's permission to do so.

Cover page for each entry that relates it to political science (50% of portfolio grade).

Provide a one page cover page for *each* item in your portfolio that analyzes it in the context of some theory, concept, institution or process that you have studied in your political science course work. This is essentially a “micro essay” on how your work on this item has increased your understanding of some aspect of the discipline. To receive full credit a cover page will have each of the following elements:

- A brief explanation of the entry, including any skills you developed or improved as a result of working it:
- A careful analysis of how the item illustrates or contradicts some generally accepted theory, concept, institution or process you have studied in political science. Use the language of the discipline and provide citations if possible. This section should be occupy the largest portion of the cover page.
- Identify at least one question or idea for future investigation (either during the internship or later) related to political science that you find interesting as a result of having worked on this entry.

The cover pages should be written over the course of the internship at the same time the portfolio entries are completed. It is less effective (and strongly discouraged) if you write them all at the end of the internship just prior to submitting your portfolio.

Analytical summary paper (40% of portfolio grade). At the beginning of the portfolio include a minimum five page paper in which you analyze those theories, concepts, institutions and processes from your past political science course work that you have come to understand better as a result of your internship and why. Reference the items in your portfolio as the evidence to support your analysis.

Personal growth paper (10% of portfolio grade). After the analytical summary paper include a two to three-page description of the additional skills and general knowledge you have acquired as result of the internship along with the personal growth and understanding of career possibilities that you have developed.

Supervisor evaluation. After the internship summary paper include the evaluation your work supervisor completed of your work performance (see details below).

Format. Assemble the portfolio *as a PDF* and submit it by email to me by the deadline indicated in the assignment schedule. The presentation should be professional and organized. Some method of dividing entries (e.g. table of contents) will make the portfolio more organized and easier to read. A portion of the portfolio grade will be based on the quality of the presentation.

Portfolio grade. A portfolio deserving of an A grade will have at least ten entries (items) with well written, analytical cover pages and summary papers. It will be well organized and professionally presented. Portfolios that are lacking in any of the above qualities, but have analytical cover pages and summary papers will merit a B. Those that are merely descriptive or have few entries will receive only a C grade.

Mid-internship Assessment

By the date indicated in the assignment schedule, assess your performance in the internship and note any areas in which you feel improvement is necessary. Write a two to three page paper that addresses each of the following points:

1. What are you doing well in your internship?
2. In what ways do you need to improve in the internship?
3. Are you satisfied with your work assignments? Why or why not?
4. Describe your relationship with your work supervisor and co-workers. Is there anything you need to do to improve those relationships?
5. Briefly summarize the skills you have gained or improved since beginning the internship and your increased knowledge related to concepts, theories, institutions or processes related to political science.
6. How has the experience challenged the assumptions you had prior to the beginning of the internship about working for this or a similar organization?
7. If there are any problems (i.e. relationships, work assignments, other issues) with the internship, what have you done to resolve them? Are there any left unresolved?
8. Have your supervisor complete the attached Mid-internship Evaluation Form and include it with your report. Include your response to any concerns raised in it about you or your work.

Organization Analysis

Write a five to seven page paper in which you examine and evaluate the office or organization in which you are working. The paper must address each of the following:

1. Describe the mission and goals of the organization. Why is or why isn't it successful in accomplishing its mission?
2. Include an organizational chart which outlines office/organization hierarchy and briefly describes the duties of the staff. Be sure to identify where interns or your position fits into the chart.
3. Describe and evaluate the decision making process in the organization, including both formal and informal processes. Formal processes are often outlined in official documents (e.g. organization charter or constitution or statute) describing who has authority to make decisions. Informal processes are those that are not outlined in any official manner, but either have influence on the formal processes or are, in reality, the way in which decisions are reached. For example, the administrative assistant to a department head may not have any authority in the organization structure but is the gatekeeper on information submitted to his or her boss. Thus, the assistant controls which issues will be considered and, to a certain extent, the outcome of deliberations on those issues.
4. Describe the qualities of employees that are valued by the organization. Do you feel the reward structure (to the extent you are aware of it) helps to promote the organization's mission? Reward

- structures could include remuneration, among others. Why or why not?
5. What one recommendation would you make to improve the organization's performance? Why do you think it would improve the performance? Be practical in your recommendation by taking into account the resources and constraints of the organization. Why do you think your recommendation has not already been tried or adopted?
 6. Indicate two principles, concepts, theories, institutions or processes you studied in your previous political science courses that are relevant to this organization. What new knowledge or understanding do you have about them as a result of observing the work of this organization?

Learning Objective

A substantive, well defined learning objective can be an important part of your intellectual development in the internship. It will help you be reflective about your experience and link your observations to previous course work on campus. This assignment is completed in two stages.

Stage I. Stage I requires you during the first week of the internship to review the menu of objectives in the PLSC 399R Learning Objectives Supplement attached to this syllabus. Give particular attention to the objectives under the category that most closely conforms to the kind of organization for which you are working. *In consultation with your work supervisor* select one of the objectives that you will focus on during the internship. Clearly these objectives will not work for every possible internship, so any objective may be modified or another substituted for those on the list as long as the changes or substitutions have the approval of the intern director within the first three weeks (preferably within the first week) of the internship. Discuss with your supervisor ways in which you will be able to accomplish the objective either through observation, participation in meetings and/or through your work assignments. By the end of the second week of the internship submit a two to three-page report that:

1. States the objective you have selected;
2. Reviews your supervisors comments about it, including concerns about the possibility of accomplishing it;
3. Outlines the opportunities that can be made available to you to accomplish it;
4. Your plan of action for accomplishing it; and
5. Which concepts, theories, etc. taught in the introductory American government or other political science courses likely will be relevant to this objective.

Stage II. During the internship follow (and revise if necessary) your plan to accomplish the objective. After the end of the internship and by the date indicated in the assignment schedule submit a minimum five-page report (excluding citations) detailing what you have learned relevant to the objective. This report is an important part of the learning process and must reflect that you have conscientiously analyzed the selected topic and can relate it to one or more of the concepts taught in the introductory American government or other political science courses. A report that merits an "A" grade will also demonstrate careful thought about and analysis of your observations in the internship. It will draw upon your internship experience in reaching conclusions about the topic in question along with information gathered from news reports or other sources that contradict or reinforce your conclusions. It must be well-written without errors in either style or mechanics.

Supervisor's Evaluation

This is a midterm and final evaluation of your job performance completed by your work supervisor. Guidelines that your supervisor should follow in completing the evaluation are found at the end of this syllabus. Be sure your supervisor has a copy of them. *Note: You are responsible to insure*

that the completed mid-term and final evaluations are submitted by the dates indicated in the assignment schedule. You should carefully read the final evaluation and respond to it in a separate statement if you disagree with any part of it.

Assignment Schedule

Submit all assignments according to the dates indicated below. Carefully review instructions given above for assignment details.

As soon as possible but not later than [1st day of internship]

- Pre-internship Report due.

[Beginning Week 2]

- Learning Objective Stage I assignment due.

[Mid internship]

- Mid-internship Self-assessment paper due.
- Mid-internship Supervisor evaluation due.

[2/3 through with internship]

- Organization Analysis paper due.

[Two weeks after finish]

- Learning Objective Report (Stage II) due.
- Portfolio and Final Supervisor Evaluation due.

BYU Political Science Mid-internship Evaluation
The immediate supervisor of the intern should complete this evaluation.

Help us assess how well this student is doing in his or her internship by responding to the following questions. Because this evaluation is a factor in determining this individual's grade, it is an "education record" under the Family Education Rights and Privacy Act. Under this law, the individual has a legal right to examine all evaluations upon request.

- Please write your responses on your organization's letterhead.
 - Indicate the student's name at the beginning.
 - Include your typed name, position and signature at the end.
 - Review the evaluation with the student and have him or her send it to the Political Science Intern Director.
1. Estimate the average percentage of work time the student spends doing each of the following:
 - Research;
 - Writing (including correspondence);
 - Organizing meetings or related activities;
 - Clerical (e.g. filing, errands, photocopying, receptionist, typing, etc.); and
 - Other (please describe).
 2. Describe the student's responsibilities.
 3. Evaluate the quality of the student's writing.
 4. Evaluate the student's analytical skills and the quality and accuracy of his or her research.
 5. Evaluate the student's interpersonal skills, initiative, willingness to accept responsibility and dependability.
 6. If there have been any problems with punctuality or attendance, please describe them and indicate whether or not they have been resolved.
 7. What is the student doing well in the internship?
 8. In what ways can the student improve his or her performance?
 9. Has the student reviewed his or her learning objectives with you?
 - a. Has he or she been given opportunities to accomplish these objectives?
 - b. To what extent do you feel he or she has taken advantage of these opportunities.
 - c. Any recommendations for how the objectives should be modified?
 10. Any other comments.

BYU Political Science Intern Final Evaluation
The immediate supervisor of the intern should complete this evaluation.

Please evaluate the student candidly and objectively, comparing him or her with other interns of a comparable academic level or with personnel assigned to the same or similar tasks. The Political Science Department Intern Director must receive this evaluation before the student can receive a grade for his or her internship experience. Please complete it as soon as possible. Because this evaluation is a factor in determining this individual's grade, it is an "education record" under the Family Education Rights and Privacy Act. Under this law, the individual has a legal right to examine all evaluations upon request.

- Please write your responses on your organization's letterhead.
 - Indicate the student's name at the beginning.
 - Include your typed name, position and signature at the end.
 - Review the evaluation with the student and have him or her send it to the Political Science Intern Director.
1. Describe the student's responsibilities.
 2. Estimate the average percentage of work time the student spent doing each of the following:
 - Research;
 - Writing (including correspondence);
 - Organizing meetings or related activities;
 - Clerical (e.g. filing, errands, photocopying, receptionist, typing, etc.); and
 - Other (please describe).
 3. Evaluate the quality of the student's writing.
 4. Evaluate the student's analytical skills and the quality and accuracy of his or her research.
 5. Evaluate the student's interpersonal skills, initiative, willingness to accept responsibility and dependability.
 6. Were any problems with punctuality or attendance described in the mid-internship evaluation resolved or did any develop since that evaluation?
 7. What are this student's work-related strengths?
 8. Any weakness in the student's performance and suggestions for how he or she might improve?
 9. Was the student given opportunities to accomplish his or her learning objectives? To what extent do you feel he or she has taken advantage of those opportunities.
 10. How do you rate this student's overall performance as compared with other interns or personnel assigned the same or similar tasks—excellent (equivalent to an "A" grade), very good (a "B" grade), acceptable (a "C" grade), below average (a "D" grade), or unacceptable (a failing grade).
 11. Would you like to have another BYU intern and any other comments.

PORTFOLIO ASSESSMENT WORKSHEET

PLSC 399R 6 CREDITS

Assessment Criteria	Points Available	Points Earned
1. Does the portfolio conform to the formatting instructions and have at least 10 different acceptable entries, each identified by a separate cover page?	10	
2. For each entry is there a brief explanation of the entry, including any skills you developed or improved as a result of working on it.	15	
3. Each cover page has a careful analysis of how the item illustrates or contradicts some generally accepted theory, concept, institution, or process you have studied in political science.	15	
4. For each entry there are questions raised or ideas for future investigation (either during the internship or later) that have come to you as a result of having worked on this item.	10	
5. You have included a minimum five-page “ analytical summary ” in which you analyze those theories, concepts, institutions, and processes from your past political science coursework that you have come to understand better as a result of your internship, and why. (Reference the items in your portfolio as the evidence to support your analysis.)	40	
6. A “ personal growth paper ” 3-5 page paper is included describing additional skills and general knowledge you have acquired as a result of the internship along with the personal growth and understanding of career possibilities that you have developed.	10	
7. Any reduction of grade because of tardiness of portfolio submission?	?	
TOTAL	100	

POLI 399R Learning Objectives Supplement

See the PLSC 399R syllabus for selecting the learning objective for your internship. First identify the category that most closely matches your type of internship organization or the type of work assignments you will perform. Second, *in consultation with your work supervisor* select one of the objectives that you will focus on during the internship. Remember that if none of these objectives will work for your internship, you may modify an existing one or develop another one as a substitute for those on the list as long as the modification or substitution has the approval of the Political Science Intern Director within the first three weeks (preferably within the first week) of the internship. Discuss with your supervisor ways in which you will be able to accomplish the objective either through observation, participation in meetings and/or through your work assignments.

Advisory Council

1. Examine and evaluate the relationship between your organization and the state agencies with which it interacts. What impact do those agencies have on the organization? Which agencies have more influence than others? Why? How does your organization attempt to influence those agencies?
2. Examine and evaluate the relationship between your organization and city and county governments. What impact do those governments have on the organization? Which levels of government have more influence than others? Why? How does your organization attempt to influence those governments?
3. Examine and evaluate how budget concerns and the state budget process effect your organization. What are your organization's budget priorities? How are the priorities established? In what ways does your organization attempt to achieve its budget goals? How does your organization attempt to influence the state budget process?
4. Examine and evaluate the techniques the organization uses to further its influence (e.g. publicity and mass media, mass mailing, litigation, influence on rulemaking, election activities, etc.). How influential is it in accomplishing its goals?
5. How do public opinion and the media influence your organization? How does your organization attempt to influence the media and public opinion? How significant are these factors in influencing the organization's budget priorities? Evaluate how successful your agency is in accomplishing its media and public opinion goals.
6. What factors determine which programs your organization will promote? Which factors are more influential in the decision-making than others? How does your organization inform itself about possible programs to consider for promotion?
7. Examine and evaluate the role your organization plays in the policy-making process at the various levels of government (i.e. the Congress and federal agencies, the state legislature and state agencies, and local government legislative bodies and agencies). Use specific examples to explain to show why or why isn't effective in that role.

Attorney--City

1. How does the principle of sovereign immunity affect the city government's policies on liability? Are there other factors that shape the city's liability policies?
2. Examine and evaluate the criteria the city attorney's office uses to decide which claims it

chooses to litigate as opposed to those it decides to settle outside of court? Who makes those decisions?

3. Examine and evaluate the relationship of city attorney's office with the city council. To what extent is the city attorney able to make decisions independent of the city council?
4. Examine and evaluate the various motions used in a trial. How are motions used as part of the attorney's strategy? Which motions are more effective than others?
5. Examine the background, education and experience of the attorneys in your office. How do these factors determine their effectiveness and the opinion their associates have of them? Is education a more important factor than experience in predicting an attorney's success?
6. What are the various stages of a case, including those before and during a trial? What is the relative significance of each of them in determining the success of the case? Why?
7. What factors determine whether or not a case will be settled prior to the trial? Examine and evaluate the role the attorneys, clients and judge play in that process and decision.

Attorney--County

1. Examine and evaluate the various sources of the law, their relative weight, and the methods and means of finding and weighing those sources.
2. Examine and evaluate the various motions used in a trial. How are motions used as part of the attorney's strategy? Which motions are more effective than others?
3. What are the various stages of a case, including those before and during a trial? What is the relative significance of each of them in determining the success of the case? Why?
4. What factors determine whether or not a case will be settled prior to the trial? Examine and evaluate the role the attorneys, clients and judges play in that process and decision.
5. Examine and evaluate the incentives and obstacles prosecutors have to move through the docket. What factors hinder or promote a speedy trial? How do those factors affect the nature of the prosecution?
6. What characteristics (e.g. family situation, education, economic status, prior arrests, etc.) seem to indicate the likelihood of criminal activity? Are some individuals more likely to be prosecuted as opposed to others? Do prosecutors tend to be more lenient with individuals who have certain elements in their background? Why?
7. Examine and evaluate the relationship between prosecuting attorneys and defense attorneys. How collegial are they with one another? What factors influence the level of collegiality? Does the relationship impact decisions to prosecute or plea bargain?
8. Is there a difference in the outcome of a trial for individuals who are represented by public defenders as opposed to those who can afford to hire their own defense attorney? What are the differences between the representation someone receives from a public defender as opposed to a regular criminal lawyer? Are public defenders regarded differently by prosecutors?
9. What are the differences between the formal and informal rules that govern how cases are prosecuted and trials proceed? How is one influenced by the other? What difference does mastery of the informal rules make to the outcome of an attorney's case?
10. How does the principle of sovereign immunity affect the county's policies on liability? Are

there other factors that shape the county's liability policies?

11. Examine and evaluate the criteria the county attorney's office uses to decide which claims it chooses to litigate as opposed to those it decides to settle outside of court? Who makes those decisions?

Attorney General

1. Describe and evaluate the legislature's oversight of the Attorney General's Office.
2. How does the Attorney General decide what issues to focus on and what are the options she has for pursuing those issues?
3. Describe and evaluate how the Attorney General and her staff coordinate with the Governor and other executive branch entities in dealing with the Legislature.
4. Describe and evaluate the relationship that lobbyists and special interest groups have with the Attorney General's staff.
5. Describe and evaluate the role of the Attorney General in formulating and passing legislation.
6. Describe and evaluate the relationship of the Attorney General and the Governor in Utah State government.
7. Compare the Utah Attorney General's role in the executive branch with that of Attorneys General in other states.

Business

1. Examine and evaluate the effect of federal and state regulations on your firm. How and to what extent does your firm attempt to have an impact on those regulations? To what extent does it seek to join with competing firms to influence policy makers?
2. Examine and evaluate your firm's relationship with its related trade associations. What determines its influence in those associations and how does it seek to exert that influence?
3. Examine and evaluate the means your firm uses to affect legislation. What are its principal tools? What stages of the legislative process provide the best opportunity for your firm to have the most significant impact?
4. Examine and evaluate the role of public opinion in your firm's efforts to affect public policy. What means does it use to influence public opinion? Why or why not are these effective?
5. Examine and evaluate the process through which your firm determines which policy issues it will seek to influence. How does the nature of the issue affect its strategy for impacting the policy?

Attorney--Personal Injury

1. Examine and evaluate the criteria the firm uses to decide which claims it chooses to litigate as opposed to those it decides to settle outside of court? Who makes those decisions? What percent of cases are settled outside of court?
2. Examine and evaluate the various motions used in a trial. How are motions used as part of the attorney's strategy? Which motions are more effective than others?
3. What are the various stages of a case, including those before and during a trial? What is the relative significance of each of them in determining the success of the case? Why?
4. Summarize the laws and statutes in negligence law and analyze how they are applied in the

cases with which you are involved.

5. Examine and evaluate the relationship between the firm and the insurance companies with which it does business. Are the practices and procedures for settling claims routine and fairly common or are extensive negotiations required before a case is settled?

Business--International

1. Analyze the current governmental structure of the foreign government with you deal and the ways in which it formulates and implements public policy.
2. Analyze the economic situation in the foreign government and the role the government plays in the economy.
3. Examine the challenges for a country transitioning from a planned to a market economy.
4. Describe the role the U.S. State Department and the U.S. Department of Commerce play in promoting U.S. foreign trade. (As part of accomplishing this objective you should interview an official with the U.S. Embassy responsible for commerce matters.)
5. Compare and contrast the trade policies of the foreign government and those of the United States. Develop a model that explains the differences.
6. Detail the major international issues that affect your firm, particularly those that involve the United States. Assess and evaluate how your firm responds to the most significant of those issues and the effect they have on its corporate strategy.
7. Examine and evaluate how your firm is affected by the current restructuring of the target country's economy. What general conclusions can you draw about the effectiveness of the current government's policies based on your observations of the impact they are having on your firm?
8. Examine and evaluate how the current climate for trade and investment is affecting your firm. What relationship does that climate have to the firm's product development and marketing strategy?

Campaign

1. Examine and evaluate the campaign strategy. Discuss how and why the campaign theme and delivery evolve and change over time.
2. Examine and evaluate the ways in which voter information is gathered. How is that information used in determining the target audience for the campaign?
3. Examine and evaluate the various campaign events. How do they fit into the campaign strategy?
4. How is the campaign organized and what are the roles of the various members of the staff? Do the staff members work well together? Why or why not?
5. Examine and evaluate how the candidate is used in the campaign and his involvement in decision making. What determines where he/she will speak and on which issues?
6. How are the media covering the campaign and what are the ways in which the campaign is using the media?
7. Examine and evaluate the campaign's strategy for fund raising. What are the demographic characteristics of contributors to the campaign? How do those characteristics affect the strategy?

8. Describe and evaluate the progress of your candidate's campaign as compared with that of his/her opponent's campaign.
9. Describe the major issues of the election and how your campaign responds to them.

City Council

1. Describe and analyze the various policy decisions underlying how the city raises and spends money—what are the major objectives, constraints, considerations, etc.? Discuss the strengths and weaknesses of these decisions.
2. Examine and evaluate how the city council interacts with the public. Construct possible models of representation that capture the different ways in which council members represent the public.
3. Analyze the public involvement in council affairs—what kinds of people get involved, what kinds of participation takes place, and what are the impacts? In the final paper construct categories to describe what issues members of the public are involved in.
4. Examine and evaluate the interaction between the municipal council and the mayor and the city bureaucracy. In the final paper develop models that describe and assess how, and how well, that interaction occurs for different kinds of issues.
5. Analyze the relationship of the city government, and the municipal council in particular, to the county, state and federal governments.

City International Trade Development Office

1. Describe and evaluate the city's policies to promote its businesses. Contrast the city's policies with those of other government entities (i.e. county and state) and other cities.
2. Describe and evaluate the criteria used to determine which countries are approached as potential importers.
3. What problems are created for companies as they seek to expand internationally and how can they be resolved?
4. Describe and evaluate the involvement of elected officials and bureaucrats in developing and promoting international trade.
5. Develop a model that explains why some companies are more successful than others in exporting their products internationally.
6. What problems are created when cities within the same state compete with each other to promote their businesses? What are some options to deal with those problems?

City Manager

1. Describe and analyze the various policy decisions underlying how the city raises and spends money—what are the major objectives, constraints, considerations, etc. Discuss the strengths and weaknesses of these decisions.
2. Examine and evaluate the relationship between the city government to the county, state and federal governments. In what ways are the relationships interdependent and in what ways do these relationships constrain decision makers in the city?
3. Describe and evaluate the relationship between the city's administrative officers and the city council. How do they cooperate with each other and what are the tensions that exist? To what extent are any tensions the result of the way in which city government is

structured?

4. Describe the way and extent to which public opinion affects the city's administrators. Evaluate which means citizens use that are more effective and which ones are less or not effective at all.

Congressional Staff

1. Examine and evaluate how the representative or senator represents his/her constituents.
2. Examine and evaluate how your office relates to and works with state and local governments.
3. Describe the major social issues with which your office deals. Examine and evaluate the process through which the representative or senator and his staff address them. What is the effect of their involvement in the outcome of those issues?
4. Examine and evaluate the relationship between the district office staff and the Washington office staff.
5. Examine and evaluate the role and structure of the professional staff. What is their influence (collectively and individually) on the member? How do the staff members relate to one another? What is the role of and relationship with the state/district staff to the Washington, D.C. staff?
6. Describe the major issues your office deals with and the process through which the member and his or her staff address them. What is the outcome of their (member and staff) involvement in those issues?
7. Describe how individual constituents and various interest groups effect the member's legislative decisions. In what ways can constituents, individually or in groups, have the greatest impact on a member of Congress?
8. Examine and evaluate how the staff and the member relate to and work with executive branch departments or agencies. To what degree are the member and staff members able to influence departments or agencies and to what degree are the member and staff influenced by the department or agency? What factors explain the level of influence?

County Government

1. Describe and analyze the various policy decisions underlying how the county government raises and spends money—what are the major objectives, constraints, considerations, etc. Discuss the strengths and weaknesses of these decisions?
2. Examine and evaluate how the county commission interacts with the public. Construct possible models of representation that capture the different ways in which council members represent the public.
3. Analyze the public involvement in board affairs—what kinds of people get involved? What kinds of participation takes place? What are the impacts? In the final paper construct categories to describe what issues members of the public are involved in.
4. Examine and evaluate the interaction between the board of supervisors or county commissioners and the county bureaucracy. Develop a model that describes and assesses how, and how well, that interaction occurs for different kinds of issues.
5. Examine and evaluate the relationship of the county government, and the county commission or board of supervisors in particular, to the city, state and federal governments.

6. Examine and evaluate the process through which the county determines zoning policies. What factors (i.e. citizens, economics, interest groups, and the bureaucracy) determine such policies? How and to what extent do federal regulations constrain the county?

Court

1. Examine and evaluate the process a judge goes through to decide a case. What are the limits of his discretion? What are the most significant factors that constrain him or her?
2. Examine and evaluate the various sources of the law, their relative weight, and the methods and means of finding and weighing those sources.
3. Examine and evaluate the various motions used in a trial. How are motions used as part of the attorney's strategy? Which motions are more effective than others?
4. What are the various stages of a case, including those before and during a trial? What is the relative significance of each of them in determining the success of the case? Why?
5. What factors determine whether or not a case will be settled prior to the trial? Examine and evaluate the role the attorneys, clients and judge play in that process and decision.
6. Examine and evaluate the incentives and obstacles prosecutors have to move through the docket. What factors hinder or promote a speedy trial? How do those factors affect the nature of the prosecution?
7. What characteristics (e.g. family situation, education, economic status, prior arrests, etc.) seem to indicate the likelihood of criminal activity? Are some individuals more likely to be prosecuted as opposed to others? Do prosecutors tend to be more lenient with individuals who have certain elements in their background? Why?
8. Examine and evaluate the relationship between prosecuting attorneys and defense attorneys. How collegial are they with one another? What factors influence the level of collegiality? Does the relationship affect decisions to prosecute or plea bargain?
9. Is there a difference in the outcome of a trial for individuals who are represented by public defenders as opposed to those who can afford to hire their own defense attorney? What are the differences between representation that a client receives from a public defender as opposed to a regular criminal lawyer? Are public defenders regarded differently by prosecutors?
10. What are the differences between the formal and informal rules that govern how cases are prosecuted and trials proceed? How is one influenced by the other? What difference does mastery of the informal rules make to the outcome of an attorney's case?

Economic Development Office/Agency

1. Describe and evaluate state government policies to attract business to the state. Contrast the state's policies with those of local (i.e. city and county) governments.
2. Describe and evaluate the criteria used to determine which companies are approached to relocate to your state.
3. What problems associated with economic growth are confronting the state and how can they be resolved?
4. Describe and evaluate the involvement of elected officials and bureaucrats in attracting

- businesses to relocate to the state.
5. Develop a model that explains why some states are more successful than others in attracting prospective companies.
 6. What problems are created when states compete with each other to attract business? What are some options to deal with those problems?

Education Department

1. Describe and analyze the process through which the federal and state governments award education grants. Do these processes meet the statutory goals for which they were established? Why or why not? Give specific examples from your internship experience to support your view.
2. Analyze the roles that federal, state and local governments play in adult education. In what ways do those roles complement each other and in what ways do they conflict? How do the roles deviate in practice from those defined by the relevant federal, state and local statutes?
3. Describe and analyze the ways in which educators attempt to affect the policy process. Which means are most effective? Why are they effective?
4. Describe and analyze the effect that funding has on education policy and practice. To what degree are policy and practice guided by accepted norms in the education profession and to what degree are they guided by funding sources? Use specific examples to support your conclusion.

Embassy (foreign government—not U.S. embassies)

1. Examine and evaluate how the embassy furthers the interests of its government in the United States. What barriers hinder those interests? What role does the embassy play in overcoming those barriers?
2. Examine and evaluate the embassy's relationship with Congress. How does the embassy attempt to influence Congress? How is it influenced by Congress? What is the relationship of the embassy staff with congressional staff?
3. Examine and evaluate the relationship of the embassy with the U.S. Department of State and other elements in the federal foreign policy bureaucracy. What means does the embassy staff have to interact with them? How effective is the staff in influencing the bureaucracy? How is the embassy influenced by them?
4. What is the role of the ambassador in the embassy and in the United States? What is his/her relationship to the other members of the embassy's staff and to the home government? Why or why isn't it a cooperative relationship? What limitations does the ambassador have in his/her ability to make and implement decisions?
5. Examine and evaluate the relationship between the political, economic, consular and administrative sections of the embassy. What is the role of each section? Is their relationship a cooperative one or do they ever conflict with one another? If there is conflict, who resolves it and who is likely to win?
6. Describe the formal and informal channels the embassy uses to influence U.S. foreign policy. Which is most effective? Why?
7. Examine and evaluate the various forms of public diplomacy used by the embassy. To

what extent are they successful in furthering the embassy's goals?

8. Examine and evaluate the flow of information and instructions between the embassy and its government. To what extent does the embassy maintain a close relationship with the home government? Is there a sense that the information supplied by the embassy has an impact on its government's policies? What degree of latitude does the embassy staff have in its decision-making and operations? Why does or doesn't it have much freedom to operate with some independence?

Embassy—U.S.

1. Examine and evaluate how the embassy furthers the interests of its government in the host country. What barriers hinder those interests? What role does the embassy play in overcoming those barriers?
2. Examine and evaluate the embassy's relationship with the legislature of the host country. How does the embassy attempt to influence the legislature? How is it influenced by the legislature? What is the relationship of the embassy staff with legislative staff?
3. Examine and evaluate the relationship of the embassy with the host country's foreign ministry and other elements in the foreign policy bureaucracy. What means does the embassy staff have to interact with them? How effective is the staff in influencing the bureaucracy? How is the embassy influenced by them?
4. What is the role of the ambassador in the embassy and in the host country? What is his/her relationship to the other members of the embassy's staff and to the U.S. State Department? Why or why isn't it a cooperative relationship? What limitations does the ambassador have in his/her ability to make and implement decisions?
5. Examine and evaluate the relationship between the political, economic, consular and administrative sections of the embassy. What is the role of each section? Is their relationship a cooperative one or do they ever conflict with one another? If there is conflict, who resolves it and who is likely to win?
6. Describe the formal and informal channels the embassy uses to influence the host country's foreign policy. Which is most effective? Why?
7. Examine and evaluate the various forms of public diplomacy used by the embassy. To what extent are they successful in furthering the embassy's goals?
8. Examine and evaluate the flow of information and instructions between the embassy and the U.S. government. To what extent does the embassy maintain a close relationship with the government? Is there a sense that the information supplied by the embassy has an impact on U.S. policies? What degree of latitude does the embassy staff have in its decision-making and operations? Why does or doesn't it have much freedom to operate with some independence?

Environmental Issues Special Interest Firm

1. Examine and evaluate the relationship between state and federal agencies on environmental

policy issues. What are the ways in which tribal governments are able to influence state and federal policies? In what ways are they limited?

2. Examine and evaluate the means through which your firm seeks to influence federal, state and local policies. Besides the courts, what avenues does it pursue in accomplishing its objectives--the media, lobbying elected officials, etc?
3. Examine and evaluate the sources of funding for your firm. To what extent do court awards, client fees or other sources determine which cases/clients it accepts and the strategy in accomplishing its objectives?

Executive Branch Department (federal government)

1. Examine and evaluate the relationship between your agency and the Congress. What impact do members of Congress have on the agency? Which members have more influence than others? Why? What is the relationship with congressional staff and your agency's staff? How does your agency attempt to influence congressional decisions?
2. Who are your agency's clientele (e.g. interest groups, members of Congress, other government entities, etc.)? How do they influence the agency's policy priorities and policy outcomes? Are there other similar forces that affect decisions at the agency?
3. Examine and evaluate how budget concerns and the budget process affect the agency. What are the agency's budget priorities? How are the priorities established? In what ways does the agency attempt to achieve its budget goals?
4. Examine and evaluate the organizational structure of the agency. How does this structure affect decision making? How does your agency's structure differ from that of other federal agencies?
5. Examine the education and experience of the agency's staff. How does the background of the staff affect its decision-making, policy priorities, relations with other government entities and interest groups?
6. What determines which of the agency's programs are given priority?
7. Examine and evaluate the relationship of your agency with other federal agencies and with state governments. What determines whether or not the relationship is cooperative?
8. Examine and evaluate your agency's relationship with the White House staff and the Office of Management and Budget. What conclusions can you reach about the power of the President and the power of the federal bureaucracy based on your observations of that relationship?
9. How do public opinion and media influence your agency? How does your agency attempt to influence the media and public opinion? How significant are these factors in the policy process? Evaluate how successful your agency is in accomplishing its media and public opinion goals.
10. Examine and evaluate the relationship between program and support divisions within the agency. Who has more influence in the agency? Why? If there are conflicts between these entities, who is more likely to prevail? Why?

11. What affect has the movement toward privatizing government programs had on your agency? What programs has the agency sought to privatize and which ones has it resisted privatizing? Why? What forces outside of the agency have effected its goals and decisions about privatization?

Governor's Office

1. Describe and evaluate the role of the governor and his staff play in the legislative process. Based upon your observations, provide an explanation for why the governor succeeds with some aspects of his legislative agenda and does not succeed with others.
2. Describe and evaluate the relationship between the governor's office and other executive branch agencies. Develop an explanation for why at times there is tension in those relationships and at other times cooperation.
3. Describe and evaluate how the governor's office works with other state executive branch agencies and departments in formulating and promoting a legislative agenda.
4. Describe the process for formulating the state's budget and the governor's role in that process. Explain which factors have the greatest influence on setting budget priorities and why they are influential in the decision-making process.
5. Describe and evaluate the various forces influencing policy decisions in the governor's office. Develop an explanation for why some forces are more influential than others.
6. Describe how individual constituents and various interest groups effect the governor's policy decisions. In what ways can constituents, individually or in groups, have the greatest impact on a governor?
7. Examine and evaluate the role and structure of the professional staff in the governor's office. What is their influence (collectively and individually) on the governor? How do the staff relate to one another? What is the role of the staff in dealing with other executive branch personnel?
8. What role do party leaders play in the governor's policy decisions? Evaluate what does or does not make them effective in influencing the policy process.
9. Describe and evaluate the influence governors and state legislatures have on policy making at the federal level.
10. Describe and evaluate the influence federal policy has on the power and structure of state agencies.
11. What problems do governors encounter under the federal system that has developed in the United States? How do you feel it should be changed? Why have these changes not already been implemented?
12. Describe the constitutional, political and structural advantages possessed by national policy makers (Congress, executive branch, courts) compared to the disadvantages experienced by state policy makers as they compete with each other for power within the federal system.

Guardian ad litem

1. Examine and evaluate the process a judge goes through to decide a case. What are the limits of his discretion? What are the most significant factors that constrains him or her?
2. Examine and evaluate the various sources of the law, their relative weight, and the methods and means of finding and weighing those sources.
3. Examine and evaluate the various motions used in a trial. How are motions used as part

- of the attorney's strategy? Which motions are more effective than others?
4. What are the various stages of a case, including those before and during a trial? What is the relative significance of each of them in determining the success of the case? Why?
 5. What factors determine whether or not a case will be settled prior to the trial? Examine and evaluate the role the attorneys, clients and judge play in that process and decision.
 6. Examine and evaluate the incentives and obstacles prosecutors have to move through the docket. What factors hinder or promote a speedy trial? How do those factors affect the nature of the prosecution?
 7. What kind of characteristics (e.g. family situation, education, economic status, prior arrests, etc.) seem to indicate the likelihood of criminal activity? Are some individuals more likely to be prosecuted as opposed to others? Do prosecutors tend to be more lenient with individuals who have certain elements in their background? Why?
 8. Examine and evaluate the relationship between prosecuting attorneys and defense attorneys. How collegial are they with one another? What factors influence the level of collegiality? Does the relationship impact decisions to prosecute or plea bargain?
 9. Is there a difference in the outcome of a trial for individuals who are represented by public defenders as opposed to those who can afford to hire their own defense attorney? What are the differences between the representation someone receives from a public defender as opposed to a regular criminal lawyer? Are public defenders regarded differently by prosecutors?
 10. What are the differences between the formal and informal rules that govern how cases are prosecuted and trials proceed? How is one influenced by the other? What difference does mastery of the informal rules make to the outcome of an attorney's case?
 11. What latitude do juvenile court judges have in terms of sentencing? What are the various factors that a judge considers when deciding a sentence? To what degree are judges consistent in their sentencing? If they are not, what makes different judges decide sentences differently?
 12. Compare and contrast the rights and interests of minors from those of adults in the court system? How do the objectives of the court system differ when minors are involved as opposed to adults? What guidelines are judges and attorneys required to follow in dealing with minors?

International Humanitarian Organization

1. Describe and evaluate the impact U.S. foreign policy has on the work of your organization. In what ways does the government aid your efforts and in what ways does it hinder them?
2. Describe and evaluate the international humanitarian aid system and your organization's role within it. What aspects of that system promote the ends for which it exists and what elements detract from it? Why and to what degree is cooperation necessary between organizations?
3. What treaties, international agreements or conventions, impact the work of your organization? Describe and evaluate that impact.
4. Describe and evaluate the impact your organization has on U.S. foreign or domestic policy and on the policies of other nations.

International Organizations (U.S. Agency Mission to them)

5. Examine and evaluate the various means the United States uses to exert influence over international organizations. Which of those appear to be more effective and which are less so? Why?
6. Examine and evaluate the role international organizations play in foreign policy formulation. What influence do they have with Congress and executive branch bureaucracies?
7. Examine and evaluate the relationship of the mission and embassy with the representatives of other countries. What means does the mission staff have to interact with them? How effective is the staff in influencing other missions? How is the mission influenced by them?
8. What is the role of the chief of mission in the embassy and in the host country? What is his/her relationship to the other members of the embassy= ' staff and to the U.S. State Department? Why or why isn't it a cooperative relationship? What limitations does the chief of mission have in his/her ability to make and implement decisions?
9. Examine and evaluate the relationship between the political, economic, consular and administrative sections of the embassy. What is the role of each section? Is their relationship a cooperative one or do they ever conflict with one another? If there is conflict, who resolves it and who is likely to win?
10. Examine and evaluate the various forms of public diplomacy used by the mission. To what extent are they successful in furthering the mission's goals?
11. Examine and evaluate the flow of information and instructions between the embassy and the U.S. government. To what extent does the embassy maintain a close relationship with the government? Is there a sense that the information supplied by the embassy has an impact on U.S. policies? What degree of latitude does the embassy staff have in its decision-making and operations? Why does or doesn't it have much freedom to operate with some independence?

Interest Group, Non-Profit or Grassroots Organization

1. Examine and evaluate the techniques the organization uses to further its influence (e.g. publicity and mass media, mass mailing, litigation, influence on rule making, election activities, and cooperative lobbying). How influential is it in accomplishing its goals?
2. What determines which issues are important to the organization and who decides which ones to promote?
3. What are the resources of the organization, including money, volunteers, expertise and reputation? How do these resources determine the influence and power of the organization? Which resources are the most productive and effective?
4. Examine and evaluate how the organization works with organizations with similar objectives. What relationship does it have with opposing organizations?
5. What are the organization's sources of funding? How do its funding concerns affect the issues and legislation that it opposes or supports?
6. Examine and evaluate how the organization attracts supporters and keeps them supportive?
7. Examine and evaluate how the organization commits its members to action.

8. Examine and evaluate the relationship of the organization's national leadership to its local chapters and individual members. How does the leadership assess the desires of the local members? How are the individual members able to impact the national leadership?

Judiciary (Federal or State)

1. How does the federal or state judiciary administer itself? Describe the various divisions and roles in the administrative structure? Who determines this structure and what are their roles? What statutory constraints are placed on the court system's ability to administer itself?
2. Examine and evaluate the relationship of the judiciary and its administrative entities to Congress (or state legislatures) and to the executive branch. In what ways does it attempt to influence the other branches of government and in what ways is it influenced by them?
3. Who are the decision-makers in the judicial branch, particularly concerning budget priorities and internal policy matters? How do the judicial staff and the judges relate to these decision-makers?
4. Examine and evaluate the ways in which the judiciary gathers information about itself and its needs. To what extent does this information impact the administrative decisions and structure of the judiciary?
5. Examine and evaluate the relationship between judges and judicial staff. What limitations do judges have on the hiring and use of staff? How does the Administrative Office of the Federal Courts (or a state counterpart) interact with federal judges? Who has the most significant impact on decisions?
6. In what ways is the judiciary limited by the budget or the budget process? Who is responsible for deciding the judiciary's budget priorities and communicating them to Congress or the state legislature? What is the process the judiciary uses to establish its priorities?
7. Describe the various levels of the federal or state court system and their jurisdictions. What determines where a particular case will be heard? Are attorney's more likely to want their cases heard in some courts over others? Why?

Legal Office

1. Examine and evaluate the various motions used in a trial. How are motions used as part of the attorney's strategy? Which motions are more effective than others?
2. What are the various stages of a case, including those before and during a trial? What is the relative significance of each of them in determining the success of the case? Why?
3. Examine and evaluate the various sources of the law, their relative weight, and the methods and means of finding and weighing those sources.
4. What factors determine whether or not a case will be settled prior to the trial? Examine and evaluate the role the attorneys, clients and judge play in that process and decision.
5. Examine the background, education and experience of the attorneys in your office. How do these factors determine their effectiveness and the opinion their associates have of them? Is

education a more important factor than experience in predicting an attorney's success?

6. Examine the factors that determine which clients your firm selects to represent. To what extent is that decision based upon your firm's likely success in the case?
7. What are the various stages of a case, including those before and during a trial? What is the relative significance of each of them in determining the success of the case? Why?
8. What factors determine whether or not a case will be settled prior to the trial? Examine and evaluate the role the attorneys, clients and judge play in that process and decision.
9. What kind of discretion do prosecutors have in the cases they decide to prosecute? What factors effect their decision one way or the other? Are some types of cases more likely to be prosecuted than others?
10. What impact does public opinion and political pressure have on prosecutors? In what ways do they respond to that pressure? How and to what extent are they insulated from these pressures?
11. Examine and evaluate the elements involved in plea bargaining. What factors are more likely to result in a plea bargain? How does the federal or state "three strikes and you're out" law impact the plea bargaining process and outcome? How frequently is plea bargaining used?
12. Examine and evaluate the incentives and obstacles prosecutors have to move through the docket. What factors hinder or promote a speedy trial? How do those factors affect the nature of the prosecution?
13. What characteristics (e.g. family situation, education, economic status, prior arrests, etc.) seem to indicate the likelihood of criminal activity? Are some individuals more likely to be prosecuted as opposed to others? Do prosecutors tend to be more lenient with individuals who have certain elements in their background? Why?
14. What latitude do juvenile court judges have in terms of sentencing? What are the various factors that a judge considers when deciding a sentence? To what degree are judges consistent in their sentencing? If they are not, what makes different judges decide sentences differently?
15. Examine and evaluate the relationship between prosecuting attorneys and defense attorneys. How collegial are they with one another? What factors influence the level of collegiality? Does the relationship impact decisions to prosecute or plea bargain?
16. Is there a difference in the outcome of a trial for individuals who are represented by public defenders as opposed to those who can afford to hire their own defense attorney? What are the differences between representation a client receives from a public defender as opposed to a regular criminal lawyer? Are public defenders regarded differently by prosecutors?
17. What are the differences between the formal and informal rules that govern how cases are prosecuted and trials proceed? How is one influenced by the other? What difference does mastery of the informal rules make to the outcome of an attorney's case?

Lobbying

1. Describe and evaluate the methods employed by your firm to impact the legislative process. Which methods are most effective? Which are less effective? Why?
2. Describe and evaluate the criteria used by your firm for accepting clients.

3. Describe and evaluate the relationship of your firm to the media. Are there particular ways in which your firm attempts to use the media to accomplish its legislative goals? Which appear to be the most effective? Why?
4. Describe and evaluate the difference in methods utilized by your firm and interest groups promoting a specific cause (i.e. the environment)? Which entities (your firm or the interest groups) are the most effective? Why?
5. Describe and evaluate the resources of your firm, including money, volunteers, expertise and reputation. How do these resources determine the influence and power of the organization? Which resources are the most productive and effective?
6. Describe and evaluate how your firm works with other similar firms or special interest groups to accomplish its objectives. What is its relationship to firms or organizations with opposing objectives?

Lieutenant Governor's Office

1. Examine and evaluate the relationship between the Lt. Governor's Office and the state legislature. What impact do members of the legislature have on the office? Which members have more influence than others? Why? How does the Lt. Governor's staff attempt to influence legislative decisions?
2. Who are your office's clientele (e.g. interest groups, members of the legislature, other government entities, etc.)? How do they influence the office's policy priorities and policy outcomes? Are there other similar forces that effect decisions with the staff?
3. Examine and evaluate how budget concerns and the budget process affect the office. What are the office's budget priorities? How are the priorities established? In what ways does the office attempt to achieve its budget goals?
4. Examine and evaluate the organizational structure of the office. How does this structure effect decision making? How does your office's structure differ from that of other state agencies?
5. Examine the education and experience of the agency's staff. How does the background of the staff affect its decision-making, policy priorities, relations with other government entities and interest groups?
6. Examine and evaluate the relationship of your office with other state, federal and local government entities. What determines whether or not the relationship is cooperative?
7. Examine and evaluate your office's relationship with the Governor's staff. What conclusions can you reach about the power of the Governor and the power of the Lt. Governor based on your observations of that relationship?
8. How do public opinion and the media influence your office? How does your office attempt to influence the media and public opinion? How significant are these factors in the policy process? Evaluate how successful your office is in accomplishing its media and public opinion goals.
9. Examine and evaluate the power and authority of the Lt. Governor. To what extent is she able to influence policy or make discretionary decisions on policy matters? Is this a weakness in the Utah State (or other state) system or a strength? Why?

Media

1. Examine and evaluate how government regulation (e.g. licensing requirements, “fairness doctrine,” anti-monopoly legislation, etc.) impacts the structure and orientation of your organization. To what extent does your organization attempt to influence those regulations?
2. Examine the role of the media in setting the public agenda and defining issues. How much of the media’s role in setting that agenda is determined by market forces, competition between media outlets, public opinion, relations with government entities or public officials, etc.?
3. Examine and evaluate the relationship between the media and the staff in congressional offices and federal bureaucracies. To what extent does the staff affect the news that is reported? How dependent is the media on the staff and how dependent is the staff on the media?

Parks and Recreation Agency

1. Describe and evaluate the interaction of state government with city and county governments.
2. Examine and evaluate the role government play in providing parks and recreation? What are the limits of government to provide this resource?
3. Describe and evaluate the essential elements of the planning process, particularly regarding the role of experts, public opinion and elected officials.
4. Examine and evaluate the criteria currently used in decision-making for new parks in the state? What changes in the criteria would you recommend? Why?
5. Describe and evaluate how the budget for your agency is formulated.
6. Examine and evaluate how the agency's budget history compares with other state agencies?

Political Party

1. Describe analyze and evaluate the local party organization and its relation to the state and national parties.
2. Examine and evaluate the various ways in which the party interacts with and supports the candidates?
3. Examine and evaluate the role of the party in the process of selecting candidates.
4. Describe and analyze the legal umbrella under which the party must operate? Specifically consider the laws, both state and federal that affect the party?
5. Examine and evaluate the impact that the party has on government policy making at the local and state levels.
6. Examine and evaluate the interaction of the party with local political activists.
7. Examine and evaluate the role of issue activists (e.g. the religious right, environmentalists, business interests) in the party and their relationship with one another.

Research Institute or “Think Tank”

1. How does your organization interact with grassroots organizations and lobbies? What is the extent of that interaction and how effective is it in accomplishing your organization’s objectives?
2. Examine and evaluate the means through which your organization seeks to influence public

opinion. How important to your organization is its ability to influence public opinion? Why or why not?

3. Examine and evaluate your organization's relationship with government officials and policy makers. Which areas of government does it seek to target? Why? How effective is it in shaping public policy?
4. Describe and evaluate the methods employed by your organization to impact the legislative process. Which methods are most effective? Which are less effective? Why?
5. Describe and evaluate the relationship of your organization to the media. Are there particular ways in which your organization attempts to use the media to accomplish its legislative goals? Which appear to be the most effective? Why?
6. Describe and evaluate the difference in methods utilized by your organization and interest groups in promoting a specific cause (i.e. the environment)? Which entities (your organization or the interest groups) are the most effective? Why?
7. Describe and evaluate the resources of your organization, including money, volunteers, expertise and reputation. How do these resources determine the influence and power of the organization? Which resources are the most productive and effective?
8. Describe and evaluate how your organization works with other similar organizations or special interest groups to accomplish its objectives. What is its relationship to organizations with opposing objectives?

State Elections Office

1. Summarize the statutes and case law (state and federal) that impact voter information materials. Do these laws aid or hinder the public's understanding of candidates and issues; why or why not?
2. Examine and evaluate the information supplied to voters by the elections office. To what extent does the information impact voter turn-out? Is there any way of knowing how effective the materials are for informing the public about the candidates and/or issues?
3. Examine and evaluate other voter outreach programs. Describe how one can determine the effectiveness of these programs.
4. Is there a potential or real conflict of interest having state officials (elected or appointed) generate information about candidates or issues? Analyze the process of how the information is created? Who decides what information will be included? What criteria are used to determine what information will be included and what will be excluded? Evaluate those criteria and the information creation process.

State Legislature

1. Describe and evaluate the process through which the legislature and the governor determine the state budget. What criteria are used to establish funding priorities?
2. Examine and evaluate the ways in which lobbyists and special interest groups affect legislation. Should their influence be limited? Why or why not?
3. Describe and evaluate the role of executive branch entities (i.e. Governor, agencies and departments) in the legislative process. Which of their methods and strategies are effective in accomplishing their objectives and which are not?
4. Examine and evaluate how the media influences the legislative process and decisions of the

legislature? How does the legislature attempt to influence the media?

5. Describe and evaluate the role of legislative committees in the legislative process.
6. Describe and evaluate how the legislators represent their constituents. Can individual citizens have an impact on legislation? Why or why not? If yes, what means are most effective for influencing the legislators?
7. Describe and evaluate the role and power of political parties in the legislature, including legislative leaders.

State Legislature Interim Committee

1. Describe and evaluate the role and dynamic of the legislative leadership on interim committees. To what extent are committee members able to propose and act on legislation independent of the desires of leadership?
2. Describe and evaluate the effect of special interest groups on the work of interim legislative committees. Is there influence greater or lesser than it would be during the legislative session? Justify your conclusion.
3. Describe and evaluate the role of executive branch entities (i.e. Governor, agencies and departments) in the legislative process.
4. How do mass media influence the process and decisions of the legislature? How does the legislature attempt to influence the media?
5. Describe and evaluate how the legislators represent their constituents. Can individual citizens have an impact on legislation? Why or why not? If yes, what means are most effective for influencing the legislators?
6. Describe and evaluate the role and power of political parties in the legislature, including legislative leaders.
7. Describe and evaluate the effect of federal policy on the state legislature. How much do those policies constrain the legislature and to what extent do they drive the legislative agenda?

Trade Consultant

1. Examine and evaluate the affect that Congress has on your organization and its clients. In what ways does your organization attempt to influence Congress? Why or why isn't it successful in influencing Congress? Who determines which issues/legislation are or should be of concern to the organization?
2. Examine and evaluate the affect of federal regulations and the bureaucracy on your organization and its clients. In what ways does your organization attempt to influence the bureaucracy? Why or why isn't it successful in influencing the bureaucracy?
3. Which international agreements or treaties have the greatest impact on your organization and its clients? Do the agreements/treaties aid or hinder the objectives of your organization's clients? Why?
4. How are clients recruited for your organization? Who determines what services will be

- supplied to them? Are there any limitations to your organization's ability to meet the needs of its clients?
5. What organizations other than the traditional nation-state affect trade? How do firms wishing to do business abroad interact with and influence these organizations?
 6. How do U.S. companies wishing to do business in other countries influence the governments of those countries? To what extent are they reliant on the U.S. government to accomplish their goals and to what extent are they able to directly influence foreign governments?
 7. What are the barriers to trade that your organization's clients confront? Do these barriers improve or restrict economic development in the countries in which the clients operate?
 8. Examine the education and experience of your organization's leadership and staff. How does their background affect the clients the organization recruits and its relationship with them? How does their background affect the organization's ability to gather information and influence government (i.e. Congress and the federal bureaucracy)?
 9. Examine and evaluate the relationship of your organization with organizations that have a similar mission. Why or why isn't the relationship cooperative? Do the organizations compete for the same clients? If so, how does that competition affect the way in which your organization conducts its business?

Syllabus

Poli 399r, winter 2015

This is a snapshot of the syllabus as it appeared on December 21st, 2015. For updated deadlines and other information, visit the course website:

<http://adambrown.info/p/courses/2016/winter/399r>

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What's the point of this course?

BYU does not give credit simply for doing an internship. (This is based on a university policy; it is not specific to this internship.) Generally, BYU sees the internship as its own reward, given that it provides solid experience, a significantly strengthened resumé, wonderful networking opportunities, and (in this case) modest payment.

That being said, BYU happily awards academic credit for internships to the extent that you demonstrate meaningful learning. Although Poli 399r will involve only a handful of class meetings, you will need to submit several assignments. These assignments will allow you to show off exactly what you have learned, justifying the Poli 399r credits you receive.

No matter how well you perform during your internship, do not expect to receive an automatic A for Poli 399r. Your grade will depend on the quality of the academic work you submit as much as on your performance in the Legislature.

Broader learning outcomes

The political science department has established specific [learning outcomes](#) to ensure that all our graduates grow spiritually and intellectually. In this class, we will also work on these goals:

- "Possess a factual and theoretical knowledge of ... political processes." Your internship experience will give you a deeper factual knowledge of politics than you could ever obtain in a classroom.
- "Participate effectively in political processes." You will learn through personal experience how to influence the policy process.
- "Effective and professional writing." You will use several forms of professional writing during your internship, including memos, reports, constituent emails, and so on. I will assess your writing when I grade your portfolio.
- "Want to serve the communities ... to which [you] belong." Few experiences at BYU provide you with a richer opportunity to serve your fellow citizens than this internship.
- "Bring honesty and integrity to ... public affairs." Your legislator's evaluation of your service should leave no doubt that you have conducted yourself with honor.

How much credit do we receive?

You will receive **3.0 or 6.0 credits** for the actual internship and related coursework as part of Poli 399r during winter semester. Once the university's add/drop deadline passes, you cannot change how much credit you are registered for. Read this syllabus before the add-drop deadline and consider carefully how much credit you would like to earn (and how much written work you would like to do after the internship).

You will learn during your internship that interns from other schools get different amounts of credit than you. Some interns receive no credit. (You may meet BYU students interning for the attorney general, the governor, or a lobbyist, for example; they generally receive no credit.) Some schools grant 12 credits. Each university has a different administration that sets different policies about internship credit. You have chosen (wisely) to attend a university that does not give credit for life experiences, only for demonstrated learning; this policy strengthens the value of your diploma in the eyes of future employers

Should I register for 3.0 credits or for 6.0 credits?

You must enroll for either 3.0 or 6.0 credits of Poli 399r as part of this internship. Here are some considerations that might influence your choice:

- **Workload.** All students do assignments A-C, a brief mid-session report, and a portfolio. If you sign up for 6.0 credits, your portfolio will need to be somewhat longer than if you sign up for 3.0 credits. Also, 6.0 credit students will write a detailed term paper.
- **Tuition vs earlier graduation.** If taking 6.0 credits instead of 3.0 will help you graduate sooner, then take 6.0. If not, then taking only 3.0 credits will save you some tuition money.

Whatever you choose, **you cannot change your mind later.** Once the add/drop deadline passes, you are stuck with your choice of 3.0 or 6.0 credits.

Consider a minor in Civic Engagement

BYU offers an interdisciplinary [minor in Civic Engagement](#). The minor requires only 15 hours of course work. Since Poli 397 and 399r both count toward the minor, this internship can get you more than halfway there if you choose to complete 6 credits of Poli 399r.

This is really, really, really important. Read it.

As noted in the preceding section, **you cannot change your mind later.** Once the semester add/drop deadline passes, you are stuck with your choice of 3.0 or 6.0 credits. If you don't need 6 credits, save yourself the tuition money and register for only 3 credits.

Can I take a Salt Lake Center course during my internship?

Absolutely not. You will give 100% of your time to the Legislature from the morning of the session's opening day until midnight on the last day. If your legislator asks you to do work before the first day, I expect you to be available. (If requests for pre-session work conflict with Poli 397, [talk to me](#).)

I will severely penalize your grade in this course—usually all the way to an F—if I learn that you have given less than all your time to the Legislature. They are paying you for your time and expect you to be there from at least 8 until 5 every weekday. Even if your legislator isn't keeping you busy (in which case you should talk to me), you need to be there. After all, you are an employee of LRGC, not of your legislator, and if your legislator is not keeping you busy LRGC may have work for you elsewhere.

Once again: Do not go skiing, take a night class, work a second job, go on a honeymoon, or do anything else that requires even a small time commitment during your internship. I have no tolerance for such behavior, nor does the Legislature; legislative staff will fire interns mid-session (resulting in an F in 399r) for that sort of shirking.

What if I become sick or unable to work?

If you are sick, contact your legislator(s) to work things out. Always let your legislator(s) know as soon as possible if you cannot come in for whatever reason. If these circumstances last more than one day, you should also inform me without delay to prevent damage to your grade.

Grades and assignments

Requirements for students earning 6.0 credit hours of Poli 399r.

5% Assignment A ([Assignment A-C instructions](#))

- 5% Assignment B
- 2% Assignment C
- 2% Mid-session report ([instructions](#))
- 30% Portfolio of internship activities ([instructions](#))
- 26% General internship performance (legislator's evaluation, etc)
- 30% Term paper ([instructions](#))

Requirements for students earning 3.0 credit hours of Poli 399r.

- 8% Assignment A ([Assignment A-C instructions](#))
- 8% Assignment B
- 3% Assignment C
- 3% Mid-session report ([instructions](#))
- 38% Portfolio of internship activities ([instructions](#))
- 40% General internship performance (legislator's evaluation, etc)

How does performance in the internship affects grades? In a word: Heavily. I use your portfolio, your legislator's written evaluation, conversations with legislative staff, and my own observations to assess how well you fulfilled your duties during the session. The portfolio is graded separately (see above), while the rest are lumped into the "general internship performance" category; still, it is BOTH the portfolio and "general performance" categories that will heavily reflect your internship performance. No matter how many credits you register for, that comes out to more than half your overall grade.

What does "general internship performance" mean? Your legislator's written evaluation is only one input in the "general internship performance" score. I visit the Capitol frequently during legislative sessions, and I talk to a lot of people there about how BYU interns are doing. A glowing evaluation from your legislator does not automatically require me to grant full credit for this portion of your grade. That being said, you will do well on this portion of your grade if you stay busy during the internship and if you follow the advice in your handbook. The vast majority of BYU interns perform wonderfully.

Attendance and participation are required. This course includes only a small handful of meetings. Missing any one of them will result in a 5% reduction in your course grade. If your absence is unavoidable and excusable, talk to me (in advance if possible). Avoid this penalty by noting all scheduled meetings, including the post-session meeting, on your personal calendar.

Where to turn assignments in: If I am in my office, you may bring them to me directly. If I am away, turn in your portfolio and term paper to the drop box near the elevators on the 7th floor SWKT. Please do not email these assignments or slide them under my door. (I will accept postal mailed portfolios and emailed term papers if you will not live near BYU after the internship concludes.) If your portfolio is too big for the drop box, give it to the political science secretaries.

Late assignments: Assignments must be submitted by 4:45pm on their due date. Up to one weekday late gets a 5% penalty; two weekdays late gets a 10% penalty; three weekdays late gets a 25% penalty; later is unacceptable. (Note that these penalties differ slightly from the deadlines I use in other courses, including Poli 397.)

Grading flexibility. Though "general internship performance" constitutes only one portion of your grade, egregious incidents during the internship (unexcused absences, getting fired, etc) will result in a failing grade for Poli 399r. Your first duty is to represent BYU well through wonderful service to your legislator.

Final exam. None.

What books do we need to buy?

Same as Poli 397. Keep following the news every day, and make sure you master those legislator flashcards.

Sexual harassment, plagiarism, discrimination, and disabilities

Consult the Poli 397 syllabus for policies and information on these important topics.

Reading and assignment schedule

Dates are subject to change. You can also view the schedule in [calendar format](#).

Unit 1. Preparing for the legislative session

Mon, Jan 11th, 2016.

DUE Assignment A (see [Assignment A-C instructions](#))

FYI If you don't know who you will work for yet, then Assignment A is due within one school day of finding out.

Wed, Jan 13th, 2016.

DUE Assignment B (see [Assignment A-C instructions](#))

FYI If you don't know who you will work for yet, then Assignment A and B are both due within one school day of finding out.

Fri, Jan 22nd, 2016.

DUE Assignment C (see [Assignment A-C instructions](#))

FYI If you don't know who you will work for yet, then Assignment C is due within two school days of finding out.

Unit 2. The legislative session

Mon, Jan 25th, 2016.

DUE

- First day of session. Be there bright and early.

- Attend intern social

FYI Plan to attend the opening intern social at 5:00pm in the Copper Room, which is on the first floor of the Senate building. Unless your legislator has a meeting or otherwise asks you to be elsewhere, please plan to attend. Interns from all universities are

invited. (The food is paid for by the universities, so you do not need to worry about conflict of interest.)

Fri, Feb 12th, 2016.

DUE Mid-session report ([instructions](#)).

- FYI**
- You will turn in a midsession report at the end of the week. Please do it between Thursday and Saturday. It's not late as long as I have it before I get to work Monday morning.
 - You should have collected several portfolio entries by now.

Fri, Feb 26th, 2016.

DUE Term paper proposal (see the [term paper instructions](#) ; 6.0 credit students only).

- FYI**
- Your term paper proposal is not late as long as I have it before I get to work Monday morning.
 - You should have collected several portfolio entries by now.

Tue, Mar 8th, 2016.

DUE Evaluation letter reminder

- FYI**
- Remember to talk to your legislator(s) about an evaluation around now if you haven't already; see the [portfolio instructions](#) .

Thu, Mar 10th, 2016.

DUE Sine die. (Last day of session.)

- FYI**
- If you are enrolled in a second block course, you should already be in touch with the appropriate professors; technically these classes started two weeks ago, although we know you cannot attend until after today.
 - Remember to talk to your legislator(s) about an evaluation; see the [portfolio instructions](#) .

Unit 3. After the legislative session

Tue, Mar 15th, 2016.

DUE Post-session discussion

- FYI**
- Meet in 948 SWKT from 9am-11am. Failure to attend will result in the grade penalties noted above. No readings, but be prepared to talk about what you learned and how the internship preparation materials can be improved for future interns.

Fri, Mar 18th, 2016.

DUE Portfolio and evaluation early submissions ([instructions](#)).

- FYI**
- Portfolios turned in by 4:45pm today receive a 3% bonus. Please read "Where to turn assignments in" above.
 - If you have not yet received your evaluation letter, you may still submit the rest of your portfolio today for the bonus. Insert a placeholder where the letter should go telling me when to expect it. Get it to me as soon as possible.

Fri, Mar 25th, 2016.

DUE Portfolio and evaluation (instructions). Please read "Where to turn assignments in" above.

FYI

- Some of you may be hoping to network from your internship into a job. Now that the legislative session has wound down, it might be appropriate to meet with a legislator or with other contacts for a post-session discussion of how the session went and where you might look for future opportunities.
- Bear in mind that it is not your legislator's job to find you employment, and you should not expect your legislator to be able to personally hire you. It is fine to ask your legislator for career advice, but you should not ask for a job or for a specific referral.

Fri, Apr 1st, 2016.

DUE Term paper early submissions (instructions)

FYI Papers received by 4:45pm today receive a 3% bonus. Please read "Where to turn assignments in" above.

Tue, Apr 12th, 2016.

DUE Term paper (instructions ; 6.0 credit students only).

FYI Please read "Where to turn assignments in" above.

Final exam: None, just your term paper and portfolio.

POLITICAL SCIENCE 399r: WASHINGTON SEMINAR INTERNSHIP

Course Overview

This course joins your internship experience and observations together with more traditional academic material by requiring you to assess and reflect upon your internship within a broader academic framework. This will be achieved through research and writing related to your internship. Your grade is jointly determined by your performance in your internship and by your written assignments. The written work required in the course will be calibrated to the number of Political Science 399 credit hours for which you are registered. In addition, since much of the course work requires you to be self-directed, it is important that you keep track of deadlines and submit the assignments on time. The assignment schedule is intended to have you examine and reflect on various aspects of the experience at key times in the internship.

Learning Outcomes

The learning objectives for this course include:

Students will build skills in effective research, analysis, and writing that will be useful for future course work and, eventually, professional life.

Students will learn through personal experience how to influence the policy process and will explore career possibilities that will enhance their prospects for future employment.

Students will demonstrate honesty, integrity, and character in their daily lives, public engagement, and professional activities.

ASSIGNMENTS & GRADING

Students completing internships for credit occasionally misunderstand the importance of the reports and written work in determining their final grade. Usually this is due to assuming—mistakenly—that the credit will be an easy A, resulting from just having performed well in the internship. To be sure, completing the internship work successfully is a critical component of your evaluation, but you should also realize that the academic work you submit is also a significant part of the assessment process in this course, and this work must be of a superior quality.

Please be aware that your previous academic preparation (e.g. writing and research skills) and effort expended will affect your performance in this course; however, your *perception* of your effort—by itself—is not enough to justify a distinguished grade. The following is the breakdown of assignments and their weight for your overall course grade, contingent upon the number of credits you are taking (it is advisable to take the three credit option):

Nine credit hours:

Internship supervisor evaluation	25%
Research proposal	5%
Personal Professional Development	5%
Organization Analysis and Critique	10%
Portfolio (12 entries)	20%
Research paper (15-18 pages)	35%

Six credit hours:

Internship supervisor evaluation	25%
Research proposal	5%
Personal Professional Development	5%
Organization Analysis and Critique	10%
Portfolio (9 entries)	30%
Research paper (8-10 pages)	25%

Three credit hours:

Internship supervisor evaluation	25%
Personal Professional Development	10%
Organization Analysis and Critique	20%
Portfolio (6 entries)	45%

Personal Professional Development Paper

Systematically consider your particular role within your internship organization. This is an extension of the internship paper you prepared for your Washington Seminar prep. class. Write a paper that includes the following:

- Your basic job description and your place/role in the organizational hierarchy (very brief)
- The skills required to perform your job well
- A discussion of goals for your internship. Some of these should be focused on improving your skills
- A discussion of learning objectives in your internship. For this section, you should refer the “Chapter 5: Internship Success” section of the Washington Seminar Student Handbook for a list of possible learning objectives. These objectives concern *how* or *why* an organization does something or interacts with other organizations in a particular manner, in addition to *what* the organization does. Specific is better than general; in stronger papers, one cannot merely substitute one organization name and policy area for another and turn in the same paper.

As you write the paper, you should discuss some of these items with your supervisor. It will help your supervisor to know you are serious and thoughtful, and in knowing your goals and objectives, he or she may provide or identify opportunities for you to reach them. In addition, your supervisor may help you choose goals and objectives that are realistic and reachable.

The paper should be a *maximum* of 800 words (approximately 2-3 pages). The paper will be due on **FRIDAY, September 30** at the beginning of the seminar meeting in hard copy.

Organizational Analysis and Critique

Analyze your internship organization in a paper that includes the following three sections:

- Description of the organization, including its official purposes (as described in its mission statement) and unofficial purposes, historical origins, size of budget and funding sources, personnel size and qualifications, and organizational structure (and where it fits into a broader organization, if applicable).
- Analysis of the organization’s performance: How successful is it in relation to its goals? What metric do you use to assess its performance? Why is or why is it not successful in accomplishing its goals? What is its decision-making process (officially and actually)?
- Critique of the organization: What recommendations would you make to improve the organization’s performance? Why do you think following these recommendations would improve the performance? Why do you think your recommendation has not already been

tried or adopted? Be honest but realistic. Take into account the resources and powers at the disposal of the agency, as well as the constraints and obstacles it faces.

Less than half of the paper should be narrative or descriptive. The focus of the paper should be an analytical critique of the organization. If you could show your analysis and critique to your supervisor, you are probably not being critical enough. Be frank and bold in your assessment while remaining pragmatic. The paper will *not* be shared with your supervisor or internship provider.

The paper should be approximately 1200 to 1500 words (approximately 4-5 pages). The paper will be due on **FRIDAY, NOVEMBER 18** at the beginning of the seminar meeting in hard copy.

Portfolio

During your internship, you will increase your skills and knowledge in a variety of areas. A portfolio is a good way to document your work and illustrate your knowledge and skill development. It also gives faculty insight into your substantive work without requiring significant extra writing on your part.

Internship summary paper: At the beginning of the portfolio, you will include an internship summary paper in which you describe the following:

- Knowledge you gained of institutions, processes, concepts related to previous study
- Skills you improved or acquired
- Understanding of career possibilities you acquired
- Your personal growth from the experience.

Entry cover page: Each entry in the portfolio must include a typed cover page with a paragraph addressing each of the following:

- Explanation of the entry
- Skills acquired as a result of working on this entry (e.g. writing, interpersonal communication, computer, research, quantitative, etc.)
- Knowledge that you have gained or improved as a result of working on this entry
- Questions raised or ideas for future investigation (either during the internship or subsequently) that come to you as a result of having worked on this entry. Ideally, in this section you will include a concept, principle, etc. from your previous on-campus course work that relates to the entry.

Give thoughtful attention to your response in the final section. Your answer to this question will be used to evaluate how reflective you are about your work and its relevance to previous course work in your discipline. The cover pages should be written at the same time the portfolio entries are completed rather than waiting to write them all at the end of the internship.

Content: Following the cover page you should include documentation that explains/supports the theme of your portfolio entry. A good portfolio can contain a variety of entries, including correspondence (both memoranda and letters), reports written for your supervisor or other staff in the organization, notes on meetings or projects, or other general observations from your experience. Include anything that demonstrates your skill or knowledge acquisition in the internship. Be careful not to include anything that might be considered confidential or proprietary unless you have your supervisor's explicit permission to do so.

Reference the entries in your portfolio as evidence of your development in the above areas. This assignment need not be long, but should be of sufficient length to demonstrate that you have been reflective about your experience and to explain why the internship was meaningful for you and how it enhanced your education. You may wish to share a copy with your supervisor, although that is not required.

Format: Assemble the portfolio as a PDF and submit it to me via LearningSuite by the deadline indicated in the assignment schedule. The presentation should be professional and organized. Some method of dividing entries (e.g. a table of contents) will make the portfolio more organized and easier to read.

Grading criteria: A portfolio deserving of an A grade will have at least the minimum number of entries for the number of credits you are enrolled in, with well-written, reflective cover pages and summary paper. It will be well organized and professionally presented. Portfolios lacking in any of these qualities but have reflective cover pages and summary paper will merit a B. Those that are merely descriptive or have few entries will receive a C (or lower).

The portfolio will be due on **FRIDAY, DECEMBER 2 via LearningSuite** by the beginning of the seminar meeting.

* * * * *

Research Project (6 or 9 credit hour option only)

Research Proposal: Submit a research proposal for your final research project. The length of this will vary based on the topic, but 3 to 5 pages should be adequate. Your research design should include a brief introduction to your topic, a clear statement of your research question(s), and a plan to collect the necessary data for the paper (e.g. specialized secondary sources unique to your internship, in-depth interviews, statistical data, etc.). Note that this is a *design* to do original research, not a design to merely go out and read existing secondary sources. You must read those secondary sources *before* you write the research design to figure out what original research needs to be done and what intervention you can make in the literature. You should discuss these existing secondary sources in the research proposal and cite at least eight quality sources in your bibliography.

Students in the social sciences should consider framing their research question in terms of dependent and independent variable(s) and causal mechanisms. All students should remember that most social science research begins with some effort to describe “variation” that the author sees (e.g. in some organizations, it is like this; in others, it is like that). Then much of the paper tries to explain that variation (e.g. why do these differences exist?). At the proposal stage, you probably cannot yet explain the variation, but you should at least be able to describe it.

Another way to write an effective research paper is to present two theories that make opposite predictions about a particular subject (e.g. candidates can buy an election vs. candidates cannot buy an election), and collect data through your internship that will allow you to test which theory is supported (in this specific instance). Then you can discuss whether you expect the supported theory to be supported in all instances or not and why you have reached such a conclusion (and similarly for the unsupported theory).

There are other legitimate approaches possible for research papers. All excellent research projects, however, are conversant in the existing literature, have clear causal arguments, and convincing evidence. Please talk to me about your research papers.

As you consider a topic, take advantage of the resources and access afforded you by your internship. Choose a topic that is closely related (or even identical) to the work that you are already doing. Talk to your supervisor about this assignment and ask for advice or help in choosing a topic and identifying data. It may create opportunities for you at work. This is a case where it is both acceptable and advisable to overlap your writing for credit with internship work.

The research proposal will be due on **FRIDAY, OCTOBER 21** at 10:00am.

Final Research Paper: The standards listed in Washington Seminar Student Handbook (2014) are a good guide for this paper. Political Science and International Relations majors should follow the guidelines of Political Science 200; History majors should follow the guidelines from History 200 and History 490.

For the six credit class, the research paper should be 2500 to 3000 words (approximately 8 to 10 pages), not including tables and graphs. For the nine credit class, the research paper should be 5000 to 6000 words (approximately 15 to 18 pages), not including tables and graphs. I can be convinced to accept a slightly longer paper if the research and writing are excellent. I will not share your research paper with your supervisor or internship provider. If your paper incorporates confidential data, I will not share your paper with anyone else.

The research paper will be due on **FRIDAY, DECEMBER 9** at 10:00am in hard copy. You will submit a copy of your research proposal evaluation form with your research paper.

CALENDAR SUMMARY

Internships begin	Tuesday, September 6
Personal Professional Development Paper due	Friday, September 30
Research proposal due	Friday, October 21*
Draft research paper due/meet with professor	Wednesday, November 9
Organizational Analysis and Critique due	Friday, November 18
Portfolio due	Friday, December 2
Final Research paper due	Friday, December 9*
Internships conclude	Thursday, December 8

**Only applies to students selecting the 6- or 9-credit option*

University Policies for the Washington Seminar

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all their academic work. Academic honesty means, most fundamentally, that any work you present as your own must, in fact, be your own work and not that of another. Violations of this principle may result in a failing grade and additional disciplinary action. Students are also expected to adhere to the Dress and Grooming Standards. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (801-422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or feel you have

been unlawfully discriminated against on the basis of disability, you may seek resolution through grievance policy and procedures by contacting the Equal Employment Office at 801-422-5895.

Academic Honesty

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that "character is the highest aim of education." BYU students should be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

Handbook Responsibility

In addition to the duties and conduct related to your internship, you are responsible for the information and requirements outlined in the Washington Seminar Student Handbook.

Course Communication

This seminar will not be on the BYU Learning Suite, so please be sure to check your e-mail **daily** for updates and announcements from me relating to the seminar and your internship and, when necessary, reply in a timely manner. Please update your preferred e-mail contact information on myBYU if you have recently changed your e-mail address so that I can contact you if necessary. E-mail is also the best way to contact me outside of lecture or posted office hours.

Late work Policy

All assignments are due in class on the day specified unless other times are given. Unless otherwise specified, I take off 10% for work turned in late (up to the first two days) and another 10% for each additional week that assignments are late.

SAMPLE SYLLABUS

This syllabus is offered as an example and may change prior to your coursework beginning.

POLITICAL SCIENCE 399r: WASHINGTON SEMINAR INTERNSHIP
Fall 2016

Internships: September 6 through December 8
Instructor Samuel M. Otterstrom
Office Hours: Friday (Barlow Center office)–contingent on briefing schedule
Other (virtual/e-mail)–contingent on briefing schedule

E-mail: otterstrom@byu.edu

COURSE OVERVIEW

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The skills required to perform your job well

A discussion of goals for your internship. Some of these should be focused on improving your skills

A discussion of learning objectives in your internship. For this section, you should refer to pages 23-29 of the Washington Seminar Student Handbook (2014) for a list of possible learning objectives. These objectives concern *how* or *why* an organization does something or interacts with other organizations in a particular manner, in addition to *what* the organization does. Specific is better than general; in stronger papers, one cannot merely substitute one organization name and policy area for another and turn in the same paper.

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The paper should be a *maximum* of 800 words (approximately 2-3 pages). The paper will be due on **FRIDAY, September 30** at the beginning of the seminar meeting in hard copy.

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Analyze your internship organization in a paper that includes the following three sections:

Description of the organization, including its official purposes (as described in its mission statement) and unofficial purposes, historical origins, size of budget and funding sources, personnel size and qualifications, and organizational structure (and where it fits into a broader organization, if applicable).

Analysis of the organization's performance: How successful is it in relation to its goals? What metric do you use to assess its performance? Why is or why is it not successful in accomplishing its goals? What is its decision-making process (officially and actually)?

Critique of the organization: What recommendations would you make to improve the organization's performance? Why do you think following these recommendations would improve the performance? Why do you think your recommendation has not already been tried or adopted? Be honest but realistic. Take into account the resources and powers at the disposal of the agency, as well as the constraints and obstacles it faces.

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Entry cover page: Each entry in the portfolio must include a typed cover page with a paragraph addressing each of the following:

Explanation of the entry

Skills acquired as a result of working on this entry (e.g. writing, interpersonal communication, computer, research, quantitative, etc.)

Knowledge that you have gained or improved as a result of working on this entry
Questions raised or ideas for future investigation (either during the internship or subsequently) that come to you as a result of having worked on this entry. Ideally, in this section you will include a concept, principle, etc. from your previous on-campus course work that relates to the entry.

Give thoughtful attention to your response in the final section. Your answer to this question will be used to evaluate how reflective you are about your work and its relevance to previous course work in your discipline. The cover pages should be written at the same time the portfolio entries are completed rather than waiting to write them all at the end of the internship.

Internship summary paper: At the beginning of the portfolio, you will include an internship summary paper in which you describe the following:

Knowledge you gained of institutions, processes, concepts related to previous study;
Skills you improved or acquired;
Understanding of career possibilities you acquired; and,
Your personal growth from the experience.

Reference the entries in your portfolio as evidence of your development in the above areas. This paper need not be long, but should be of sufficient length to demonstrate that you have been reflective about your experience and to explain why the internship was meaningful for you and how it enhanced your education. You may wish to share a copy with your supervisor, although that is not required.

Format: Assemble the portfolio as a PDF and submit it to me via e-mail by the deadline indicated in the assignment schedule. The presentation should be professional and organized. Some method of dividing entries (e.g. a table of contents) will make the portfolio more organized and easier to read.

Grading criteria: A portfolio deserving of an A grade will have at least the minimum number of entries for the number of credits you are enrolled in, with well-written, reflective cover pages and summary paper. It will be well organized and professionally presented. Portfolios lacking in any of these qualities but have reflective cover pages and summary paper will merit a B. Those that are merely descriptive or have few entries will receive a C (or lower).

The portfolio will be due on **FRIDAY, DECEMBER 2** at the beginning of the seminar meeting.

* * * * *

Research Project (6 or 9 credit hour option only)

Research Proposal: Submit a research proposal for your final research project. The length of this will vary based on the topic, but 3 to 5 pages should be adequate. Your research design should include a brief introduction to your topic, a clear statement of your research question(s), and a plan to collect the necessary data for the paper (e.g. specialized secondary sources unique to your internship, in-depth interviews, statistical data, etc.). Note that this is a *design* to do original research, not a design to merely go out and read existing secondary sources. You must read those secondary sources *before* you write the research design to figure out what original research needs to be done and what intervention you can make in the literature. You should discuss these existing secondary sources in the research proposal and cite at least eight quality sources in your bibliography.

Students in the social sciences should consider framing their research question in terms of dependent and independent variable(s) and causal mechanisms. All students should remember that most social science research begins with some effort to describe “variation” that the author sees (e.g. in some organizations, it is like this; in others, it is like that). Then much of the paper tries to explain that variation (e.g. why do these differences exist?). At the proposal stage, you probably cannot yet explain the variation, but you should at least be able to describe it.

Another way to write an effective research paper is to present two theories that make opposite predictions about a particular subject (e.g. candidates can buy an election vs. candidates cannot buy an election), and collect data through your internship that will allow you to test which theory is supported (in this specific instance). Then you can discuss whether you expect the supported theory to be supported in all instances or not and why you have reached such a conclusion (and similarly for the unsupported theory).

There are other legitimate approaches possible for research papers. All excellent research projects, however, are conversant in the existing literature, have clear causal arguments, and convincing evidence. Please talk to me about your research papers.

As you consider a topic, take advantage of the resources and access afforded you by your internship. Choose a topic that is closely related (or even identical) to the work that you are already doing. Talk to your supervisor about this assignment and ask for advice or help in choosing a topic and identifying data. It may create opportunities for you at work. This is a case where it is both acceptable and advisable to overlap your writing for credit with internship work.

The research proposal will be due on **FRIDAY, OCTOBER 21** at 10:00am.

Final Research Paper: The standards listed in Washington Seminar Student Handbook (2014) are a good guide for this paper. Political Science and International Relations majors should follow the guidelines of Political Science 200; History majors should follow the guidelines from History 200 and History 490.

For the six credit class, the research paper should be 2500 to 3000 words (approximately 8 to 10 pages), not including tables and graphs. For the nine credit class, the research paper should be 5000 to 6000 words (approximately 15 to 18 pages), not including tables and graphs. I can be convinced to accept a slightly longer paper if the research and writing are excellent. I will not share your research paper with your supervisor or internship provider. If your paper incorporates confidential data, I will not share your paper with anyone else.

The research paper will be due on **FRIDAY, DECEMBER 9** at 10:00am in hard copy. You will submit a copy of your research proposal evaluation form with your research paper.

CALENDAR SUMMARY

Internships begin	Tuesday, September 6
Personal Professional Development Paper due	Friday, September 30
Research proposal due	Friday, October 21*
Organizational Analysis and Critique due	Friday, November 18
Portfolio due	Friday, December 2
Research paper due	Friday, December 9*
Internships conclude	Thursday, December 8

**Only applies to students selecting the 6- or 9-credit option*

Required Reading:

Reid, Michael. *Brazil: The Troubled Rise of a Global Power*. New Haven, CT: Yale UP, 2014. [352 pgs.]

Read at least 400 pages worth of essays from the following sources:

Levine, Robert M. and John Crocitti, eds. *The Brazil Reader: History, Culture, Politics*. Durham, North Carolina: Duke UP, 2002. [544 pgs.]

Tosta, Antonio Luciano de Andrade and Eduardo de Faria Coutinho, eds. *Brazil (Nations in Focus)*. Santa Barbara, CA: ABC-CLIO, 2015. [414 pgs. available online through HBLI]

Other articles or book chapters proposed by student, directly related to the internship, and approved by professor.

Articles and book chapters related to project as assigned by IEB

Total pages: ~ 1000

Writing Assignments:

Annotated Bibliography of all works (chapters, if read individual chapters) read: 1-page annotation per reading. Please put all annotations into one document that you can upload to Learning Suite.

For more information, see: <https://owl.english.purdue.edu/owl/resource/614/01/>

Cumulative Writing Assignment:

10-12 page paper on a topic related to your internship.

Please consult with Dr. Alvord by **July 1st** to set the topic.

Internship Report, 4-10 pages:

Create an internship report that describes in detail your goals and objectives for the internship, activities, contacts, achievements, and challenges. You may include your internship pre-proposal. Part of your report should include a conclusion regarding each of the aforementioned areas as well as a synopsis of your total experience.

Internship Provider Reports

At midterm and at the conclusion of your internship, your on-site supervisor should provide a brief evaluation of your performance during the internship.

Dr. Alvord will contact you on **July 6th** and again on **August 9th**.

Academic Internship

PSYCH 399R & 496R | Section 001 | Fall Semester 2016

Instructor

Chris Hawk

Graduate Internship Liaison

1003 SWKT

Phone: (801)422-8952

Email: psychinternship@byu.edu

Faculty Supervisor

Dr. Niwako Yamawaki

Email: niwako_yamawaki@byu.edu

Teaching Assistant

Kaitlynn Wright

Email: wright.kaitlynnj@yahoo.com

Office Hours

I offer office hours each week. The schedule is posted on the door of 1003 SWKT and on Learning Suite. If you have any questions, concerns, or issues with the course or your internship, feel free to contact me in person, by phone, or by email. You may also set up an appointment to talk with me, either during or outside of the posted office hours.

Course Description

This is an undergraduate course designed to offer academic credit for a psychology related internship experience. The course is taken in conjunction with the internship experience. The course is primarily discussion based, with an emphasis on your own individual internship experience. The course also covers professional skills, such as résumé and cover letter writing, and interview and communication skills.

Learning Objectives

1. The first and primary objective is the placement of each student in a professionally enhancing work setting.
2. Students will critically reflect on the connections between their work experience and the content of psychology and articulate these work-related insights.
3. Students will develop professional skills and attitudes.
4. Students will develop more effective verbal and written communication skills relevant to internship and other work settings.
5. Students will create goals, in conjunction with their supervisor, and evaluate the realization of said goals.

Texts

Three texts are required for the course.

Made to Stick: Why some ideas survive and others die

By: Chip & Dan Heath

Publisher: Random House

ISBN: 978-1400064281

The Blue Book: A guide to professional self-presentation

Available at <http://sot.et.byu.edu/advisement/blue-book>

Also available under the Content tab on Learning Suite

Ethics Packet from "Internship, Practicum, and Field Placement Handbook"

Available at the BYU Store

Discussion Boards

Students will participate in discussion boards four times during the semester. Discussion boards will be active on Digital Dialog, through Learning Suite, for one business week. For each week readings are assigned, each student must post one question (about either that week's readings or their internship), two original comments about that week's readings, and three responses to questions or comments made by other students. These should be discrete and individual posts.

Internship Assignments

Work Log

Students must keep a regular log of the number of hours, by specific date, spent in the workplace. At the end of the semester, the total hours must be signed by the supervisor as verification that it is accurate. The total number of hours that appear in the Work Log should be equal to, or exceed, the hours you have agreed to work depending on the number of credit hours for which you are enrolled. It is 45 total semester/term working hours per 1 credit, e.g. a student enrolled in 3 credits should work at least 135 hours over the course of the semester or term. The work log must be handed in or slid under my office door by the last day of finals. Also, submit a digital copy, without a signature, on Learning Suite. Per BYU policy, work cannot be accepted after the last day of finals. (Learning Objective 1)

Supervisor and Self Evaluations

Students and their supervisors will complete evaluations of the intern. A link to a Qualtrics survey, in which you will evaluate yourself, will be on Learning Suite. At the end of the survey, you will need to

enter your supervisor's email address. Your supervisor will be emailed a survey in order to evaluate you. You are not being graded on the supervisor's responses; both evaluations are graded based on whether or not the assignment is completed. It is your responsibility to have your supervisor complete the evaluation on time. Your self-evaluation is due on the last day of our class, and the supervisor evaluation is due on the last day of finals. (Learning Objective 1)

Internship Profiling Questionnaire (IPQ)

At the end of the semester, students will be required to complete an Internship Profiling Questionnaire (IPQ) about their internship. The IPQ will ask you to rate work climate, career preparation, meaningfulness and importance of the work, and long-term value of the training and learning that your internship has provided. This assignment is graded based on whether or not the assignment is completed. The IPQ is administered via Qualtrics. A link will be available on Learning Suite towards the end of the semester and should be completed before the last day of classes. (Learning Objective 1)

Class Assignments

Accountability Assignment

Students will create specific goals and objectives they plan to achieve during their internship. Your supervisor must sign off on your goals and objectives. A template, and completed example, can be found under the Content tab of Learning Suite. Keep in mind that much of what you achieve, and the quality of your internship experience, is up to you. This assignment will be graded based on the appropriateness and feasibility of your goals and objectives. A hard copy, with your supervisor's signature, as well as an unsigned digital copy on Learning Suite, should be submitted. Be sure to keep a copy for yourself. (Learning Objective 5)

Résumé and Cover Letter Assignment

Create an up-to-date résumé using the skills covered in *The Blue Book*. Your Academic Internship should appear as an entry there. If you choose to deviate from the guidelines suggested in *The Blue Book*, include your justification on a separate page after your résumé. Then draft a cover letter for an actual job posting or a job you would want in the future. Please include the actual job posting or a description of the job you would want. Grading will be based on the number of unjustified deviations from the typical resume formats, spelling or grammatical errors, and clarity of the documents. This assignment should be submitted on Learning Suite. (Learning Objective 3)

Internship Identity Open House

On the last Wednesday of the semester/term, from 7 – 8pm MT, students will present a poster based on their internship as part of a special event: Internship Identity Open House. All Psychology majors,

as well as your family members and friends, are invited to attend. Sample posters are on display outside of Psych Central, on the 11th floor of SWKT. See the Content tab of Learning Suite for instructions on getting your poster printed and some further examples. You are responsible for having your poster ready for the Open House. Students interning in the Salt Lake/Provo area are required to present at the Open House. Be sure to make arrangements with your supervisor regarding your absence. Also, please upload a PDF copy of your poster to Learning Suite by the date and time of the Open House. (Learning Objectives 3 & 4)

Weekly Logs

Students will write at least one entry in a log for every week of their internship. These logs should be reflections of that week's events, including, but not limited to, reflections on the positive aspects of that week, discussion of issues that have arisen, and additional comments about your internship. You can keep this log electronically or in a physical book. Periodically, I will ask you to turn in a single week's log to check up on your experience. These logs should not all be written at the end of the semester. You will turn in all of your logs at the end of the semester. Be sure not to confuse these or combine them with the Work Log mentioned above. (Learning Objectives 1 & 4)

Final

Students will need to write a paper discussing whether or not the goals in the Accountability Assignment were achieved. Explain how your objectives either helped or hindered your ability to reach your goals. If any goals were not met, discuss why those goals were not met, and how they could or could not have been met during your internship. Also include instances of how your overall psychological education either helped or hindered your ability to meet your goals. There is no specific length, just be sure to completely address the prompt above. The Final should be submitted on Learning Suite by the last day of finals. Per BYU policy, work cannot be accepted after the last day of finals. (Learning Objectives 2, 4, & 5)

Hard Copy Submissions

The Accountability Assignment and the Work Log must be submitted in hard copy with a supervisor signature, as well as a digital copy unsigned. The hard copy can be slide under my office door, left with the psych front desk (1001 SKWT), or mailed (see address below). Remember, the hard copy must have an original signature, not a copy.

*Psychology Internship Office
1001 SWKT
Brigham Young University
Provo, UT 84602*

Format

All papers should be 12-point font and double spaced, with one inch margins. Please use an easy to read font. All papers should be free of spelling and grammatical errors, and formatted in accordance with the Publication Manual of the American Psychological Association, Sixth Edition. The writing center is located at 3322 HBLL or 1049 JFSB.

Due Dates

All assignments (except the Poster) are due at 11:59pm MT regardless as to whether they are to be submitted on Learning Suite or in hard copy. Be aware that if you are completing an internship outside of the Mountain Time zone, assignments are still due by 11:59pm MT. The poster is due at 7pm MT on the last Wednesday of the semester.

Grading

The weight of each assignment.

Internship Assignments – 20%		Class Assignments – 80%	
Assignments	Weights	Assignments	Weights
Work Log	8%	Accountability Assignment	7.5%
Supervisor Evaluation	4%	Résumé and Cover Letter	7.5%
Self-Evaluation	4%	Discussion Boards	20%
IPQ	4%	Open House	10%
		Weekly Logs	20%
		Final	15%

All internship assignments must be completed, otherwise you will receive a failing or T grade.

Grading Scale

Final grades are not rounded.

A	93 – 100	B-	80 - 82	D+	66 – 69
A-	90 – 92	C+	76 – 79	D	63 – 65
B+	86 – 89	C	73 – 75	D-	60 – 62
B	83 - 85	C-	70 - 72	E	<60

Special Circumstances

Students Registering Late

Students who register late for the course, i.e. you miss a due date, are required to make up all work. Students will have the number of days between the beginning of the current semester/term to when they registered for the class or until last day of finals for that semester/term (whichever is shorter) to complete and submit all work. After the aforementioned time, all submitted work will be considered late. Per BYU policy, no work can be accepted after the last day of finals.

Students Receiving Capstone Credit

Students who are taking this course to fulfill the capstone requirement must complete and submit all assignments set forth in this course. In addition, students must complete an Exit Exam, designed by the Psychology Department. This exam will not affect your grade and can be completed at the testing center. You cannot receive a grade for the class until the Exit Exam is completed.

Students Unable to Attend Open House

Only students completing internships outside of the Salt Lake City/Provo area are allowed to miss the Open House. These students are required to complete and submit their poster via Learning Suite by the due date. Additionally, these students are to record themselves presenting their poster (~3 min).

Students Retaking the Course

Students who have previously taken this course are required to submit all Internship Assignments and participate in all Discussion Boards. They will also complete the Accountability Assignment, Weekly Logs, Final, and Open House poster, which must be presented.

Students Registered for More Than 3 Credits

There is an additional requirement for students registered for more than 3 credits, either during one semester or term or accumulated over several semesters or terms. See the final page of the syllabus for the additional requirement. The student is responsible for recognizing and completing this additional assignment by the last day of classes.

Loss of Internship

If, for any reason, a student should lose his or her internship during the course of the semester, it is his or her responsibility to find a new internship and complete the course. Failure to secure a new internship will result in a failing grade. BYU works hard to maintain good relationships with all of the university's internship providers, so if you are experiencing any difficulties (interpersonal or otherwise) at your internship, please approach myself, Dr. Yamawaki (niwako_yamawaki@byu.edu), or Karen Christensen (karen_christensen@byu.edu) with your concerns.

Course Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 801-422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of “Sexual Misconduct” prohibited by the university. University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at titleix.byu.edu.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 801-422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional... I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another" (President Cecil O. Samuelson, Annual University Conference, August 24, 2010).

Electronic Devices

Please either silence or turn off your cellphones before class, and refrain from using them during class. Laptops and tablets may be used in class, but only if they are not used for checking email, instant messaging, or surfing the web frivolously. It can be distracting to others and to me. If your electronic use becomes overly distracting, you may be asked to leave.

Late Policy

Work submitted past the due date will be considered late. For each day the work is late, $3.\bar{3}\%$ will be deducted, e.g. if your assignment is two days late and it would have originally received a 90, it would receive an $83.\bar{3}$ for being late. The grade will continue to decrease until it is submitted or the grade reaches zero.

Assistance

If at any point, you become overwhelmed in either your course work or internship, feel free to come talk with me. I am willing to work with you to resolve any issues.

Disclaimer

I reserve the right to make changes to the course, and this syllabus is subject to change without prior notice; however, any changes will be announced in class or through email.

Schedule

See Learning Suite for the most up-to-date schedule.

Date	Discussion Board Topic/ Agenda	Assignment Due
September 12 - 16 (Monday - Friday)	Ethics Packet	
September 23 (Friday)		Accountability Assignment
October 10 - 14 (Monday - Friday)	<i>The Blue Book</i>	
October 21 (Friday)		Résumé and Cover Letter Assignment
November 7 - 11 (Monday - Friday)	<i>Made to Stick</i> (through Ch. 3)	
November 28 – December 2 (Monday - Friday)	<i>Made to Stick</i> (Ch. 4 to end)	
December 7 (Wednesday)	Internship Identity Open House	Poster
December 8 (Thursday)	Last Day of Classes	IPQ, Self Evaluation, and Weekly Logs
December 15 (Thursday)	Last Day of Finals	Final, Work Log, and Supervisor Evaluation (Research Paper if applicable)

Students Registered for More Than 3 Credits

Students receiving more than 3 credits for the academic internship course, either all at once or accumulated, are required to complete all internship and class assignments, as well as a research paper. This paper should be submitted on Learning Suite by the last day of finals.

Total accumulated credits (X)	Pages (at least)	References (at least)	Percent of Overall Grade (%)
$3 < X \leq 4$	3	3	15
$4 < X \leq 5$	6	6	20
$5 < X \leq 6$	9	9	25
$6 < X \leq 7$	12	12	30
$7 < X \leq 8$	15	15	35
$8 < X$	18	18	40

Choose a topic that is related to your internship in some way. Make sure your topic is based on a specific research question dealing with your topic. Research questions should be fairly specific. Research questions like *What type of interventions are most effective for children with autism?* or *Is there a relationship between parenting and adolescent drug use?* are probably narrow enough for this type of research paper. A research question like *What are the effects of divorce on child outcomes?* is too broad and far too well-researched (i.e., there are probably hundreds of research articles and books) for you to do justice to in a research paper. This paper needs to be original for this class. This research paper should be written for an intelligent, well-educated audience who may have had little or no exposure to the field of psychology. Do not assume that I am your only reader and that terms do not need to be defined and explained. Also, do not write the paper like an article in a grocery store magazine (i.e., do not write to a popular audience of typical American adults who can only read at the 8th grade level).

Support for your thesis statement should come from published research articles, chapters, or books. Most APA journals would be considered good sources. Scholarly theoretical pieces (as opposed to empirical research articles) and scholarly summaries (someone else's review of the literature that is in a scholarly book or journal) can also be used. You may use internet sources that are from websites. More than half of your references should be from professional journals. If you use a website as a reference, you need to determine that it is reputable. Be sure to integrate the information from your sources. Information from sources should be paraphrased and not directly quoted. If you would like to integrate personal experiences from your internship to the content of this paper, you may; however, your personal experiences should not take up more than one quarter of the text of the paper. Please do not use general sources (*Newsweek*, *Family Circle*, *Good Housekeeping*, *Time*). Please do not use textbooks, popular books (e.g. *Men Are From Mars*. . .) as sources.

All articles, chapters, books, etc., used should have been read by you; that is, please do not cite a source you did not personally read.

Plant and Wildlife Sciences Internship (199R)

Syllabus (ongoing- same for each Semester)

Instructor: Earl Hansen

108 LSG

Extension: 2-6209

Lecture: None. However, students are required to meet with the Internship Coordinator before they leave to do their internship so they will have the appropriate forms filled out and know what is expected of them.

Lab: This is a 'field course' so to say, intern finds employment in his or her chosen field that relates to the course work and discipline he or she is working towards a degree in and works for several weeks in that position to gain experience and make contacts in this chosen profession.

- Attached documents show how many hours of work are required for the number of credits registered for.

Assignments: Students are required to write a paper about their internship experience. The length of the paper is dependent upon the number of credits that they are registered for.

- Students are also required to fill out the form – Academic Intern's Self Evaluation about their work experience. This is to be turned in with their written paper at the end of the semester.
- Students are also required to have their employer fill out the form – Intern Evaluation. This is to be turned in with their written paper at the end of the semester.
- The two forms listed above are required to be turned in so that we as a department can evaluate if the experience provider is a company that we would recommend other students in the future to find and do an internship with.

University Requirements: If single students are going to be living off campus while they are registered for an internship class, they must notify off campus housing of the following:

- 1- the name of the company they will be working for, with address and phone number
- 2- the address where they will be living and personal phone number
- 3- how long they will be there working
- 4- their university I.D. number
- 5- contact person for this requirement is Mereane Ige – contact her at her email address: mi34@byu.edu

International Students: You must contact the Kennedy Center. There is a class you must take and there is a time frame that this must be completed by before you leave or you won't be able to do the internship. The best thing for the student to do here is to be proactive and contact the Kennedy Center as soon as possible when you find out that you might have an opportunity to do an International Internship.

- The person to contact at the Kennedy Center is Aaron Rose. His Extension is 422-8241. His office number is 204 HRCB.

Other Requirements:

A form titled 'Internship Checklist' will be provided to the student so that they will know:

- what paperwork to fill out
- when the forms are due
- forms that the Experience Provider should receive
- when term paper is due
- forms to be turned in with written paper
- number of hours required to work as per number of credit hours registered for

Young ladies that have recently been married, will need to notify off campus housing about:

- marital status and their new last name

INTERNSHIP ASSIGNMENTS

RECM 496R

The final piece of a successful internship is completing the assignments. You should work on them intermittently during your internship and not postpone or procrastinate until the end. If your internship spans more than one term or semester, you are NOT required to submit assignments until your internship hours are complete. All assignments are due at the completion of your internship. However, again we suggest working on these assignments throughout the internship.

Assignments should be typed, organized, and presented in a professional manner. It is encouraged that you attach any printed information about the agency that is available. The following overview will help you understand what is expected of you and help you plan enough time to complete all the assignments:

INTERNSHIP PORTFOLIO

To complete your RecM 496R internship, you will prepare an internship portfolio and complete a final interview with the Internship Coordinator. You will complete your reports throughout the semester and store them in your portfolio to be turned in during a final interview that will take place after you have completed your 400 work hours. The portfolio can be turned in as a hard copy or an electronic copy. Your final interview can be in person or over the phone. *Your portfolio should be of the highest quality and demonstrate the level of professionalism you have reached.*

The portfolio will contain the following items:

- Weekly Log
 - Agency Summary (see below)
 - Work Sample
 - Career Paths Interview
 - Final Report
-

In addition to the portfolio the following will also be required:

- Midterm Evaluation by your supervisor
- Final Evaluation by your supervisor
- Final interview with your Internship Coordinator at the conclusion of your internship

WEEKLY LOG

Your weekly log should be updated each week and include entries with the following information:

- The dates for the week
- Hours worked that week
- What you did during the week
- What you learned from your week

AGENCY SUMMARY

The next part of your portfolio will provide a summary of your agency. It will include three major sections. **First**, provide a background of the agency, their mission, programs, clientele, and facilities. **Second**, report on the responsibilities of the personnel of the agency using organizational charts and by describing management culture. **Finally**, report on the financial structure of the agency. Include information about revenues, expenditures, other assets, and capital plans. Some agencies will be sensitive about this information; reassure them that it will be kept confidential and be content with what they are willing to share. This paper should be about six pages long. Charts, tables, and diagrams are appropriate. **You should complete this report about halfway through your internship hours.**

WORK SAMPLE

You will include a sample of a special project or assignment you completed during your internship. Examples of the sample you might provide include a scrapbook of a special event you organized, marketing material you created, a screenshot of a spreadsheet you created to organize inventory, or a training manual you create for future interns. This report should show what you have done more than tell about it.

CAREER PATHS INTERVIEW

In either a formal or informal setting you will interview your supervisor, or anyone else in a position you might be interested in for a career, and find out what educational and career path it took for them to achieve that position. Ask for advice regarding what you might need to do to achieve your career goals. After speaking with this person you will write a 1-2 page summary of your conversation. Include your reflections on the conversation- Are you surprised, encouraged, disappointed, etc by the steps they've taken to reach their current position? What steps do you think you need to take to reach your own goals? What have you learned from this person's experience? Include any other observations.

FINAL REPORT

Your final report should be an evaluation of your internship experience and your experience in the RecM Department. The first part of this report should detail your internship experience: what you accomplished, what you learned, what you would change, and something about

your future plans. In addition, this is one opportunity for you to evaluate the agency. What are their strengths, weaknesses? Should interns continue to use this agency? In the second part of this report, describe how well you feel you have met the overall RecM program learning outcomes as a major in the department. List each outcome and describe the ways that you

have met these objectives. They are:

- Design, implement, and evaluate meaningful leisure experiences
- Demonstrate excellence in analytical thought, oral, and written communication
- Articulate, utilize, and be informed by the philosophies and theories of recreation and leisure
- Contribute to the well-being of individuals, families, the Church, and communities
- Lead and inspire others through effective interpersonal skills and positive relationships
- Grow spirituality, build character, and respect diversity
- Develop key management skills

SUPERVISOR EVALUATIONS

During your internship the Internship Coordinator will send you a link to the midterm and final evaluations, which your supervisor will need to submit when you have reached 200 hours and 400 hours, respectively. (Copies of the evaluations are also provided in this Internship Manual. Once completed, these may be sent directly to the department or added to your portfolio and turned in with your other materials.)

FINAL INTERVIEW

At the end of your internship, you will also need to schedule a final interview with the Internship Coordinator. The interview can be in person or over the phone. You can expect a brief, 10-15 minute interview in which you will discuss your overall internship experience. You will need to bring your portfolio to this interview. If you conduct the interview over the phone, be sure to e-mail your portfolio to the internship coordinator beforehand.

APPENDICES

**Department of Recreation Management
Brigham Young University
Mid-Term Evaluation Report for Internship**

Student _____

Agency _____

Agency Internship Supervisor _____

Phone _____ E-mail _____

Semester and Year: Fall _____ Winter _____ Spring _____ Summer _____

Purpose of the Evaluation Report

1. To take a professional and personal inventory of the student's strengths and weaknesses as exhibited in this placement.
2. To develop a practical program of improvement for the second half of the internship.

Instructions

Several professional performance traits are identified below. Please:

1. Reflect carefully upon the student's work and circle the number indicating their current level of performance using the rating scale provided.
2. Indicate specifically your suggestions for growth during the second half of the internship.
3. Share this evaluation with the student prior to mailing it. Secure student's signature.

EVALUATION TRAITS

Rating scale: Use the following scale to determine the student's numerical rating for each of the traits listed below:

- NA= Not applicable or insufficient contact to evaluate
- 5= Outstanding (consistently exceeds agency standards)
- 4= Above average (occasionally exceeds agency standards)
- 3= Average (meets agency's minimum standards)
- 2= Below average (occasionally performs below agency standards)
- 1= Unsatisfactory (consistently performs below agency standards)

1. PERSONAL HABITS: Attention to appearance, including suitability of attire and grooming.

		Low			High	
a. Current level of performance	NA	1	2	3	4	5
b. Suggestions for growth						

2. RESPONSIBILITY: Dependability, ability to meet schedules, follow through and attention to instructions.

		Low			High	
a. Current level of performance	NA	1	2	3	4	5
b. Suggestions for growth						

3. ATTITUDE: Loyalty, interest and approach to job, associates, public, and the agency. Ability to comply with established policies and procedures.

		Low			High	
a. Current level of performance	NA	1	2	3	4	5
b. Suggestions for growth						

4. JUDGMENT: Possesses common sense. Distinguishes important from unimportant. Tactful. Makes responsible decisions.

		Low			High	
a. Current level of performance	NA	1	2	3	4	5
b. Suggestions for growth						

5. ATTENDANCE AND PUNCTUALITY: Regularity of attendance. Promptness in reporting. Absence, tardiness, time off for illness or personal business, clock watching.

		Low			High	
a. Current level of performance	NA	1	2	3	4	5
b. Suggestions for growth						

6. ORAL COMMUNICATION: Ability to communicate effectively with other staff members. Ability to secure acceptance of ideas, methods, procedures and plans by other staff members. Considerate of others' viewpoints.

		Low			High	
a. Current level of performance	NA	1	2	3	4	5
b. Suggestions for growth						

7. WRITTEN COMMUNICATION: Degree of skill and ability to express thoughts on paper - reports and projects.

		Low			High	
a. Current level of performance	NA	1	2	3	4	5
b. Suggestions for growth						

8. QUALITY OF WORK: Organization. Thoroughness. Soundness of decisions. Foresight.

		Low			High	
a. Current level of performance	NA	1	2	3	4	5
b. Suggestions for growth						

9. KNOWLEDGE AND UNDERSTANDING: Possesses adequate knowledge and skill commensurate with academic training. Understands recreation's value for the particular participants.

		Low			High	
a. Current level of performance	NA	1	2	3	4	5
b. Suggestions for growth						

10. INDEPENDENT FUNCTIONING: Ability to perform without constant supervision and to function constructively on own initiative when necessary.

		Low			High	
a. Current level of performance	NA	1	2	3	4	5
b. Suggestions for growth						

11. PRODUCTIVITY: Use of time and facilities. Volume and nature of work produced. Planning and follow through.

		Low			High	
a. Current level of performance	NA	1	2	3	4	5
b. Suggestions for growth						

Additional comments (Please comment on those areas of strength not covered in this evaluation as well as areas needing improvement):

Overall Agency Evaluation of Student Performance to Date:

- This student is better than most _____(Satisfactory Grade)
- This student is about average _____(Satisfactory Grade)
- This student is below average _____(Unsatisfactory Grade)

Agency Supervisor's Signature _____ Date _____

Student's Signature _____ Date _____

Return to: Department of Recreation Management

RecM Internship Coordinator

(Insert Student's Name Here)

W425 Tanner Building

Brigham Young University

Provo, UT 84602

Fax: (801) 422-0609

5. ATTENDANCE AND PUNCTUALITY	_____	_____	_____	_____	_____	_____
6. ORAL COMMUNICATION	_____	_____	_____	_____	_____	_____
7. WRITTEN COMMUNICATION	_____	_____	_____	_____	_____	_____
8. QUALITY OF WORK	_____	_____	_____	_____	_____	_____
9. KNOWLEDGE & UNDERSTANDING	_____	_____	_____	_____	_____	_____
10. INDEPENDENT FUNCTIONING	_____	_____	_____	_____	_____	_____
11. PRODUCTIVITY	_____	_____	_____	_____	_____	_____
General Comments (Use other side if necessary)						

a) Agency Supervisor's Comments (Please indicate those areas where the student showed improvement or failed to show improvement in areas identified at the mid-term evaluation):

b) Student's Comments

Overall Agency Evaluation of Student Performance to Date:

This student is better than most _____ (Satisfactory Grade)

This student is about average _____(Satisfactory Grade)

This student is below average _____(Unsatisfactory Grade)

Agency Supervisor's Signature _____ Date _____

Student's Signature _____ Date _____

Return to: Department of Recreation Management

RECM Internship Coordinator

(Insert Student's Name Here)

W425 Tanner Building

Brigham Young University

Provo, UT 84602

Fax: (801) 422-0609

EXAMPLE POSITION ANNOUNCEMENT

Intern Job Description

Department: Parks & Recreation/Clean Community

Job Title: Va. Beach CC Clean the Bay Day Project Manager

Goal:

- Ensure that the annual Clean the Bay Day project is a success. (Clean the Bay Day is on the first Saturday in June)

Duties:

- Meet with Clean Community Coordinator to discuss and set CTBD plan.
- Review & finalize cleanup zones for year.
- Contact previous year's CTBD Zone Captains to determine compliance to be Zone Captain.
- Set up & conduct Zone Captain's Briefing before cleanup.
- Coordinate material needs and distribution.
- Determine # Volunteers & trash pickup locations for zones.
- Assign volunteers to zones.
- Compile reports (stats) – pre & post cleanup.
- Cleanup date – be on site to receive & compile stats from zones.

Qualifications:

- Excellent communication skills (written & oral).
- Valid Virginia Drivers license and own transportation.
- Will also need to complete City's Defensive Driving course.
- Computer skills required.
- Able to lift up to 25 lbs.

Time Commitment:

- Flexible hours.
- Ability to work independently.
- Estimated 4-6 hours per day leading up to event.

EXAMPLE INTERNSHIP GOALS DOCUMENT

In each of the four achievement areas listed below, write a goal you will accomplish during your internship. Goals should be meaningful, measurable, and challenging.

1. Career Goal: (Identify how you plan to get a first job, promotion, or something else that relates to career growth at this stage of your professional life.)

How will you accomplish this goal?

2. Skills Acquisition Goal: (Identify a specific skill or knowledge that you wish to acquire during your internship.)

How will you accomplish this goal?

3. Skills Application Goal: (Identify a specific skill you possess that you wish to improve/apply during your internship.)

How will you accomplish this goal?

4. Human Relations Goal: (Identify one way that you can improve your ability to work with supervisors, fellow workers, and others you associate with professionally.)

How will you accomplish this goal?

EXAMPLE INTERNSHIP EXPECTATIONS DOCUMENT

Meet with the Agency Supervisor who will be overseeing your internship to create, fill out, and sign an internship expectations document. The following is an example of potential internship expectations. Your expectations document should be individualized and specific to the discussion you have with your supervisor.

1. Intern will complete 400 hours over 14 weeks.
2. Intern will adhere to agency dress and grooming standards/policies.
3. Intern will arrive on time each day and will work scheduled hours.
4. Intern agrees to work occasional late hours for key events, not in excess of 10 irregular hours per month.
5. Agency expects intern to be responsible for meeting deadlines, attending meetings, completing projects, and fulfilling all other job requirements.
6. Agency expects the intern to be self-motivated and take initiative in completing projects, seeking out work, and contributing to the success of the agency services/events/projects, etc.
7. Agency expects intern to develop professional relationships with supervisor, fellow workers, and to represent the agency professionally to customers, clients, and other businesses.
8. Intern expects to meet with agency supervisor weekly to discuss progress and receive feedback on performance.
9. Intern expects the agency supervisor to provide a healthy mentoring environment in which the intern will be able to use and apply recreation management skills as well learn and acquire new skills and knowledge.
10. Intern expects the agency supervisor to support his/her role in the agency and expects the agency supervisor's assistance in completing university internship requirements (i.e., assignments, evaluations, etc.).

I, (student name), certify that these internship expectations were agreed upon by myself and my agency supervisor. I also agree to meet these expectations during the course of my internship.

Signature _____ Date _____

I, (agency supervisor name), certify that these internship expectations were agreed upon by myself and the incoming student intern. I also agree to meet the agency expectations and assist the intern in meeting his/her expectations during the course of his/her internship.

Signature _____ Date _____

Recreation Management

**Academic Internship Manual for Therapeutic Recreation:
RecM 496R Section 001**

Preface

Dear Recreation Management Student:

Congratulations on reaching this point of your educational career--the Cooperative Education experience, or internship. The Department of Recreation Management considers the internship the capstone of your education. For this reason, it is important that you consider the internship an opportunity to learn and to apply classroom knowledge. If you approach the internship with a positive attitude, you will have a great experience.

This handbook is a guide for you and the agency where you intern. We suggest that you and the Agency Internship Supervisor at the internship site review these materials. Obviously, you both agree that you will abide by the expectations of the internship. Remember, based on NCTRC and BYU standards, the internship needs to be a **minimum of 560 hours over 14 consecutive weeks**. NCTRC requires a minimum of 20 hours per week, and a maximum of 45 hours per week.

Finally, you will need to complete both a Case Study as well as Senior Capstone Project that will synthesize your TR education in the Department of Recreation Management. These projects are further described within the pages of this internship manual.

If there is anything we can do to help with this important aspect of your education, please contact us.

Sincerely,

Ashley M. Bowen, TRS, CTRS
Therapeutic Recreation Academic Internship Supervisor
W425 TNRB

RECM 496R Cooperative Education Internship

Introduction

Upon completion of Brigham Young University general education courses and all Recreation Management requirements, you will spend a semester in a full-time, on-the-job environment under the direct supervision of a Certified Therapeutic Recreation Specialist (CTRS). The internship provides you with an opportunity to apply academic skills and knowledge in a practical setting. You will be required to take 2-12 credit hours of internship course work depending on the requirements of your program.

The Program

While participating in the department's Cooperative Education experience, you should view it as an opportunity to apply skills already learned and, in addition, provide a better base for future academic experiences. It is desired that you find opportunities that will enable you to make optimum growth and progress toward competence as a professional in the field of therapeutic recreation. Your relationship with the University during this experience is that of a student; therefore, there should be a continuous flow of information and contact between you and your Academic Internship Advisor.

While participating in the experience, you are encouraged to develop a friendly and professional relationship with personnel of the cooperating agency. Where possible, you should use your own initiative and ideas, so long as they are in harmony with the policies of the agency. Close contact should be maintained with your Academic and Agency Internship Supervisors.

Course Description

RECM 496R, the Cooperative Education experience in the Department of Recreation Management, refers to a formalized professional experience that may or may not be compensated. This experience is integrated with your academic program as a formal learning experience. It is an opportunity to apply, in a practical way, all the course work taken in the course of study. University and NCTRC standards require the Cooperative Education experience, or internship, be a full time experience (560 hours) for at least 14 consecutive weeks.

The internship consists of 2-12 credit hours of professionally supervised experience with a Case Study and Senior Capstone Project. You should not be taking additional courses or working outside of your internship. You must be registered for RECM 496R during the semester when the internship begins. Students must complete the internship under the supervision of a NCTRC Certified Therapeutic Recreation Specialist (CTRS).

The Case Study and Senior Capstone Project are designed to be a culminating experience for senior students who are engaged in their internship experience -- in

other words, these are capstone experiences within your major studies. It will bring together all the knowledge you have gained in the major and should show your breadth of knowledge in your chosen discipline.

Internship Expectations for RECM 496R

Therapeutic Recreation

Learning Objectives

The therapeutic recreation internship is designed to be a culminating experience in your undergraduate education. Its primary purpose is to give you an opportunity to apply, on a day-to-day basis and for an extended period of time, all of the theoretical and practical material you have learned from your classes. There is simply no way you can become competent in many critical skill areas through traditional classroom instruction. Your skills as a therapist will be sharpened as you accomplish the following objectives during your internship:

1. Develop sound work habits by completing your internship over an extended period of time.
2. Design, plan, implement, and evaluate programs of therapeutic recreation service.
3. Receive first-hand experience working with patients/clients/residents/participants in a therapeutic recreation program, in either a clinical or community-based setting.
4. Develop skills in assessment, individual program planning, and documentation of patient/client/resident/participant progress.
5. Work as part of a therapeutic recreation department or interdisciplinary treatment team under the supervision of a Certified Therapeutic Recreation Specialist (CTRS).
6. Compare various programs of therapeutic recreation service by visiting other programs in the area of your internship site.
7. Complete a major project for the internship agency that has a significant educational value to you and practical value for the agency.
8. Develop basic research skills in therapeutic recreation.

9. Complete a case study examining therapeutic recreation treatment methods.

10. Become eligible to take the NCTRC certification exam upon graduation.

Internship Expectations for Students in Therapeutic Recreation

It is expected that the internship experience will provide you with the opportunity to develop skills and critical job responsibilities and dimensions beyond what can be learned in the classroom. These include but are not limited to:

1. Agency/department program planning
2. Assessment for the purpose of therapeutic recreation intervention
3. Individual program/treatment planning
4. Evaluation of individualized program/treatment plans
5. Documentation
6. Interdisciplinary teams and human service providers
7. Organizing and managing services
8. Advancement of the therapeutic recreation profession

For a specific breakdown of each skill or knowledge area, see appendix D.

Although each TR internship is unique and has its own characteristics, certain common experiences are expected. When you plan your internship with the agency, share the following list of expectations with the agency supervisor. In order to have a better understanding of the operation of the agency providing therapeutic recreation services, you should become familiar with or experience the following during the course of the internship:

Individual Internship Responsibilities

Agency Internship Coordinator

1. Establish an internship training program that will meet your academic, administrative, and professional requirements and also those of Brigham Young University.
2. Develop training plans that will provide you with a broad scope of working experiences.
3. Have a discussion with the Brigham Young University Academic Internship Coordinator (required only if the agency has had no prior interns) to review and discuss the internship program. This could be an on-site visit or telephone conversation.

Agency Internship Supervisor

The Agency Internship Supervisor serves as an agency-based teacher utilizing the agency's operation to offer tutorial instruction and supervision which will further your professional competence. The supervisor should:

1. Have an initial meeting with you to determine your specific needs and adapt the internship program to meet those needs.
2. Provide you with direct supervision and guidance by a professional with credentials appropriate to your area of academic concentration.
3. Review your goals and objectives to determine if they are feasible and obtainable. Guide you in revising them as necessary.
4. Confer with you **at least weekly** to discuss progress, performance, and problems.
5. Make sure you have a clear understanding of all agency policies and practices.
6. Evaluate your mid-term and final performance and submit the results to the RECM Internship Advisor on the forms in this manual.
7. Be the contact person with Brigham Young University through the RECM Internship advisor.

Student Intern

As a student intern, you assume the following responsibilities:

1. Obtain some type of health insurance. All students enrolled in RECM 496R are required to have BYU insurance, student coverage through parents' insurance, or personally purchased health insurance. You must be prepared to verify insurance coverage while completing your internship.
2. Complete IRAMS registration for RECM 496R section 001 (the section number is vital to make sure you are enrolled in the TR Internship class) during the previous semester when your internship begins. A \$3,000,000 Professional Liability Insurance Policy insures all Academic Internship students. This policy is secured and paid for by the Department of Risk Management and Safety and has a limit of \$1,000,000 per incident. This coverage for you is *only* available if you are properly registered and the Agency Internship Coordinator or other official representative signs a Master Cooperative Education Internship Agreement.
3. Attend and complete orientation requirements of the agency.

4. Follow the policies and assignments required by Brigham Young University and by the agency, meeting all prescribed commitments in connection with the training.
5. Submit periodic reports as required by Brigham Young University.
6. Arrange a scheduled telephone interview with your Academic Internship Supervisor.
7. Perform internship requirements with a Case Study to the very best of your ability.
8. Complete the full-time internship over the minimum 14 consecutive weeks.
9. Plan and carry out a Senior Capstone Project with input from the Agency Internship Supervisor and approval from the BYU Academic Internship Advisor.

In addition, to make this a successful internship, you should read "Hints for a Successful Internship" immediately following this section and follow the suggestions found therein.

Hints for a Successful Internship

1. Begin looking for an internship site *at least* one semester before you plan to do the experience. Some sites, particularly those which provide housing, a stipend, or which are nationally well known, usually require more lead time and an early commitment. Do not let procrastination put you in a situation where you have to settle for a lesser experience than what you really want.
2. Take responsibility for seeking out the best possible internship for yourself. Do not expect the Academic Internship Supervisor to tell you where you should do your internship. Students go all over the United States, and there are literally hundreds of excellent possibilities. Use the Internet and other resources to help you locate a suitable internship site.
3. Although you are a student, treat your internship as if you were working a "real job" which, in a way, is what it is. This means several things, such as being on time for work. Punctuality does not mean walking in the door at the time you are supposed to start work. Punctuality means arriving early enough to do all your non-work related things (like hanging up your coat, getting a drink, going to the bathroom) before your starting time. Be at your workstation ready to go when you are scheduled to start. Another good habit is not to miss time at your internship unless you absolutely have to (such as illness or medical emergencies). Make every effort to be there, even if it means being late despite a tremendous effort. Your Agency Internship Supervisor will appreciate this and consider this a favorable quality when it comes time for a recommendation. Remember, your Agency Internship Supervisor is counting on your being there. Poor performance in these areas is one of the major reasons for an

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average or unsatisfactory evaluation from the Agency Internship Supervisor.

4. Take initiative in your internship. TR supervisors do not like to have to give suggestions and guidance continually. They expect you to have ideas and a desire to implement them.
5. Be on time with all your assignments. If the assignment is due “at the end of the second week,” then make sure it arrives to your Academic Internship Supervisor at the end of the second week. Don’t wait until that time to start the report. Your reports count toward your grade, so poorly written ones will count against your final grade. There is some flexibility with late assignments, but please communicate with your Academic Internship Supervisor.
6. Don’t relax about assignments just because you gave them to your Agency Internship Coordinator. You are still responsible for ensuring that forms such as the “Mid-term and Final Evaluations” are completed in a timely manner. If you are reminding the Agency Internship Coordinator about a form and they still don’t comply, then call the Academic Internship Supervisor.
7. Stay in close contact with your Academic Internship Supervisor. Make periodic email contacts to keep her posted on successes or to ask advice on problems. Don’t wait for her or her to call you.
8. If you get a message that your Academic Internship Supervisor has called you, return that call within a 24-hour period. This is a professional courtesy you should be applying now that you are getting close to graduation. The message may be important, but more importantly, think of the message you are sending by not responding to that phone call.
9. Be prompt with providing an agency Mid-Evaluation. Also, be aware that you may be in a different time zone. Be on time!
10. If you are having a problem with your internship (such as you don’t like where you are, or you are having serious personality conflicts), try to solve it yourself first. If you are unsuccessful, let your Academic Supervisor know immediately. There is a workable solution to almost any problem, but no one can help you if the problem is ignored or allowed to fester too long.
11. Conduct yourself as a professional at all times. Make sure you dress appropriately for your internship. Use professional language.
12. Finally, once you agree, either verbally or in writing, to accept an internship with an agency, it is very unprofessional to change internships at the last minute, even if “something better” comes along. Be sure of your decision before you make any formal

Pre-Internship Checklist

(Complete in the order listed. You must also be working on the “Graduation Checklist” on the next page at the same time.)

1. Prior to looking for an internship site, talk with the Academic Internship Supervisor to receive guidance on the type of internship that will best help you meet your internship and career objectives. Prayerfully consider your internship in relation to your life’s goals. (This can start a year before you actually intern.)
2. Research internship interests. Check bulletin board, office internship listings, other faculty, professionals in the area, Internet (ATRA Hospital Locator, TR Directory, Intern-Net, etc.), Internet, library, etc.
3. Check in the TR Internship Book or ask the Academic Internship Supervisor for an electronic list to see the internship sites under consideration or pre-approved for an internship with the department (or with the Academic Internship Supervisor to find out if they can become approved). This step should be completed at least 6 months prior to your internship starting date.
4. Make a list of two or three possible TR internship sites.
5. Contact the Agency Internship Coordinator at each of the sites. Discuss the possibility of an internship. Tell them of your career goals. Can the agency help you meet those goals? Find out the particulars of the internship such as duties, salary (if any), hours to be worked, etc. Follow up with whatever information they request such as cover letter, resume, application, letters of reference, etc. Ask them to send information about their internship program.
6. Consider each of the sites. Rank them based on your desire to intern there. Apply at your top choice and inform the Academic Internship Supervisor once you have secured an internship.
7. Complete any forms or procedures requested by the agency as well as the following form:
____ (a) Cooperative Education “Student Agreement” (IRAMS Online Registration)
8. If you have selected a site that was not on the pre-approved list, make sure that the Academic Internship Supervisor has negotiated an updated contract to the agency.
9. Obtain a copy of your Agency Internship Supervisor’s NCTRC certification and any required

Therapeutic Recreation Internship Manual: Updated March 2016
state license or certificate.

10. Submit an application online through the BYU internship office website.
10. Read and study this manual.
11. Complete the graduation checklist below.
12. Report for your internship on the agreed date and follow the checklist provided below.

Graduation Checklist

1. Complete the Graduation Application online under Route Y. The Advisement Center will email you when you can go into the Advisement Center and meet with an advisor to clear your graduation.
2. Go the Advisement Center in 460 TNRB and complete the university graduation procedures. This **MUST** be done within 7 days of the start of the semester of your internship and graduation.
3. When all items on the Graduation Checklist and Steps 1 through 13 on the Pre-Internship Checklist are complete, go on-line and complete the IRAMS registration. Upon receiving IRAMS approval from BYU Legal and BYU Internship Office, register on-line for the internship.

Internship Requirement Checklist

The following information summarizes the critical activities and assignments required during your internship experience. All of the following activities and assignments can be completed and submitted to your Academic Internship Supervisor through Learning Suite. If there are any problems with your submission, then you should e-mail Ashley Bowen at recm496tr@byu.edu. Complete the following:

___ **Every Other Week:** Make regular contact with your Academic Internship Supervisor by completing a bi-weekly journal entry identifying any noteworthy experiences and discussing any problems or challenges you are experiencing. At least seven journal entries are required to receive an A grade on these assignments. Please submit through Learning Suite. ***Not more than 2 paragraphs, please, except for agency overview.**

___ **At the end of Week 2 (first journal entry):** Submit a copy of your internship work schedule through Learning Suite to your Academic Internship Supervisor.

Include a brief “Agency Overview” (see below for description). This should be a part of your bi-weekly journal entry.

___ **Week 8:** Submit Mid-Term Evaluation Form through Learning Suite or you can mail or drop off to the Academic Internship Supervisor in W425 TNRB.

___ **By Week 8:** Submit a report on your first “site visit” (see below for description) in Learning Suite. It is one of the assignments. This should be a separate entry from your bi-weekly journal.

___ **By Week 10:** Gain approval from your Agency Internship Supervisor for your senior capstone project. Send a brief overview/proposal to your Academic Internship Supervisor. ***This can be done as early in the internship as you and your Agency determine. The earlier, the better.**

___ **By Week 10:** Submit a report on your second “site visit” (see below for description) in Learning Suite. It is one of the assignments.

___ **By Week 12:** Complete the Internship Highlight article that will be submitted to Utah Recreation Therapy Association by your Academic Internship Supervisor.

___ **By Week 13:** Schedule a visit or telephone/computer interview with the Academic Internship Supervisor to be completed by the end of the 14th week.

___ **Week 14:** Send your “Case Study” paper by the end of the 14th week. Send your hours log to your Academic Internship Supervisor to have her sign.

___ **Week 15+:** Submit all internship assignments as soon as possible including your “Final Evaluation” with the Agency Supervisors signature.

ASSIGNMENTS TO BE INCLUDED WITH THE ABOVE DESCRIBED JOURNAL ENTRY COMMUNICATION TO THE ACADEMIC INTERSHIP SUPERVISOR

Assignments can be included in your submissions to Learning Suite. The primary purpose of assignments is to facilitate communication between the student and the Academic Internship Supervisor. Information should be provided in a clear and professional manner, although no specific formatting is required (except for case study – APA 6th edition format is required for that assignment).

AGENCY OVERVIEW: included in journal entry at the end of the second week

Describe the agency, including the types of clients served, and the mission statement of the agency and department. Describe your day-to-day activities, typical week, and schedule. Describe meetings required and your role in them. Discuss the goals and objectives of the TR program. Explain how these are related to the mission of the TR

program and how the mission of the TR program is related to the mission of the agency. Include areas of strength and weakness that you are feeling as you begin the internship.

MID-INTERNSHIP AND FINAL INTERNSHIP EVALUATIONS NEED TO BE COMPLETED WITH YOUR AGENCY SUPERVISOR, FACE-TO-FACE

See the Mid-Term and Final Evaluations provided in the internship manual. It is your responsibility to initiate your evaluations with the agency supervisor. The due dates for evaluations are found on the Assignment Checklist within your Academic Internship Manual. You are encouraged to meet with your Agency Supervisor to review the evaluations before they are sent to the Academic Internship Supervisor. Do not depend on your supervisor to return your evaluations. It is your responsibility, and you will not receive a grade until signed copies of both are completed. Please keep a copy for your records in case the submission gets lost.

TWO OR MORE SITE VISITS

Make two or more site visits to other Therapeutic Recreation agencies, programs, or units. These may be either clinical or community based. Under the corresponding site visit assignment on Learning Suite, provide a brief description of the program, the number of recreation therapists employed, the diagnostic group(s) served, how the program is funded, and any additional information regarding the agency or the Therapeutic Recreation staff you feel would be informative. You should ask your supervisor for suggestions of TR agencies that interface with your TR internship agency. For example, if you are in a community-based setting, you may want to visit a clinical agency where you receive referrals. If you are in a clinical setting and referring patients to a community-based agency, visit that agency. Your TR Agency should count these visits as part of your internship hours. Negotiate off-site agency visitations in a timely and appropriate manner. **Please make an appointment with the agency - do not just show up unannounced!**

INTERNSHIP HIGHLIGHT ARTICLE

All interns must write an Internship Highlight article that may eventually be submitted to the Utah Recreation Therapy Association (URTA). This assignment should be done by Week 12, even if your internship is outside of Utah; but you can do it at any point prior to that week. In this article, write a brief summary about your internship agency (name, location, population served, etc.) and highlight a special activity or intervention/protocol you were a part of. This can be a description of your capstone project and how it went, but can also be any other special event or task you are working with your Agency Internship Supervisor on. Please submit in Learning Suite, and if it is submitted to URTA eventually, I will do that.

HOURS LOG

You must have your internship hours log signed off by your Agency Supervisor and Academic Supervisor. Please submit the entire packet found at this link to me after your Agency Supervisor has signed and I will send it back to you with my signature:

ACADEMIC INTERNSHIP SUPERVISOR EXIT INTERVIEW

Your academic internship supervisor, Ashley Bowen, will conduct an exit interview for the internship. A phone call or in-person visit in W425 TNRB will be scheduled. It is best to do this towards the end of your internship (preferably after week 12) because the exit interview includes questions regarding your overall internship experience. You are responsible for scheduling this with Ashley.

Assignment: Case History/Study

In previous courses you may have reviewed case studies from the *Therapeutic Recreation Journal* or other sources. The purpose of this assignment is to give you the opportunity to systematically approach the TR process or to evaluate a program or intervention strategy.

1. Select a patient or participant who is just beginning their treatment or, in a community based program, who has just started to participate in *your* program. Follow the person through the therapeutic recreation process. That is, the assessment, the goals established for the person as well as the treatment/intervention or program strategy, the progress of the individual, and the success of the intervention. The case history write-up then would focus on the success of the intervention.

You may wish to take a different approach to the case history than those described above. This is permissible but you should definitely consult with your Agency Internship Supervisor before doing so and you should consult with your Academic Internship Supervisor as well.

Case Histories in TR

1. What is a case history?
 - a. A form of research involving a client(s) or TR intervention
2. Why do we need case histories in TR?
 - a. To share the current, best practices
3. Who should write case histories?
 - a. Practitioners (collaborate with scholars), students, educators
4. How do I write a case history?
 - a. Develop good practice, think, plan/outline, write
5. How do I get a case history published if I think my paper is good?
 - a. Follow the guidelines below.

-
1. Maximum length is seven pages (including title and abstract pages)

2. Cases should be written in past tense
3. How do I write a case history? What is in a case history?
 - a. Title page
 - i. Simple, descriptive title, author's name and affiliation
 - b. Abstract and key words
 - i. Abstracts summarize the purpose and content of the case in eight lines or less; five to eight key words should be included
 - c. Biographical and demographic information
 - i. Name (anonymous), age, gender...
 - ii. Admitting diagnosis and prognosis
 1. Include disability/mental disorder information
 - iii. Relevant medications, implications
 - iv. Type of facility/agency
 - v. Setting
 - vi. City and state
 - d. Case content
 - i. This is the "meat" of the case—describe the TR process: assessment with identification of client needs, plan/program to meet client needs, implementation, and evaluation
 - ii. Clear rationale/theory for treatment plan should be presented
 - iii. Assessment – client needs – plan/program – implementation – evaluation should be clearly linked together
 - iv. Innovative, creative novel treatment/techniques
 - v. Unusual/special client or population (what is special about the process or client?)
 - e. Author's comments
 - i. Share insights into treatment
 - ii. Personal thoughts or reflections about working on the case
 - iii. Frustrations, joys, learning experiences
 - iv. Ideas for the future, etc.

Tips for writing case histories:

1. Spend some time thinking about the process
2. Identify key components, novel treatments, important points
3. Outline the case history using the key components and important points
4. Write in short and simple sentences
5. Work backwards; perhaps begin with the author's comments, then the case content, and finally, the biographical information
6. Remember the TR process:
 - a. How did you use the TR as an intervention (theory or rationale)?
 - b. How did you identify an intervention/treatment?
 - c. What did you actually do (JTR) with the person?
 - d. What was the result? Did it work? Have you revised the program?

- e. First things last—think of a title that succinctly summarizes the topic. It should arouse interest in readers.
- f. In three to five sentences, describe the case history (an abstract).
- g. Ask a colleague, professor, friend, or all three, to proofread the manuscript. Have them provide suggestions about how you could make the case history easier to understand. Ask them to check for problems with grammar and mechanics.
- h. Make the final changes and submit the case history.

Assignment: Senior Capstone Project

The Senior Capstone Project is designed to be a culminating experience toward the end of your internship experience. The project will be the capstone experience of your major studies. It will bring together all the knowledge you have gained in the major and should show your breadth of knowledge in Therapeutic Recreation.

This is a project needed by the agency, not just dreamed up to provide an experience for you. It can be research-based to help the agency develop and evaluate programs and activities. Or it can be developmental in nature, helping the agency address a specific need. The project can also be a cooperative venture with other interns if the scope of the project merits, and the agency supervisor approves it.

Evidence-based Examples:

- Follow-up investigation of discharged or former patient/clients
- Evaluation of patient treatment outcomes over a 3-month period
- Evaluation of a program to determine its effectiveness

Developmental - This involves the development of program or curriculum. It is a project needed by the agency in order to carry on their programs.

- Develop a leisure education curriculum for a specific diagnosis group
- Develop a computerized database of recreation resources in a local site
- Develop a computerized database of program activities for recreation therapists
- Develop, implement, and evaluate a new program for the agency

Course of Action

1. Talk to your agency supervisor explaining the nature of the project. Get his or her input and approval.
2. Develop a specific timeline for the project with dates, expectations, and outcomes.
3. **Submit a proposal (information from item #2 above) to the Academic Internship Supervisor through Learning Suite by Week 10.**
4. Complete the project.
5. Submit the project in written format by the end of your internship. This should be a one-page overview of how it went. Any pictures or physical projects (copies of manuals, booklets,

Therapeutic Recreation Internship Manual: Updated March 2016
posters, etc.) are encouraged to be submitted in addition to your overview to your academic supervisor if possible. This can be mailed or dropped off in W425 TNRB.

Ashley Bowen
Brigham Young University
Recreation Management
W425 TNRB
Provo, UT 84602

Mid-Term Evaluation Report for Therapeutic Recreation Internship

Student _____

Agency _____

Agency Internship Supervisor _____

Semester and Year: Fall ____ Winter ____ Spring ____ Summer ____

Purpose of the Evaluation Report

1. To take a professional and personal inventory of the student's strengths and weaknesses as exhibited in this placement.
2. To develop a practical program of improvement for the second half of the internship.

Instructions

Several professional performance traits are identified below. Please:

1. Reflect carefully upon the student's work and circle the number indicating their current level of performance using the rating scale provided.
2. Indicate specifically your suggestions for growth during the second half of the internship.
3. *Share this evaluation with the student prior to mailing it.* Secure student's signature and comments.

EVALUATION TRAITS

Key: Exposed to = has observed supervisor perform task.

Experience in = performs task under supervision

Proficient at = performs task without supervision

-----*(check one)*-----

TR SKILLS	Exposed To	Experience In	Proficient At
ASSESSMENT			
1. Patient Chart Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Patient Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use of Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
PLANNING			
1. Review Treatment Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Planning Group Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Planning Activity Logistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
IMPLEMENTATION			
1. Running Group Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Executing Necessary Logistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
EVALUATION/DOCUMENTATION			
1. Filing TR Documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Documenting TR Assessment Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Progress Notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Discharge Notes or Summaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
SKILLS	Needs Improvement	Fulfills Expectations	
PROFESSIONALISM			
1. Personal Appearance	<input type="checkbox"/>	<input type="checkbox"/>	
2. Positive and Cooperative Attitude	<input type="checkbox"/>	<input type="checkbox"/>	
3. Responsibility & Dependability (attendance, punctuality, meets deadlines, notifies supervisor of conflict)	<input type="checkbox"/>	<input type="checkbox"/>	

4. Initiative (learns responsibilities, makes opportunities, independent functioning)	<input type="checkbox"/>	<input type="checkbox"/>
5. Open to receiving feedback; Willing to learn	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
HUMAN RELATIONS		
1. Effectively Communicates with Supervisors	<input type="checkbox"/>	<input type="checkbox"/>
2. Cooperation with Supervisors	<input type="checkbox"/>	<input type="checkbox"/>
3. Appropriate Relations with Patients	<input type="checkbox"/>	<input type="checkbox"/>
4. Builds Rapport with Colleagues	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
SAFETY AND RISK MANAGEMENT		
1. Ensures Patient Safety	<input type="checkbox"/>	<input type="checkbox"/>
2. Honors Patient Confidentiality	<input type="checkbox"/>	<input type="checkbox"/>
3. Aware of Safety Concerns	<input type="checkbox"/>	<input type="checkbox"/>
4. Basic Radio Operation	<input type="checkbox"/>	<input type="checkbox"/>
5. In-Services and Certifications Complete	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

TO BE COMPLETED BY THE AGENCY SUPERVISOR

Goals & Objectives:

1. Identify the student's primary accomplishments leading up to the mid-term evaluation.

2. Identify goals and objectives for successful completion of the internship (areas needing improvement).

TO BE COMPLETED BY THE AGENCY SUPERVISOR AND THE STUDENT INTERN

Comments:

Intern's comments regarding evaluation and future goals/objectives established.

Additional comments (Please comment on those areas of strength not covered in this evaluation as well as areas needing improvement). Use back of page if needed for additional agency supervisor/student comments.

Overall Agency Evaluation of Student Performance to Date:

- This student is better than most _____ (Satisfactory Grade)
- This student is about average _____ (Satisfactory Grade)
- This student is below average _____ (Unsatisfactory Grade)

Agency Supervisor's Signature _____ Date _____

Student's Signature _____ Date _____

RecM Advisor's Signature _____ Date _____

Return to: Department of Recreation Management
TR Academic Internship Supervisor
Suite W425 Tanner Building
Brigham Young University
Provo, UT 84602

OR Scan & E-mail to: recm496tr@byu.edu

OR drop off under my door W425 in the Tanner Building

STUDENTS SHOULD KEEP A COPY OF THIS EVALUATION

Final Evaluation for a Therapeutic Recreation Internship

Student: _____

Agency: _____

Agency Internship Supervisor: _____

Semester and Year: Fall ____ Winter ____ Spring ____ Summer ____

Purpose of the Evaluation Report:

1. To assess the student's final progress on the internship.
2. To rate the student's improvement on professional and personal strengths and weaknesses during placement.

Instructions

1. Rating scale: Use the following scale to determine the student's numerical rating for each of the traits listed below:

NA= Not applicable or insufficient contact to evaluate

5= Outstanding (consistently exceeds agency standards)

4= Above average (occasionally exceeds agency standards)

3= Average (meets agency's minimum standards)

2= Below average (occasionally performs below agency standards)

1= Unsatisfactory (consistently performs below agency standards)

2. Discuss the evaluation with the student and have the intern complete the "Student's Comments" section. Return the form to the RECM Internship Advisor.

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		Low			High	
1. PERSONAL HABITS	NA	1	2	3	4	5
2. APTITUDE RESPONSIBILITY	NA	1	2	3	4	5
3. ATTITUDE	NA	1	2	3	4	5
4. JUDGMENT	NA	1	2	3	4	5
5. ATTENDANCE AND PUNCTUALITY	NA	1	2	3	4	5
6. ORAL COMMUNICATION	NA	1	2	3	4	5
7. WRITTEN COMMUNICATION	NA	1	2	3	4	5
8. QUALITY OF WORK	NA	1	2	3	4	5
9. KNOWLEDGE AND UNDERSTANDING	NA	1	2	3	4	5
10. INDEPENDENT FUNCTIONING	NA	1	2	3	4	5
11. PRODUCTIVITY	NA	1	2	3	4	5

General Comments

b) Agency Supervisor's Comments (Please indicate those areas where the student showed improvement or failed to show improvement in areas identified at the mid-term evaluation):

c) Student's Comments: *(Use other side if necessary)*

Overall Agency Evaluation of Student Performance to Date:

- This student is better than most _____ (Satisfactory Grade)
- This student is about average _____ (Satisfactory Grade)
- This student is below average _____ (Unsatisfactory Grade)

Agency Supervisor's Signature _____ Date _____

Student's Signature _____ Date _____

RecM Advisor's Signature _____ Date _____

Return to: Department of Recreation Management
TR Academic Internship Supervisor
Suite W425 Tanner Building
Brigham Young University
Provo, UT 84602

OR Scan & E-mail to: recm496tr@byu.edu

OR drop off under my door W425 in the Tanner Building

STUDENTS SHOULD KEEP A COPY OF THIS EVALUATION

For information on National Certification:

NATIONAL COUNCIL FOR THERAPEUTIC RECREATION CERTIFICATION
7 Elmwood Drive
New City, New York 10956
845.639.1439
www.nctrc.org

For information on Utah State Licensing:

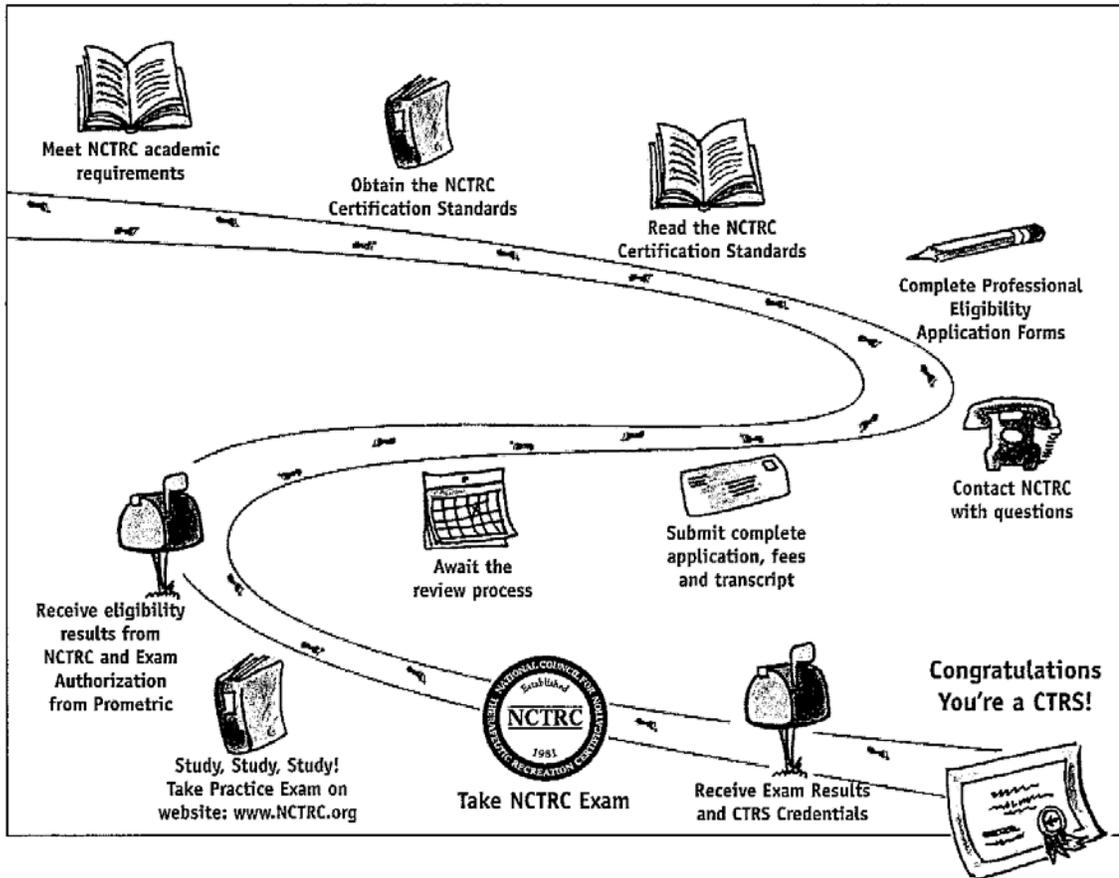
DEPT OF OCCUPATIONAL AND PROFESSIONAL LICENSING
Heber M. Wells Building
P.O. Box 45805
160 E 300 S
Salt Lake City, UT 84145
801.530.6628
http://www.dopl.utah.gov/licensing/recreation_therapy.html

Professional Membership Information:

ATRA
629 North Main Street
Hattiesburg, MS 39401
<http://www.atra-online.com/>

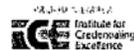
URTA
P.O. Box 635
Bountiful, UT 84011
<http://utahrectherapy.org/>

Path to CTRS® Certification



**National Council for
Therapeutic Recreation
Certification®**

7 Elmwood Drive
New City, New York 10956
Tel 845-639-1439
Fax 845-639-1471
email nctrc@NCTRC.org
www.NCTRC.org



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REL E 688R (6) Clinical Pastoral Education Practicum

Instructors:

Allen Blake Boatright , Chaplain (COL) U.S. Army (Ret.), D.Min
Vance Theodore, Chaplain (COL) U.S. Army (Ret.), PhD

Office: 210 K JSB
Phone: 801-422-9174
Email: blake_boatright@byu.edu
vance_theodore@byu.edu

Office Hours: By appointment.

Classes: See Learning Suite

Course Description

Students will take one “unit” of Clinical Pastoral Education (CPE) REL E 688R starting the Winter semester of their 1st year. Each quarter requires 400 hours of training and, within that 400 hours, includes 100 hours of supervision.

The CPE program will help students acquire the necessary skills in ministering to people in crisis while being supervised and mentored by a approved CPE supervisor.

In your assigned practicum, students will meet weekly with their university instructors to process the CPE experience and to access successful integration of academic competencies.

This is a pass/fail course.

Learning Outcomes

Inherent in the process of learning by study and by faith is the responsibility that each student assumes their part in the learning process (D&C 88:118). Therefore, students who apply themselves will be able to demonstrate competence in the following areas:

- prepare students for autonomous practice as a chaplain in a supervised environment
- participate in an environment clinical/didactic opportunities for practical learning, with self-awareness, discussion, and reflection on the CPE experience
- Increase awareness of hospital ministry and patient care
- provide students with opportunities to receive 1 unit of CPE for graduation requirement and more “units” of CPE upon request
- learn the CPE process through written verbatim, and case studies
- gain self-awareness so that negative personal issues do not contaminate patient care
- be open for self-evaluation and critique

Course Requirements

- fulfill all requirements as deemed necessary by hospital supervisory chaplain
- meet weekly with University instructors for 1 hr

Grading

Pass/Fail

If more than 1 unit of CPE is requested, please coordinate with chaplaincy advisors before registration.

**This syllabus is subject to change.*

see BYU Learning Suite for class schedule

RUSS 199R (3 credits) for Tony Brown
Domestic Internship – Winter 2016

1. Reading (100 points): approximately 750 pages

- Orlando Figes, *Natasha's Dance: A Cultural History of Russia*
- Nicholas Rzhevsky, *The Cambridge Companion to Modern Russian Culture*
- Suzanne Massie, *Land of the Firebird: The Beauty of Old Russia*

2. Three bi-monthly reports (40 points each, 120 points total): 1-2 pages (single-spaced) submitted via e-mail every other Monday. Reports should synthesize the cultural aspects of the experience, including reading, work, and other extracurricular activities.

3. Final evaluation (100 points), to be completed by your supervisor. BYU will request these, so you don't need to do anything here. Supervisors will be asked about work ethic and performance.

4. A 10-page (double-spaced) final paper reviewing internship experiences and reading (100 points, due April 8). The main goal of this assignment is to reflect on the lessons learned in on your internship and how they will impact you going forward. To be structured as follows:

- Roughly 4-5 pages summarizing overall experience (including at work and interacting with people outside of work) and reflecting on the main skills and insights acquired this semester
- Roughly 3-4 pages detailing readings (including an honest statement about the percentage of the assigned texts read carefully and completely) and what ideas from the reading have proven most insightful and helpful
- Roughly 2 pages explaining how you'll build upon this semester's experiences going forward. How has this experience either confirmed or changed my previous life goals? How do I see the world differently? How do I see myself differently?

RUSS 399R (6 credits) for Tony Brown
Moscow Internship – Spring/Summer 2016

1. Reading (100 points): approximately 1,000 pages
 - James Billington, *Russia in Search of Itself*
 - Peter Baker and Susan Glasser, *Kremlin Rising*
 - Gregory Freeze, *Russia: A History*

2. Three bi-monthly reports (40 points each, 120 points total): 1-2 pages (single-spaced) submitted via e-mail every other Monday. Reports should synthesize the cultural aspects of the experience, including reading, work, and other extracurricular activities.

3. Final evaluation (100 points), to be completed by your supervisor. BYU will request these, so you don't need to do anything here. Supervisors will be asked about work ethic and performance.

4. A 10-page (double-spaced) final paper reviewing internship experiences and reading (100 points, due June 17). The main goal of this assignment is to reflect on the lessons learned in Moscow and how they will impact you going forward. To be structured as follows:
 - Roughly 4-5 pages summarizing overall experience (including at work and interacting with people outside of work) and reflecting on the main skills and insights acquired this semester
 - Roughly 3-4 pages detailing readings (including an honest statement about the percentage of the assigned texts read carefully and completely) and what ideas from the reading have proven most insightful and helpful
 - Roughly 2 pages explaining how you'll build upon this semester's experiences going forward. How has this experience either confirmed or changed my previous life goals? How do I see the world differently? How do I see myself differently?

Syllabus

Secondary Education 496 R

Student Teaching/Internship Coordinator:

Sharon Christensen
185 TMCB
801-422-8954
sharonc@mathed.byu.edu

Course Description: Secondary Education 496 R is a field practicum for professional mathematics teachers. Students are hired by school districts and must meet all of the obligations of the contracts that they sign with the district. They must also meet all of the expectations outlined in the BYU internship program. They will work under the supervision and mentorship of a professional mathematics teacher in the school. Students will be assigned to teach classes at the school and will assume responsibility for all of the tasks assigned to regular teachers. Activities included in this experience will include observations of teachers and students, lesson design and planning, teaching and evaluating students as well as other assignments given by the school.

Interns are committed to work at the school where they become employed for the entire school year. Interns who are terminated or quit prior to the completion of the entire school year, will not receive internship credit and will need to reapply to the student teaching program and complete a full student teaching experience before qualifying for licensure.

Process for Screening Intern Applicants:

1. For students accepted into the major after August 1, 2014, for courses required by the teaching major or teaching minor the student must have earned at least a C grade. In addition the university requires a cumulative 3.0 GPA or higher in order to student teach or intern
2. The transcript is checked to see if all required courses have been taken or will be taken prior to beginning the internship. The University requires that no courses be taken during the summer term prior to interning.
3. Input is solicited from all Mathematics Education Department faculty members regarding the candidates and their preparation for interning. Interns must have demonstrated a high level of academic proficiency in their courses. They also must demonstrate confidence in front of a classroom, have strong teaching skills and leadership ability. They must have demonstrated that they use their time effectively, are consistently prepared and are highly motivated to succeed. They must have shown that they are self-starters and can work with little supervision. They must demonstrate a high level of emotional maturity.

4. After input from all of the mathematics education faculty, a committee of at least five faculty members will review all of the above and make a decision as to whether each candidate would be better served by participating in the Internship program or the Student Teaching program. The decision will be made based on what is perceived to be in the best long term interest of the student applicants and upon the available time for department faculty to provide the extensive amount of supervision that is required by interns.
5. An internship is a very challenging experience. It is the philosophy of the Mathematics Education Department that a large majority of students are best served by the student teaching experience. Applications for internships will only be approved if the review committee believes that all supporting evidence suggests the candidate will be best served by that experience.
6. If internship candidates are approved by the above outlined department process, they will be provided information about how to apply for positions with the local school districts. Students may only apply at schools which have been approved for hiring interns. A list of those schools will be provided to the intern applicants who will be responsible for the employment application process. Students who are not hired as interns will be placed in the student teaching program.

Course requirements in addition to classroom and school experience:

Each student will complete a Teachers Work Sample. The outline and details of this assignment will be provided. The first half of the TWS is completed before teaching the unit. It will be due not later than the middle of the first semester. The second half of the TWS is completed after teaching the unit. It is due not later than two weeks prior the end of the first semester.

Each student will enter the following into their MyLINK account:

Teacher Work Sample (TWS), Professional and Interpersonal Behaviors Rating Scale (PIBS).

Each student is required to provide the current email address of the mentor teacher to Sharon Christensen. It may be sent by email to sharonc@mathed.byu.edu. Do this task in the first week of your experience.

Interns will attend a mid-semester training meeting together with the Fall Semester student teachers. That meeting will be held on a day to be scheduled by the student teaching/internship coordinator.

Interns will receive supervision and support from a university supervisor. The supervisor will visit each intern weekly during the Fall semester and monthly during Winter semester. Each student will be evaluated by the University Supervisor and also by the Mentor Teacher. The student will need to electronically sign the evaluations. Further information will be provided concerning the process.

Grading: Grading is on a pass/fail basis.

Educator Preparation Program Outcomes: This course is part of your preparation for licensure in a major or minor that is part of the BYU Educator Preparation Program (EPP). This course will help you fulfill the EPP Outcomes required for accreditation. Advisors in Education Student Services (350 MCKB/801-422-3426) can answer questions you have about the licensure requirements (<http://education.byu.edu/ess/licensing.html>) for the mathematics education teaching major or minor.

Brigham Young University Policies:

Honor Code: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Harassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

Student Disability: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Brigham Young University

~Family & Consumer Sciences Education~
 ScEd 496R - Internship
 2016 - 2017

***Instructors / Supervisors:**

Dr. Christine Moore	cmm38@byu.edu	801-254-9288 (hm)	801-557-1208 (cell)
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Natalie Luke	natalie_luke@byu.edu		435-671-0074 (cell)

***Description:** ScEd 496R is the zenith of your Family & Consumer Sciences Education training experience! It is your chance to demonstrate your knowledge and skills in Family & Consumer Sciences. It is your opportunity to prove your ability to teach Family & Consumer Sciences to Junior High or High School students. It is your "final exam"...

***Overview:** You will complete your internship assignment by teaching a full calendar year at a Junior High or High School. You will be under the direction of your university supervisor, the Brigham Young University Department of Education, your mentor teacher, and your school principal.

***Objectives:**

- 1-Prepare to teach Family & Consumer Sciences as a full-time, licensed teacher, by gaining experience in a Junior High or High School classroom as a real teacher.
- 2-Practice learned communication, management, and discipline techniques.
- 3-Demonstrate a mastery of knowledge and skills in Family & Consumer Sciences Education through writing and teaching exceptional lessons and completing a TWS.
- 4-Prove readiness to teach Family & Consumer Sciences by exhibiting acquired attributes of capable, competent teachers.

***Requirements:**

► **Attendance** - As an intern, you are under legal contract negotiated between your school and school district, teacher education, and the state office of education. You should arrive at and leave the school according to contract time. In order to demonstrate your dependability, professionalism, and dedication, **you should be absent only under extreme circumstances.** You must notify your school, your mentor, and your supervisor if you are going to be absent. (Your school will give you instructions regarding obtaining a substitute.) If absent, it is your responsibility to leave your substitute with detailed lesson plans.

► **Planning** - **Stay at least one week ahead in your lesson plans.** Doing so will help you in dealing with all of the pressures of teaching. Have your mentor teacher review your plans no later than Thursday afternoon each week so you can make changes and have your plans ready on Friday for the following Monday. **Complete the Intern / Mentor Teacher Conference Record while meeting with your mentor teacher to review your plans.** Email a copy of your reviewed, revised plans to your supervisor by Friday of each week. Also, email your weekly schedule to your supervisor. See below...

Schedule for the week:

Monday 12/05:

- 2nd, 3rd, 5th, 6th CTE Business - HR job interview pkt
- 4th Teen Living - dating violence guest speaker
- 7th CTE FACS - Family Sharing & Communication

Tuesday 12/06: assembly schedule

- 2nd, 3rd, 5th, 6th CTE Business - HR job interview pkt
- 4th Teen Living - introduce babies, dating abuse ppt
- 7th CTE FACS - Family types ppt, origami house

Wednesday 12/07:

- 2nd, 3rd, 5th, 6th CTE Business - HR ethics: human resources & ethics pkt, ethics ppt
- 4th Teen Living - sandy police dvd, toxic relationships dvd
- 7th CTE FACS - 6 traits family traditions writing

Thursday 12/08:

- 2nd, 3rd, 5th, 6th CTE Business - HR ethics: ethics game
- 4th Teen Living - STDs
- 7th CTE FACS - guest speaker: sandy fire department

Friday 12/09:

- No School

Save a copy of all your plans on a jump drive that will be turned in at the end of the semester. Make sure to label each plan with: class / topic / time, i.e. Foods & Nutrition / 6 Basic Nutrients / 2 days. Ex:  LP CTE Intro - FACS 7 per Dec 05 – family communication and sharing

► **Lesson Plans - Resources:**

- State Curriculum Guides
- Mentor Teacher

- Interns
- Supervisor
- www.schools.utah.gov/cte/facs_cabinet.html
- www.uen.org/Lessonplan/LPview?core=20
- www.familyconsumersciences.com/
- www.lessonplanet.com/lesson-plans/family-and-consumer-science
- www.powertolearn.com/.../lesson.../family_and_consumer_science/in...
- www.internet4classrooms.com > [PreK-12 Links](#) > [Career Tech](#)
- www.its.leesummit.k12.mo.us/facs.htm
- www.school.discoveryeducation.com/schrockguide/vocation.html

It is understood that your lesson plans will come from a variety of sources; but, **your plans need to be at least half of your own creation.** For example:

- ~A power point from the Utah FACS file cabinet w/ a content guide you create
- ~A worksheet from your Mentor Teacher w/ a learning activity you create
- ~An activity from the State Curriculum Guide w/ a reflection writing activity you create

When emailing your supervisor your reviewed, revised plans and your weekly schedule... **specify which parts of your plans you created.** For example...

I have attached my reviewed, revised plans. I created the communication power point and the communication lecture guide. The communication activities are from the State Curriculum Guide. My schedule for the week is as follows:

Write lesson plans according to the format you learned and practiced in Family & Consumer Sciences Education 377 (Methods). Your plans should be "top notch" and must include:

- State (Core) Standard(s)
- Objective(s)
- Learning Target(s)
- Introduction - excite the learner
- Target(s) - present the targets
- Content / Information - share and demonstrate
- Verification - assess understanding
- Learning Activity / Activities - reinforce learning
- Closing - highlight key information
- Handouts - Lab Sheets, Demonstration Forms, Lecture Guides, Procedures, Schedules
- Materials - Equipment, Visuals, Supplies, Tools, Supplements

Lesson Plan: Day 2 - Self-Concept & Self-Esteem

Grade Level: 10th Subject: Adult Roles Prepared by: S

Core Standard: 1 - Students will participate in activities that help increase their self-awareness, values, goals and decision-making strategies.

Objective 1: Explain how self-concept and self-esteem are built and preserved and how it relates to the perception of individual strengths and weaknesses.

<p>Learning Targets: I can define self-concept and self-esteem.</p> <p>I can identify ways to increase self-esteem.</p> <p>I can examine my own self-esteem and keep the positive and delete the negative.</p>	<p>Objectives: By the end of class, students will be able to define self-concept /esteem as evidenced by discussing with a partner. By the end of class, students will be able to identify ways to increase self-esteem by teaching different ways in groups. By the end of class, students will be able to examine their self-esteem and get rid of negative and keep positive as evidenced by ripping their “cant’s” and writing down “cans.”</p>
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<i>Step</i>	<i>Time</i>	<i>Teacher Guide</i>	<i>Student Guide</i>
Bell Ringer/Tie to previous learning	10 min	Give everyone a Bell-Ringer sheet as they walk in. Discuss answers.	Fill out bell-ringer and discuss.
Introduce Topic/Excite the learner	10-15 min	Read “Regina’s Big Mistake” Questions: How did Regina feel about her art? Why? How did Regina finally like her art? Do you ever feel like Regina? What are some things in your life that you feel aren’t good enough because you are comparing to others? What’s wrong with comparing?	Listen to the story and think about self-esteem. Answer questions.
Learning Target (Give learning target)	5-10 min	Define self-esteem and concept using the powerpoint. How was Regina’s self-esteem? Turn to neighbor and define self-concept and self-esteem.	Read definitions and think about how it relates to Regina in the book. Turn to neighbor and define self-concept and self-esteem. Learning Target 1.
Information (Give and or demonstrate necessary information)	5-10 min	Show slides about negative and positive self-esteem.	Think about negative and positive self-esteem.
Verification (Steps to check for student understanding)	25-35 min	Number off students to put them into groups. Give them the hand out about tips to improve self-esteem. Have each student in the group take a point and teach it to the others in their group.	Get into groups and teach different ways to improve self-esteem. Identify ways to improve self-esteem. Learning Target 2.

Activity (Describe the independent activity to reinforce this lesson)	25 min	<p>“I can’t funeral.”</p> <p>We are going to have a funeral</p> <p>List all of your I cant’s on a sheet of paper. Add things you think your parents and others say you do wrong. Students tear up their paper and throw it in the garbage. (RIP sign above it.) Give everyone sticky notes. Have the students write 3 things they can do on a sticky note. Put it on the board. Write on the board “I’m glad I’m me.”</p>	Participate in activity. Find things to get rid of negativity from their own life. Learning Target 3. Write down positive things about myself. Learning Target 3.
Closure/ Assessment	5 min	<p>Read the sticky notes. (They are anonymous). Look at all of these things you can do! We all have things that we can’t do or could do better. But when we focus on all the things we can do, we are able to achieve even more and help others.</p>	Increase positive self-esteem.

Handouts	Tips for building self-esteem, Bell ringer (needs to be cut).
Equipment	Powerpoint: https://docs.google.com/presentation/d/1vOvQXR2Jd0jTjAiL7k29-TD76s04a9LIRG6ml1LsKhk/edit?usp=sharing
Guests invited	
Tests/Quizzes	
Supplies/Supplements	Print out RIP sign for garbage can. Sticky notes. Book: “Regina’s Big Mistake” by Marissa Moss

*Expectations:

► Honor Code - It is expected that you live by the BYU Honor Code. As an intern, you are a representative for BYU. Therefore, it is expected that you demonstrate and uphold the values of the BYU Honor Code.

► Dress and Grooming - It is vital that you dress modestly and professionally. Skirts or dress slacks with modest tops are appropriate. Levis, flip flops, or other casual clothing is inappropriate. Immodest clothing is unacceptable. Hair, make-up, and jewelry should be conservative and well kept.

***Assignments:**

► Public Relations Projects - You will be required to complete 2 public relations projects. These projects should raise awareness of Family & Consumer Sciences to students, teachers, and communities. Discuss these projects with your mentor teacher and supervisor and gain approval before starting the projects. Examples of projects are: displays cases, bulletin boards, fliers, school news bulletins, etc. Note: You cannot do the same project twice.

► Records / Reflections Journal - Complete an Intern / Mentor Teacher Conference Record and a Reflections page, in your journal, each week of your internship.

► Portfolio - Complete your portfolio to demonstrate your skills and abilities to possible employers when being interviewed by compiling the following information:

- courses completed
- resume
- lesson plans / learning activities
- PR projects
- student work samples
- letters of recommendation

► Teacher Work Sample - You will be required to complete a Teacher Work Sample to fulfill the requirements for the BYU Educator Preparation Program. A rough draft of your TWS is due at Mid-Seminar. The final draft of your TWS is due in March. At Closing Seminar you will need to turn in a completed BYU Writing Center Approval Form. You will also need to have an electronic copy of your TWS on a jump drive so that you can upload it onto mylink.

New Teacher Check List

Ready (YOU)...

Ready (ROOM)...

<p>Safety pins Tide Pen, Shout Wipes Change of clothes (emergency) \$15.00 (Cash, in ones, somewhere safe.) Nail file Chap stick, lip stick Lotion Hair spray, gel Comb, brush, bobbi pins, etc. Mirror Deodorant, body spray or perfume Toothpaste / brush / floss / mouthwash Tampons or pads Gum, mints Medications (headache, stomach ache, diarrhea) (Only for you, never give any out!)</p>	<p>Favorite pens / pencils Post-its Cardstock Stamp Stickers Latex gloves Tool kit Flashlight Lamp CD player Comfy chair Wallpaper Pictures Padlock Corkboard Personal decor Fridge</p> <div data-bbox="1214 247 1432 470" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Clean Inventory Arrange Organize Decorate</p> </div>
<p>Get set... Vitamins , Airborne, Zinc Hand sanitizer Kleenex (Keep a box <u>in</u> your desk for you only!) Clorox wipes, Lysol, 409 Band-aids Cough drops</p>	<p>Go... One task at a time First day, first week, mid-terms, etc. Wash hands often Get a flu shot Drink plenty of water Get enough sleep Eat right (Especially breakfast and lunch!)</p>
<p>To do... State Core Standards School Calendar Scope & Sequence Disclosure Discipline Plan 2 weeks of plans 1st day activities Seating Chart Student Info. Permission Slips Legal Issues</p>	<p>Prioritize... Schedule / time schedule Solitary lunch Prioritize (Be done because you'll never be done!) Boundaries Tough skin Cat nap Yoga minute Massage Exercise, eat right, sleep Chocolate</p>
<p>Support... Mentor teachers Department Professional organizations (UEA, UAFCS, UATFACS, AAFCS) Secretary Janitor Principal Strong teachers Critical friend (not spouse)</p>	<p>Evaluate... Reflect Review Re-teach Revise curriculum Re-asses discipline Rejuvenate</p>

Brigham Young University

~Family & Consumer Sciences Education~

ScEd 496R - Internship

2016 - 2017

Syllabus

Date:	Assignment / Activity:
August 15 th , 2016	Opening Seminar - TBA
December 9 th , 2016	Mid Seminar - 12:00 p.m. McKay Computer Lab *Public Relations Projects Due* *Intern Binders Due* *Lesson Plans Due* *Rough Draft - Teacher Work Sample Due*
April 21 st , 2017	Final Seminar - 12:00 p.m. McKay Computer Lab *Teacher Work Sample Due* *Records / Reflections Journal Due* *Portfolio Due*
*Syllabus subject to change at supervisor's discretion.	

Teacher Work Sample Schedule

December 9 th	TWS Training
January 7 th	Section 1 - Contextual Factors *Due*
January 21 st	Section 2 - Learning Goal and Objectives *Due*
February 4 th	Section 3 - Assessment Plan *Due*
February 18 th	Section 4 - Design for Instruction *Due*
March 4 th	Section 5 - Instructional Decision-Making *Due*
March 18 th	Section 6 - Report of Student Learning *Due*
April 1 st	Section 7 - Reflection and Self-Evaluation *Due*
April 1 st	*Rough Draft Due*
April 8 th	FHSS Writing Lab Approval
April 15 th	Revise
April 21 st	*Teacher Work Sample Due*

SFL 399R - Academic Internship

Fall 2016

Section 001: TBA TBA from 5:00 pm - 5:00 pm

Instructor/TA Info

Course Information

Assignments

University Policies

Schedule

Course Information

Description

Supervised professional experiences linking academic learning with experience in the field. NOTE: Forty-five internship hours required per credit hour.

Prerequisites

Junior or senior status; completion of SFL 101, 160, SFL 210 and completion or concurrent enrollment in at least 9 hours of 300-400 level courses. Must have a minimum 2.30 cumulative grade point average and be in good Honor Code and academic standing at BYU.

Learning Outcomes

- Complete a supervised internship in an employment setting or agency related to human development, marriage, family, or home.
- Link academic learning and coursework with these professional experiences.
- Complete a minimum of 45 hands-on hours per credit.

Credits and Assignments

Students can register for 1-9 credits for the course. Assignments on the *Assignments* section of Learning Suite include all assignments that must be completed for 3 credits. **If you are doing more or less than 3 credits, please contact Dr. Duncan for specific assignments.**

Assignments – SFL 399R

Assignments	Number of Credits									
	1	1.5	2	3	4	5	6	7	8	9
Introductory e-mail	X	X	X	X	X	X	X	X	X	X
Student agreement, syllabus & handout quiz	X	X	X	X	X	X	X	X	X	X
Weekly time logs/journals	X	X	X	X	X	X	X	X	X	X
Learning goals planning worksheet	X	X	X	X	X	X	X	X	X	X
Learning goals evaluation	X	X	X	X	X	X	X	X	X	X
Mid-semester employer evaluation & time log verification	X	X	X	X	X	X	X	X	X	X
Final employer evaluation & time log verification	X	X	X	X	X	X	X	X	X	X

Qualtrics survey	X	X	X	X	X	X	X	X	X	X
Exit interview/powerpoint	X	X	X	X	X	X	X	X	X	X
Reflective Paper		X*	X	X	X	X	X	X	X	X
In-depth overview of agency		X*	X*	X	X	X	X	X	X	X
Interview with key person at agency		X*	X*	X	X	X	X	X	X	X
Resume				X	X	X	X	X	X	X
Readings #1 and #2				X	X	X	X	X	X	X
3 page paper related to internship					X					
6 page paper related to internship						X				
10 page paper related to internship							X			
13 page paper related to internship								X		
16 page paper related to internship									X	
20 page paper										X

* Choose one of these assignments

1 credit – introductory e-mail, syllabus quiz, weekly time logs & journals, midsemester & final employer & self evaluations, learning goals and objectives worksheet, learning goals and objectives evaluation, exit interview and powerpoint, qualtrics survey

2 credits - all assignments required for 1 credit plus reflective paper and interview with a key person at the agency OR in-depth overview of the agency.

3 credits - all assignments required for 2 credits plus resume assignment, reading quizzes, in-depth overview of the agency paper AND interview with key person at the agency

4 credits - all assignments required for 3 credits plus a 3 page paper with 3 different references on a topic related to your internship

5 credits - all assignments required for 3 credits plus a 6 page paper with 6 different references on a topic related to your internship

6 credits - all assignments required for 3 credits plus a 9-10 page paper with 9-10 different references on a topic related to your internship

7 credits - all assignments required for 3 credits plus a 13 page paper with 13 different references on a topic related to your internship

8 credits - all assignments required for 3 credits plus a 16 page paper with 16 different references on a topic related to your internship

9 credits - all assignments required for 3 credits plus a 19-20 page paper with 20 different references on a topic related to your internship

Attendance Policy

This is an online class.

Academic credit will be awarded for successful performance in the course and will be determined by the number of hours you spend in the workplace during the semester (travel time does not count). The specific assignments of credit are shown below:

Number of	Total hours during	Average hours
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Credit Hours	the semester	worked per week
1	45	3-5
2	90	6-8
3	135	9-11
4	180	12-14
5	225	15-18
6	270	19-21
7	315	22-24
8	360	25-27
9	405	28-30

No more than 9 hours of credit will be awarded for one internship. Up to 3 credit hours may be applied toward the capstone requirement in SFL.

Required Assignments

The following assignments **must be completed** or you will receive an “F” for this course:

- Student Agreement
- Syllabus & Handout Quiz
- Learning Goals & Objectives Planning Worksheet signed by supervisor
- Learning Goals & Objectives Evaluation signed by supervisor
- Supervisor Midterm Internship Evaluation & Time Log Verification
- Supervisor Final Internship Evaluation & Time Log Verification
- Reflective Paper
- Exit Interview and PowerPoint

Learning Suite Helpful Hints

- **It is your responsibility to check Learning Suite at least once a week for announcements, messages, and to verify that you have submitted your assignments correctly.**
- All assignments should be uploaded onto Learning Suite by **10:00 p.m.** on the due date. **Please do not e-mail assignments to me or hand in hard copies.**
- While you are reviewing the syllabus for your syllabus quiz, take note of which assignments require you to meet with your work supervisor or get their signature. You should schedule these meetings with your work supervisor **about a week ahead of time** so plan ahead.
- On some of your assignments we will provide you with feedback, especially if points have been taken off. Just go to the Assignment page of Learning Suite and click on the Feedback button for that assignment.

Weekly Logs/Time Logs

- These will be turned in **every week** during the semester - see assignments & class schedule for due dates and criteria. You will record your hours worked from Sunday - Saturday (7 days of work) for each time log.
- **The prompt questions for journal entries vary by week, so be sure to complete the prompts for the assigned week.**
- If your internship requires you to maintain a daily log, you may use their form in place of the regular daily log form; however, **you must get prior approval**. You are responsible to email a sample log to Dr. Duncan. Substitute time logs submitted without prior consent will not be accepted.

Note: **Provo School District Interns** must black out all confidential and identifying information (clients' names, etc.)

- Counting internship hours
- Here's what you **CAN** count:
 - Time spent writing your goals and objectives
 - Time spent visiting with your work supervisor about your goals and objectives (planning & evaluating)
 - Time spent evaluating your work performance with your work supervisor (mid-semester and at the end of the semester)
 - Time spent in trainings.
 - Time preparing for a presentation or teaching assignment you are doing as part of your internship.
 - Meals if you are supervising clients while you eat.

Here's what you **CAN'T** count as part of your internship hours:

- Time spent completing your journals and time logs
- Time spent writing your in-depth evaluation, interview with a key person, and reflection paper
- Time spent completing any other assignment

Late policy: Time logs/Journals are due by 11:59 pm on the due date. If you turn your Weekly Time Log/Journal in late, you will only receive 50% credit.

Scanning Documents

Your supervisor evaluations and time log verifications, learning goals and objectives, and the rough draft of your resume will all need to be scanned. There are a number of ways you can do this. **Please start investigating NOW where you can scan your documents.**

1. Many libraries or workplaces have copy machines that can scan documents.
2. The JFSB Copy Center (in the basement of the JFSB on the northwest side of the building) has a copy machine that will scan multiple pages and then e-mail them to you as one continuous file. They are open 8-5 on M-F and the cost is 5 cents per page if you want to go that route.
3. Whatever method you use to scan documents, it is your responsibility to make sure that the print is large and legible enough that I can read it without my Urim & Thummin.
4. Before submitting your documents to Learning Suite, double check to make sure the required signature has been scanned on the document.
5. If you do not have the capability to scan assignments as one continuous file (ie you have a number of separate files to be uploaded) you can upload them onto Learning Suite using a zip file. One of our awesome TAs has made step-by-step instructions regarding how to upload them as a zip file using a PC. You can find those instructions under Content --> Handouts --> 4. Converting to zip file for Learning Suite submission.
6. A more convenient option for you may be to take a picture of your signed documents with your phone and upload them to Learning Suite before the due date, rather than scanning your

documents.

7. **Please do not e-mail files or submit hard copies. Contact our TA if you have questions about creating a zip file.**

Grading Policy

- Your grade for SFL 399R depends on your successful completion of your required internship hours AND your internship academic assignments.
- **Please carefully read the syllabus so you understand the nature of the assignments, how you will be graded, the grading scale, DEADLINES, and late policy.**
- Some of your academic assignments require a signature and **will need to be scanned** before submitting to Learning Suite so **be sure to identify ahead of time where you can scan documents.**
- Part of learning to be a professional is completion of assignments in a timely manner. **Points for late assignments will be reduced 10% for each day late. Assignments handed in more than 5 days late will receive at most 50% of their point value. The exception to this is your time logs. Late time logs will only receive 50% credit.**
- **If you enter the course after the Add/Drop deadline or if your internship starts later than the 2nd week of the semester, it is your responsibility to meet with Dr. Duncan to complete a contract with revised due dates for your assignments.**
- If you had an internship in previous semesters or are signed up for more than 3 credits, please contact Dr. Duncan because you will need to complete additional assignments.

Grading Scale

Grades	Percent
A	94.5%
A-	89.5%
B+	86.5%
B	82.5%
B-	79.5%
C+	76.5%
C	72.5%
C-	69.5%
D+	66.5%
D	62.5%
D-	59.5%
E	0%

Maintaining Contact if Difficulties Arise

If any difficulties arise that cannot be resolved through your work supervisor, do not hesitate to contact Dr. Duncan.

Termination Information

If extenuating circumstances arise, the intern must consult with Dr. Duncan before terminating his/her internship midstream. Professional courtesy dictates that the agency be given at least a two-week notice. The Internship Coordinator will work with the intern to facilitate the smoothest

adjustment for the agency. **Remember, the internship agreement is between BYU, the service provider, and the student, and ALL THREE must be involved in any decision to discontinue the relationship. You can't just stop going to your internship!**

Dress and Grooming Standards

These standards apply while on your internship, even if you are not attending classes on campus. You are representing Brigham Young University.

- The dress and grooming of both men and women should always be modest, neat, and clean consistent with the dignity adherent to representing The Church of Jesus Christ of Latter-day Saints and any of its institutions of higher learning.
- Modesty and cleanliness are important values that reflect personal dignity and integrity, through which students, staff, and faculty represent the principles and standards of the Church. Members of the BYU community commit themselves to observe the standards, which reflect the direction given by the Board of Trustees and the Church publication For the Strength of Youth. The BYU Dress and Grooming Standards are as follows:
 - Men
 - A clean and well-cared-for appearance should be maintained. Clothing is inappropriate when it is sleeveless, revealing, or form fitting. Shorts must be knee length or longer. Hairstyles should be clean and neat, avoiding extreme styles or colors, and trimmed above the collar leaving the ear uncovered. Sideburns should not extend below the earlobe or onto the cheek. If worn, moustaches should be neatly trimmed and may not extend beyond or below the corners of the mouth. Men are expected to be clean-shaven; beards are not acceptable. Earrings and other body piercing are not acceptable. Shoes should be worn in all public campus areas.
 - Women
 - A clean and well-cared-for appearance should be maintained. Clothing is inappropriate when it is sleeveless, strapless, backless, or revealing; has slits above the knee; or is form fitting. Dresses, skirts, and shorts must be knee length or longer. Hairstyles should be clean and neat, avoiding extremes in styles and colors. Excessive ear piercing (more than one per ear) and all other body piercing are not acceptable. Shoes should be worn in all public campus areas.

Paper (if signed up for 4-6 credits)

Purpose: The purpose of this assignment is to help you learn more about a topic of interest related to your internship. Learning more about this topic will hopefully help you to become a better intern or professional in the future.

Requirements: The requirements for the paper are based on how many total hours you are taking*:

- 4 credits - 3 page paper with at least 3 different references; 10% of grade**
- 5 credits - 6 page paper with at least 6 different references; 20% of grade**
- 6 credits - 9-10 page paper with at least 9-10 different references; 30% of grade**
- 7 credits -13 page paper with at least 13 different references; 40% of grade**
- 8 credits -16 page paper with at least 16 different references; 40% of grade**
- 9 credits -19-20 page paper with at least 20 different references; 40% of grade**

* For those of you who have taken hours a previous semester, add the number of hours last semester to the number of hours this semester to determine the size of your paper (if you have any questions, please verify with Dr. Duncan)

** Page length does not include title page & reference list

Criteria:

- This is expected to be a research paper. You may use references from professional journals, as well as from websites. More than half of your references should be from professional journals. If you use a website as a reference, you need to determine that it is **reputable** (if you have questions about this, contact Dr. Duncan).
- Be sure to integrate the information from your sources. Information from sources should be paraphrased and not directly quoted. Assertions in the paper should be referenced with sources using APA format.
- If you would like to integrate personal experiences from your internship to the content of this paper, you may; however, your personal experiences should not take up more than ¼ of the text of the paper.
- Please use 1 inch margins and 12-pt Times New Roman font. Follow APA format for the paper and references and proofread your paper for spelling and grammar errors. A good reference for APA format is: <https://owl.english.purdue.edu/owl/resource/560/01/>
- If you need assistance with writing, the FHSS Writing Lab is a great resource. It is best to make an appointment. Their website is: <https://fhsswriting.byu.edu/Pages/home.aspx>

Due Date: The due date for this assignment is **Wednesday, November 30.**

Late Policy: For each day late 10% will be deducted. Papers received after 5 days late will only receive at most 50% credit.

Sociology 399R Academic Internship Fall semester, 2016

Instructor: Carol Ward (carol_ward@byu.edu)
Office: 2038 JFSB Phone: 801-422-3047
Office hours: By appointment

Internship Purposes:

Sociology internships are intended to help sociology majors integrate the knowledge and skills learned in the sociology degree program with their own life goals and professional and career interests. This is an opportunity to apply what you have learned in your sociology classes to a real world professional setting and work experience. *The internship is designed to be a semester-long experience, with students working approximately 42 hours for every 1 hour of Soc 399R course credit.* Additional course assignments are designed to enhance your internship experience by using sociological perspectives. Internship activities and assignments support the learning outcomes for sociology students and are intended to help students:

1. Develop a *professional sense of the work you will do* by identifying personal learning goals or outcomes for the semester
2. Understand how *sociological concepts and perspectives* can enhance your understanding of work experience in an organizational setting.
3. Help you think about the *nature of jobs that require working with other individuals* (e.g., clients or employees) - what sociologists have termed "interactive service work" - and other issues relevant to your work setting.
4. Help you think about and use the *kinds of methods and information/data that organizations use* as you complete an internship research project, whether that information is about individual clients or employees, work processes or organizations.

Readings: The following are important resources for this class. The first book is optional - you will need to buy it if you choose to read it for the class (See Assignment 4). The other reading is an article and is on Learning Suite for this class (under the Content tab).

1. Robin Leidner, 1993. *Fast Food, Fast Talk: Service Work and the Routinization of Everyday Life*. University of California Press.
2. Van Maanen, John. 1978. People Processing: Strategies of Organizational Socialization. *Organizational Dynamics*, Summer.

Source on Qualitative Methods (on Learning Suite, under Content) that may be useful for your project paper:

Lofland, John and Lofland, Lyn H. 1995. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. 3rd ed. Belmont, CA: Wadsworth Publishing Company.

Source on Writing Sociology Papers:

The Sociology Writing Group, 2001. *A Guide to Writing Sociology Papers*. 5th ed. New York City, NY: Worth Publishers.

Submitting Assignments:

The total number of points for assignments is 500. Point values are shown in the chart below. **Assignment may be turned in electronically by email or message on Learning Suite,** or you may bring paper copies to the sociology department office. Feedback will be provided on your assignments by email or message in Learning Suite. **Please check your assignment grades throughout the semester.** If you have any questions about assignments or grades, please get in touch by email, phone, or come by my office. I'm always glad to talk with you.

Course Objectives, Readings and Assignments, Due Dates, and Points and % of Grade

Learning Outcomes	Readings and Assignment Guidelines	Due dates	% of grade & # of points
1. Establishing goals or outcomes for your internship.	<p>Internship goals: Write a short essay that describes 4 specific goals and how you plan to achieve them in your internship setting (essay should be about 1 page). Goals may be in the following areas: (1) Knowledge goals - what will you learn? (2) Skill goals - what skills will you acquire or enhance? (3) Personal goals - how will you achieve personal growth? (4) Career development goals - how will your internship responsibilities relate to your career plans?</p>	<p>Assignment #1: Memo on internship goals <u>DUE SEPT 9</u></p>	<p>5% 25 points</p>
2. Discuss an article that addresses how socialization of employees occurs in organizations.	<p>Reading: Van Maanen article (You can find a PDF of this article on Learning Suite under Content) In about 2 pages: (1) Summarize Van Maanen's main points, and (2) Explain how his argument relates to your experience with your internship.</p>	<p>Assignment #2: Reading summary <u>DUE SEPT 23</u> **Note: 1st meeting will be scheduled.</p>	<p>15% 75 points</p>
3. Create weekly journal entries documenting and reflecting on your internship experience.	<p>Journal about your internship experience: Write at least <u>1-2 pages per week</u> on your experiences, reflections, questions, etc. <u>Also record the # of hours you worked each week.</u> Note: You may be able to use some journal entries as data for your final project. Source: Read Chapter 5 from the</p>	<p>Assignment #3: Journal <u>DUE ON THE LAST DAY OF THE SEMESTER (ALONG WITH FINAL PROJECT PAPER)</u></p>	<p>15% 75 points</p>

	Lofland and Lofland book (on Learning Suite) for excellent guidelines and information on collecting data in the field (interviews, observations, etc.) and using field notes for research on social settings.		
4. Review a book related to your internship. This assignment is designed to help you learn about what sociologists call "interactive service work" - jobs that require working with individuals/clients , OR issues related to your specific internship setting. In your assignment you will produce a brief analysis of the organization or setting in which you work.	<p>Book review: choose one of the following 2 options that is relevant to your internship:</p> <p>(1) Leidner, Robin. <i>Fast Food, Fast Talk</i>: Chapters 1-4 (See Note below)</p> <p>(2) A book related to the substantive work associated with your internship that will help you develop a project proposal.</p> <p>For the book you chose: (1) explain the core concepts/perspective and (2) discuss how they relate to your internship. Write about a page per chapter (a minimum of 4 pages; about 1000 words).</p> <p>Note: Sociologists focus on organizations and how they operate. Organizations exist within a specific environment and are maintained by an organizational structure and culture. The Leidner book is intended to give you some appreciation of both management and employee concerns. The purpose of this assignment is to help you develop insights into your internship work environment.</p>	<p>Assignment #4: Book summary and discussion <u>DUE OCT 14</u></p>	<p>20% 100 points</p>
5. Develop a proposal (plan) for a research project that examines some aspect of your internship. This may be an examination of the organization itself or a research paper on issues the organization focuses on.	<p>Project Proposal: Develop a <u>1-2 PAGE PROPOSAL</u> outlining what your final project paper will be about. Your proposal should include the following 3 parts:</p> <p>(1) <u>Introduction/focus of the paper</u>: what is your topic and related research question?</p> <p>(2) <u>Rationale</u>: Why is your question important? How does it relate to relevant literature on this topic?</p> <p>(3) <u>Methods</u>: What methods will you use to obtain the data or information needed for answering your question?</p> <p>An alternative: write 2-3 shorter essays about questions/topics related to your internship. You will need to get approval</p>	<p>Assignment #5: Project proposal <u>DUE NOV 4</u></p> <p>**NOTE: a 2nd meeting will be scheduled to discuss ideas and plans for your project paper before this due date. Also, a link will be sent to your supervisor for a mid-semester assessment.)</p>	<p>10% 50 points</p>

	for this when you develop your project paper proposal. (See information on the total # of pages for your paper below.)		
6. Complete a research project and a paper discussing the results of your project.	<p>Final Research Paper: The length of your final project paper is based on the total number of Soc 399R credits in which you are enrolled. It should be <u>4-5 pages for each credit in which you are enrolled (e.g., 12-15 pages for a 3 credit internship)</u>. Your paper should: (1) Expand the 3 sections you outlined in your proposal and add a 4th section in which you discuss your results and how they relate to your internship setting. (2) Include about 10 references for a 12-15 page paper/3-credit internship. (Adjust this # for the credits you enrolled in.) You may use Google Scholar, Web of Science, ProQuest, or EBSCO. Note: If you choose to write 2-3 shorter essays, you will follow this same format for each essay. The total # of references would be divided as appropriate among the essays.</p>	<p>Assignment #6: Project paper <u>DUE DEC 8 (THE LAST DAY OF CLASS)</u></p> <p>**NOTE: a final meeting will be scheduled in December.</p>	<p>30% 150 points</p>
7. Final requirements of the internship	<p>Final meeting and evaluation forms: No course grade will given until you complete the following: (1) Meet with the sociology internship coordinator to discuss your internship experience and achievements. (2) Submit the student internship assessment online. (I will send you a link to the online form.) (3) Your internship supervisor needs to complete a final online assessment. (I will send a link to the online form to your supervisor.) Note: If you do not complete all the hours or project paper by the end of the semester, but you have completed assignments 1-4, ask me in writing about the possibility of getting a “T” grade (to be submitted) until you complete all of the assignments.</p>	<p>Assignment #7: Final meeting and evaluations – this can be scheduled for day of final class meeting. <u>DUE DEC 8 (THE LAST DAY OF CLASS)</u></p>	<p>5% 25 points</p>

SOC W 614R - Sheffield - Sec 4-6

Spring 2016

Section 004: 2198 JFSB on T from 8:00 am - 9:40 am

Section 005: 2198 JFSB on W from 8:00 am - 9:40 am

Section 006: 2198 JFSB on Th from 8:00 am - 9:40 am

Instructor/TA Info

Instructor Information

Name: Wendy Sheffield

Office Location: 2171 JFSB

Office Phone: 801-422-8749

Email: wendysheffield@byu.edu

Name: Marilee Van Wagenen

Office Location: 2168 JFSB

Office Phone: 801-422-3628

Office Hours: Only By Appointment

Email: marileevanwagenen@gmail.com

Name: Charlene Clark

Office Location: 2190C JFSB

Office Phone: 801-422-7438

Email: charlene_clark@byu.edu

Course Information

Description

This course is comprised of a required weekly integrative seminar to examine the relationship between theory, research, and practice. While taking this course, students will be placed in a 500 hour practice internship in a field setting. Students will meet in the integrative field seminars as a group on a

weekly basis with a clinical campus faculty member to discuss the integration of class material and case situations encountered within the agency setting. These seminars are not a time for individual case supervision or for personal therapy.

Materials

Item	Price (new)	Price (used)
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	<p>SOCIAL WORK PRACTICUM GUIDE & WKBK FOR STUDENTS 5E <i>Required</i> by GARTHWAIT, C</p>
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Grading Scale

Grades	Percent
A	96%
A-	93%
B+	88%
B	85%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Grading for Spring Term is a letter grade. *A student will not be allowed to continue to their Fall/Winter Semester internship until he/she has satisfactorily demonstrated mastery of the ten foundation core competencies in the integrative field seminar.*

Participation Policy

Integrative Field Seminar is a participatory class. Full student participation and attention is required during seminar. The use of electronic devices (including but not limited to: notebook or laptop computers, iPads, cell phones, etc.) is not allowed during the seminar. Cell phones are to be turned off during class. Use of electronic media during seminar time will result in the student being marked as absent from class. Should the use of electronic media be needed for emergency purposes please discuss such with the professor. The seminar instructor reserves the right to make changes to this policy on a case-by-case basis as he/she deems appropriate.

Professionalism

At this level of education, it is expected that the student will demonstrate a professional attitude in work, classroom behavior, and associations with the professor and fellow students. Although it is difficult to spell out exactly what is involved with this professional attitude, it would include things like respect, quality work, integrity, honesty, punctuality, etc. Points will be deducted from the final grade for unprofessional conduct resulting in a one step grade reduction.

Attendance Policy

Failure to attend seminar class will affect the number of preparation and participation points a student can receive each week. Lack of attendance will, therefore, negatively influence a student's grade. The Seminar Instructor reserves the right to lower a student's final grade up to two full letter grades should the student be repeatedly absent from field seminar. (ie. from an A grade to a B or a C grade)

Assignments

Assignment Descriptions

Week 2: Chapter 4, "Lifestyle and Mental Health" (Walsh, 2011)

Due: Saturday, May 07 at 11:59 pm

Students will read Chapter 4 of the workbook prior to class and will come prepared to discuss the chapter during seminar. Students will be prepared to

share their responses to practice test questions #1 & 2 of the Chapter 4 review (pg. 38).

Students will read "Lifestyle and Mental Health" by Walsh (2011) prior to class and will be prepared to discuss such.

Students will submit online via learning suite the Preparation and Participation Score (out of 6 points total, as determined by the Participation and Preparation rubric) they believe they deserve for each class attended. The instructor will take into account the student's self evaluation when assigning the student's weekly P&P score.

Students will submit their P&P points by the date and time outlined on Learning Suite. **Late submissions will receive a 50% deduction.**

Week 2 (discussed in class 5/3-5/5)

Due: Saturday, May 07 at 11:59 pm

Students will participate in an **intentional** self-care activity as discussed in each week's Integrative Field Seminar. Students will submit a one sentence report informing the seminar instructor of what their intentional self-care activity entailed. Students will receive full points (4) for on time online submission of their self-care activity reports. Self-care points for the week are due on the Saturday night of each week at 11:59 pm. **Late submissions will receive a 50% deduction.**

Seed Packet

Due: Saturday, May 07 at 11:59 pm

For the second week of class students will select, purchase, and bring with them to class a packet of their favorite flower, vegetable, or plant seeds. **Late submissions will receive a 50% deduction.**

Week 3 (discussed in class 5/10 - 5/12)

Due: Saturday, May 14 at 11:59 pm

Students will participate in an **intentional** self-care activity as discussed in each week's Integrative Field Seminar. Students will submit a one sentence report informing the seminar instructor of what their intentional self-care activity

entailed. Students will receive full points (4) for on time online submission of their self-care activity reports. Self-care points for the week are due on the Saturday night of each week at 11:59 pm. **Late submissions will receive a 50% deduction.**

Week 3: Chapter 6, "Self-Care in the Digital Age" & "What is Connected-ness Doing to Us?"

Due: Saturday, May 14 at 11:59 pm

Students will read Chapter 6 of the workbook prior to class. Students will discuss workbook questions # 2, 3, 9 and 11 with their field instructor and will be prepared to discuss such in seminar.

Students will read "Self-Care in the Digital Age" and "What is Connectedness Doing to Us?" (found under the content section in Learning Suite) prior to class. Each student will submit online via learning suite the Preparation and Participation Score (out of 6 points total, as determined by the P&P grading rubric) they believe they deserve for each class attended. The instructor will take into account the student's self evaluation when assigning the student's weekly P&P score. **Late submissions will receive a 50% deduction.**

Week 4 (discussed in class 5/17 - 5/19)

Due: Saturday, May 21 at 11:59 pm

Students will participate in an **intentional** self-care activity as discussed in each week's Integrative Field Seminar. Students will submit a one sentence report informing the seminar instructor of what their intentional self-care activity entailed. Students will receive full points (4) for on time online submission of their self-care activity reports. Self-care points for the week are due on the Saturday night of each week at 11:59 pm. **Late submissions will receive a 50% deduction.**

Week 4: Chapter 5

Due: Saturday, May 21 at 11:59 pm

Students will read Chapters 5 of the workbook prior to class and will come prepared to discuss the chapters during seminar. Students will discuss

workbook questions #6, 7, 8, 9, and 10 with their field instructor and will be prepared to discuss such in seminar.

Each student will submit online via learning suite the Preparation and Participation Score (out of 6 points total, as determined by the P&P grading rubric) they believe they deserve for each class attended. The instructor will take into account the student's self evaluation when assigning the student's weekly P&P score. **Late submissions will receive a 50% deduction.**

Week 5 (discussed in class 5/24-5/26)

Due: Saturday, May 28 at 11:59 pm

Students will participate in an **intentional** self-care activity as discussed in each week's Integrative Field Seminar. Students will submit a one sentence report informing the seminar instructor of what their intentional self-care activity entailed. Students will receive full points (4) for on time online submission of their self-care activity reports. Self-care points for the week are due on the Saturday night of each week at 11:59 pm. **Late submissions will receive a 50% deduction.**

Week 5: Chapter 7

Due: Saturday, May 28 at 11:59 pm

Students will read Chapter 7 of the workbook prior to class and will come prepared to discuss the chapter during seminar. Students will be prepared to discuss questions # 1, 3, 7, 8 & 9 in seminar.

Each student will submit online via learning suite the Preparation and Participation Score (out of 6 points total, as determined by the P&P grading rubric) they believe they deserve for each class attended. The instructor will take into account the student's self evaluation when assigning the student's weekly P&P score. **Late submissions will receive a 50% deduction.**

Week 6 (discussed in class 5/31 - 6/2)

Due: Saturday, Jun 04 at 11:59 pm

Students will participate in an **intentional** self-care activity as discussed in each week's Integrative Field Seminar. Students will submit a one sentence report

informing the seminar instructor of what their intentional self-care activity entailed. Students will receive full points (4) for on time online submission of their self-care activity reports. Self-care points for the week are due on the Saturday night of each week at 11:59 pm. **Late submissions will receive a 50% deduction.**

Week 6: Chapter 12

Due: Saturday, Jun 04 at 11:59 pm

Students will read Chapter 12 of the workbook prior to class and will come prepared to discuss the chapter during seminar. Students will be prepared to discuss the following questions in seminar: Identity and Self-Awareness #5 & 6; Diversity in Client Behavior #1, 2, 3, 4, 10 & 11.

Each student will submit online via learning suite the Preparation and Participation Score (out of 6 points total, as determined by the P&P grading rubric) they believe they deserve for each class attended. The instructor will take into account the student's self evaluation when assigning the student's weekly P&P score. **Late submissions will receive a 50% deduction.**

Week 7 (discussed in class 6/7 - 6/9)

Due: Saturday, Jun 11 at 11:59 pm

Students will participate in an **intentional** self-care activity as discussed in each week's Integrative Field Seminar. Students will submit a one sentence report informing the seminar instructor of what their intentional self-care activity entailed. Students will receive full points (4) for on time online submission of their self-care activity reports. Self-care points for the week are due on the Saturday night of each week at 11:59 pm. **Late submissions will receive a 50% deduction.**

Week 7: Social Work Values: Fairness, Kindness, and Respect for All

Due: Saturday, Jun 11 at 11:59 pm

Students will read, watch, and/or listen to Elder Ronald A. Rasband's devotional talk, "Religious Freedom and Fairness for All" given on 9/15/2015 and will be

prepared to discuss how his remarks can integrate and influence their Social Work practice during Field Seminar.

Print, video, and audio formats of his talk are found at:

https://speeches.byu.edu/talks/ronald-a-rasband_religious-freedom-and-fairness-for-all/

Each student will submit online via learning suite the Preparation and Participation Score (out of 6 points total, as determined by the P&P grading rubric) they believe they deserve for each class attended. The instructor will take into account the student's self evaluation when assigning the student's weekly P&P score. **Late submissions will receive a 50% deduction.**

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual

Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

MSW Field Policies

All students enrolled in SocW 654R and SocW 655R are required and expected to read the BYU MSW Field Manual found at:

<https://socialwork.byu.edu/SiteAssets/Field/Internships/MSW%20Field%20Internship%20Manual.pdf>. All MSW students participating in field

education/internships will be held accountable for understanding, adhering to, and following the policies and procedures contained in the BYU MSW Field Manual. It is the student's individual responsibility to read and understand the

policies and procedures contained in the MSW Field Manual. If a student has any questions regarding information contained in the Field Manual they should contact either the MSW Director of Field Education, the MSW Field Liaison, or the School Secretary for clarification.

Schedule

Date	Column 1	Column 2	Column 3
T Apr 26 Tuesday	First Day of Spring Term (04/26/2016 - 06/13/2016) Review of Internship Specifics and Paperwork, 2198 JFSB ***ALL STUDENTS MEET TOGETHER IN 2198 JFSB***	This column reminds you to prepare for class, participate in class, and submit your P&P points each week!	This column reminds you: 1. to participate in an intentional Self-Care Activity (SCA) each week and 2. to submit your SCA points each week!
W Apr 27 Wednesday			
Th Apr 28 Thursday			
Sa Apr 30 Saturday			
T May 03 Tuesday	Chapter 4 "Getting Started"		

**Self-Care: Life
Stress Inventory
ProQOL
What are Your
Signs of Stress?
What is Self-
Care? Aims of
Self-Care
Seeds and Bulbs**

**Self-Care:
Lifestyle and
Mental Health,
Walsh (2011) ---
Read prior to class.
Lifestyle Behaviors
Inventory
Current Self-Care
Practices
(Assessment)
Ways of Coping
Assessment**

W May 04
Wednesday

Th May 05
Thursday

F May 06
Friday

Sa May 07 Saturday		Week 2: Chapter 4, "Lifestyle and Mental Health" (Walsh, 2011)	Seed Packet Week 2 (discussed in class 5/3-5/5)
T May 10 Tuesday	Chapter 6 "Safety" Self-Care: Read the following articles prior to class. 1. "Self-Care in the Digital Age" 2. "What is Connected-ness Doing to Us?"		
W May 11 Wednesday			
Th May 12 Thursday			
Sa May 14 Saturday		Week 3: Chapter 6, "Self-Care in the Digital Age" & "What is Connected-ness Doing to Us?"	Week 3 (discussed in class 5/10 - 5/12)
T May 17 Tuesday	Chapter 5 "Learning from Supervision" Self- Care: Multiplicity and Diversity of Self-Care Activities (Self-Care Activity Ideas)		

W May 18			
Wednesday			
Th May 19			
Thursday			
F May 20			
Friday			
Sa May 21		Week 4: Chapter 5	Week 4 (discussed in class 5/17 - 5/19)
Saturday			
T May 24	Chapter		
Tuesday	7 "Communication"		
	Self-Care: Meditation & Mindfulness Mindful Attention Awareness Scale (MAAS)		
	(bring something to lie on in class)		
W May 25			
Wednesday			
Th May 26			
Thursday			
Sa May 28		Week 5: Chapter 7	Week 5 (discussed in class 5/24-5/26)
Saturday			
M May 30	Memorial Day		
Monday			
T May 31	Chapter		
Tuesday	12 "Diversity and		

**Cultural
Competence"
Self-Care: Sabbath
Day Observance
Read Pres. Russell
M. Nelson's "The
Sabbath is a
Delight" prior to
class.**

W Jun 01
Wednesday

Th Jun 02
Thursday

F Jun 03
Friday

Sa Jun 04
Saturday

**Week 6: Chapter
12**

**Week 6 (discussed
in class 5/31 - 6/2)**

T Jun 07
Tuesday

**Social Work
Values: Fairness,
Kindness, and
Respect for All
Read Elder Ronald
A Rasband's,
"Religious Freedom
and Fairness for
All" prior to class.**

**Self-
Care: Developing
& Maintaining
Positive Support**

**Systems (Support
Gram)**

W Jun 08
Wednesday

Th Jun 09
Thursday

F Jun 10
Friday

Sa Jun 11
Saturday

**Week 7: Social
Work Values:
Fairness, Kindness,
and Respect for All**

**Week 7 (discussed
in class 6/7 - 6/9)**

M Jun 13
Monday

**Last Day of Spring
Term (04/26/2016 -
06/13/2016)
Withdraw Deadline
(Full Semester)**

Sa Jun 18
Saturday

SOC W 614R - Sheffield - Sec 3, 5-6

Summer 2016

Section 003: 2198 JFSB on W from 8:00 am - 9:40 am

Section 005: 2198 JFSB on T from 8:00 am - 9:40 am

Section 006: 2198 JFSB on Th from 8:00 am - 9:40 am

Instructor/TA Info

Instructor Information

Name: Wendy Sheffield

Office Location: 2171 JFSB

Office Phone: 801-422-8749

Email: wendysheffield@byu.edu

Course Information

Description

This course is comprised of a required weekly integrative seminar to examine the relationship between theory, research, and practice. While taking this course, students will be placed in a 500 hour practice internship in a field setting. Students will meet in the integrative field seminars as a group on a weekly basis with a clinical campus faculty member to discuss the integration of class material and case situations encountered within the agency setting. These seminars are not a time for individual case supervision or for personal therapy.

Materials

Item	Price (new)	Price (used)
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SOCIAL WORK PRACTICUM GUIDE & WKBK
FOR STUDENTS 5E *Required*
by GARTHWAIT, C

Grading Scale

Grades	Percent
A	96%
A-	93%
B+	88%
B	85%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Grading for Summer Term is a letter grade. *A student will not be allowed to continue to their Fall/Winter Semester internship until he/she has satisfactorily demonstrated mastery of the ten foundation core competencies in the integrative field seminar.*

Professionalism

At this level of education, it is expected that the student will demonstrate a professional attitude in work, classroom behavior, and associations with the professor and fellow students. Although it is difficult to spell out exactly what is involved with this professional attitude, it would include things like respect, quality work, integrity, honesty, punctuality, etc. Points will be deducted from the final grade for unprofessional conduct resulting in a one step grade reduction.

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Integrative Field Seminar is a participatory class. Full student participation and attention is required during seminar. The use of electronic devices (including but not limited to: notebook or laptop computers, iPads, cell phones, etc.) is not allowed during the seminar. Use of electronic media during seminar time will result in the student being marked as absent from class. Should the use of electronic media be needed for emergency purposes please discuss such with the professor.

Attendance Policy

Failure to attend seminar class will affect the number of preparation and participation points a student can receive each week. Lack of attendance will, therefore, negatively influence a student's grade. The Seminar Instructor reserves the right to lower a student's final grade up to two full letter grades should the student be repeatedly absent from field seminar. (ie. from an A grade to a B or a C grade)

Assignments

Assignment Descriptions

Week 8 (discussed in class 6/21 - 6/23)

Due: Saturday, Jun 25 at 11:59 pm

Students will participate in an **intentional** self-care activity as discussed in each week's Integrative Field Seminar. Students will submit a one sentence report informing the seminar instructor of what their intentional self-care activity entailed. Students will receive full points (4) for on time online submission of their self-care activity reports. Self-care points for the week are due on the Saturday night of each week at 11:59 pm. **Late submission will result in an automatic 50% deduction in points.**

Chapter 15

Due: Saturday, Jun 25 at 11:59 pm

Students will read Chapter 15 of the workbook prior to class. Students will be prepared to discuss workbook questions: Ch. 15- #10 & 11, and 12g, 12l, 13e & 13f during seminar.

Each student will submit online via learning suite the Preparation and Participation Score (out of 6 points total, as determined by the P&P grading rubric) they believe they deserve for each class attended. The instructor will take into account the student's self evaluation when assigning the student's weekly P&P score. **Late submission will result in an automatic 50% deduction in points.**

Week 9 (discussed in class 6/28 - 6/30)

Due: Saturday, Jul 02 at 11:59 pm

Students will participate in an **intentional** self-care activity as discussed in each week's Integrative Field Seminar. Students will submit a one sentence report informing the seminar instructor of what their intentional self-care activity entailed. Students will receive full points (4) for on time online submission of their self-care activity reports. Self-care points for the week are due on the Saturday night of each week at 11:59 pm. **Late submission will result in an automatic 50% deduction in points.**

Chapter 14

Due: Saturday, Jul 02 at 11:59 pm

Students will read Chapter 14 of the workbook prior to class and will come prepared to discuss the chapters during seminar. Students will discuss workbook questions: Ch. 14- # 1& 2 with their field instructor. Students will also be prepared to discuss in seminar questions 9 & 11 and Suggested Learning Activity: "Interview experienced Social Workers and ask them to describe the ethical issues they most often encounter and the issues that are especially difficult for them to resolve."

Each student will submit online via learning suite the Preparation and Participation Score (out of 6 points total, as determined by the P&P grading rubric) they believe they deserve for each class attended. The instructor will

take into account the student's self evaluation when assigning the student's weekly P&P score. **Late submission will result in an automatic 50% deduction in points.**

Chapter 8 & 9

Due: Saturday, Jul 09 at 11:59 pm

Students will read Chapters 8 & 9 of the workbook prior to class. Students will be prepared to discuss workbook questions: Ch. 8- #3, 4, & 17 and Ch. 9- #5, 6, 13, 16, 21 & 23 during seminar.

Each student will submit online via learning suite the Preparation and Participation Score (out of 6 points total, as determined by the P&P grading rubric) they believe they deserve for each class attended. The instructor will take into account the student's self evaluation when assigning the student's weekly P&P score. **Late submission will result in an automatic 50% deduction in points.**

Week 10 (discussed in class 7/5 - 7/7)

Due: Saturday, Jul 09 at 11:59 pm

Students will participate in an **intentional** self-care activity as discussed in each week's Integrative Field Seminar. Students will submit a one sentence report informing the seminar instructor of what their intentional self-care activity entailed. Students will receive full points (4) for on time online submission of their self-care activity reports. Self-care points for the week are due on the Saturday night of each week at 11:59 pm. **Late submission will result in an automatic 50% deduction in points.**

Chapters 10 & 11

Due: Saturday, Jul 16 at 11:59 pm

Students will read Chapters 10 and 11 of the workbook prior to class and will come prepared to discuss the chapters during seminar. Students will discuss workbook questions: Ch. 10- # 1, & 4 & 5 and will discuss with either their field instructor or another social worker within their agency Ch. 11- Social Policy

suggested learning activity #1. Students will be prepared to discuss such in seminar.

Each student will submit online via learning suite the Preparation and Participation Score (out of 6 points total, as determined by the P&P grading rubric) they believe they deserve for each class attended. The instructor will take into account the student's self evaluation when assigning the student's weekly P&P score. **Late submission will result in an automatic 50% deduction in points.**

Week 11 (discussed in class 7/12 - 7/14)

Due: Saturday, Jul 16 at 11:59 pm

Students will participate in an **intentional** self-care activity as discussed in each week's Integrative Field Seminar. Students will submit a one sentence report informing the seminar instructor of what their intentional self-care activity entailed. Students will receive full points (4) for on time online submission of their self-care activity reports. Self-care points for the week are due on the Saturday night of each week at 11:59 pm. **Late submission will result in an automatic 50% deduction in points.**

Week 12 (discussed in class 7/19 - 7/21)

Due: Saturday, Jul 23 at 11:59 pm

Students will participate in an **intentional** self-care activity as discussed in each week's Integrative Field Seminar. Students will submit a one sentence report informing the seminar instructor of what their intentional self-care activity entailed. Students will receive full points (4) for on time online submission of their self-care activity reports. Self-care points for the week are due on the Saturday night of each week at 11:59 pm. **Late submission will result in an automatic 50% deduction in points.**

Chapter 18

Due: Saturday, Jul 23 at 11:59 pm

Students will read Chapter 18 of the workbook prior to class and will come prepared to discuss questions # 3, 4, 5, 6, 7, & 10 during seminar.

Each student will submit online via learning suite the Preparation and Participation Score (out of 6 points total, as determined by the P&P grading rubric) they believe they deserve for each class attended. The instructor will take into account the student's self evaluation when assigning the student's weekly P&P score. **Late submission will result in an automatic 50% deduction in points.**

Chapter 19 "Leadership"

Due: Saturday, Jul 30 at 11:59 pm

Students will watch prior to seminar, Liz Wiseman's forum address, "The Power of Not Knowing" given on January 26, 2016, and will come prepared to discuss how her remarks integrate with, and can influence, their Social Work Practice. Her address can be viewed at:

<https://www.youtube.com/embed/JsoR7LRFV2I>

Each student will submit online via learning suite the Preparation and Participation Score (out of 6 points total, as determined by the P&P grading rubric) they believe they deserve for each class attended. The instructor will take into account the student's self evaluation when assigning the student's weekly P&P score. **Late submission will result in an automatic 50% deduction in points.**

Week 13 (discussed in class 7/26 - 7/28)

Due: Saturday, Jul 30 at 11:59 pm

Students will participate in an **intentional** self-care activity as discussed in each week's Integrative Field Seminar. Students will submit a one sentence report informing the seminar instructor of what their intentional self-care activity entailed. Students will receive full points (4) for on time online submission of their self-care activity reports. Self-care points for the week are due on the Saturday night of each week at 11:59 pm. **Late submission will result in an automatic 50% deduction in points.**

Self-Care Maintenance Plan

Due: Saturday, Aug 06 at 11:59 pm

Students will prepare a personal self-care maintenance plan (see content section for a possible outline) and will submit it online via learning suite. **Late submission will result in an automatic 50% deduction in points.**

Week 14 (discussed in class 8/2 - 8/4)

Due: Saturday, Aug 06 at 11:59 pm

Students will participate in an **intentional** self-care activity as discussed in each week's Integrative Field Seminar. Students will submit a one sentence report informing the seminar instructor of what their intentional self-care activity entailed. Students will receive full points (4) for on time online submission of their self-care activity reports. Self-care points for the week are due on the Saturday night of each week at 11:59 pm. **Late submission will result in an automatic 50% deduction in points.**

24 Hour Emotional Emergency Kit

Due: Saturday, Aug 06 at 11:59 pm

Students will complete an Emergency Self-Care Kit (see content section for outline) and share it with their fellow seminar students during the last session of Integrative Field Seminar.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code

standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and

procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

Date	Column 3	Column 1	Column 2
M Jun 20 Monday	First Day of Summer Term (06/20/2016 - 08/08/2016)		
T Jun 21 Tuesday	Chapter 15 "Legal Concerns" Self-Care: The Resilient Practitioner & Self- Care in Social Work Spending Time in Nature Exercise, Diet & Nutrition		
W Jun 22 Wednesday			
Th Jun 23 Thursday			
F Jun 24 Friday			
Sa Jun 25 Saturday		Chapter 15	Week 8 (discussed in class 6/21 - 6/23)

M Jun 27 Monday	Add/Drop Deadline (Full Semester & 1st Term)		
T Jun 28 Tuesday	Chapter 14 "Ethics"		
	Self- Care: Inspirational Materials (scriptures, literature, quotes, movies, music, art, etc.) (Come to class prepared to share with your fellow seminar students something that is inspirational to you). Wendy's Tuesday (28th), Wednesday (29th), and Thursday (30th) seminars will meet with Marilee's seminars in 2198 JFSB.		
W Jun 29 Wednesday			
Th Jun 30 Thursday			
Sa Jul 02 Saturday	Chapter 14		Week 9 (discussed in class 6/28 - 6/30)

M Jul 04	Independence Day		
Monday	Holiday		
T Jul 05	Chapters 8 &		
Tuesday	9 "Agency and Community Contexts of Practice"		
	Self-Care: Positive Personal Processing Marilee's sections (T-05/W-06/Th-07) will meet with Wendy's section in 2198 JFSB.		
W Jul 06			
Wednesday			
Th Jul 07			
Thursday			
F Jul 08			
Friday			
Sa Jul 09		Chapter 8 & 9	Week 10 (discussed in class 7/5 - 7/7)
Saturday			
T Jul 12	Chapters 10 &		
Tuesday	11 "Social Problem and Social Policy Contexts of Practice"		

**Self-
Care: Gratitude
and Service to
Others**

W Jul 13
Wednesday

Th Jul 14
Thursday

F Jul 15
Friday

Sa Jul 16
Saturday

Chapters 10 & 11

**Week 11
(discussed in class
7/12 - 7/14)**

T Jul 19
Tuesday

Chapter
18 "Merging Self
and Profession"
**Self-Care: Humor
and Play (Come to
class prepared to
share with your fellow
seminar students
something that you
find
humorous. Please
make sure such is in
good taste and meets
BYU guidelines.)**

W Jul 20
Wednesday

Th Jul 21
Thursday

F Jul 22

Friday

Sa Jul 23

Saturday

Chapter 18

Week 12

**(discussed in class
7/19 - 7/21)**

M Jul 25

Monday

**Pioneer Day
Holiday**

T Jul 26

Tuesday

Chapter
19 "Leadership"

**Self-
Care: Maintenance
Self-Care Plans**

**Self-Care: 24 Hour
Emotional
Emergency Care
Kits**

W Jul 27

Wednesday

Th Jul 28

Thursday

F Jul 29

Friday

Sa Jul 30

Saturday

Chapter 19

"Leadership"

Week 13

**(discussed in class
7/26 - 7/28)**

T Aug 02

Tuesday

"Evaluating
Practicum"

**Sharing of 24 Hour
Emotional
Emergency Care
Kits (Please bring
them to class)**

W Aug 03
Wednesday

Th Aug 04
Thursday

F Aug 05
Friday

Sa Aug 06
Saturday

**Self-Care
Maintenance Plan
24 Hour Emotional
Emergency Kit
Week 14
(discussed in class
8/2 - 8/4)**

SOC W 615R - Sheffield - Sec 4-6

Fall 2016

Section 004: 2198 JFSB on Th from 7:30 am - 8:20 am

Section 005: 2198 JFSB on Th from 9:00 am - 9:50 am

Section 006: 2198 JFSB on Th from 10:00 am - 10:50 am

Instructor/TA Info

Instructor Information

Name: Wendy Sheffield

Office Location: 2171 JFSB

Office Phone: 801-422-8749

Email: wendysheffield@byu.edu

Course Information

Description

This course is a required weekly integrative seminar which serves as a companion to the Fall/Winter semester (600 hour) internship in a social service agency. **This integrative seminar course will examine the relationship between theory, research, and practice.** Classroom curriculum will be integrated with students' field education experiences. Students will meet as a group, on a weekly basis, in the integrative seminars with their assigned faculty seminar leader to **discuss the integration of class material and case situations encountered in the agency setting.**

These seminars are not a time for individual case supervision, personal therapy, or discussion of logistical concerns the student may have in their internship placement. Students are to bring concerns of this nature to either the Field Liaison, the Field Director, or both.

Materials

Item	Price (new)	Price (used)
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Grading Scale

Grades	Percent
A	97%
A-	93%
B+	88%
B	85%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%
T	0%

Learning Outcomes

Educational Policy 2.1.10(a) -- Engagement

Advanced Practitioners:

1. develop a culturally responsive therapeutic relationship;
2. attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance; and
3. establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Educational Policy 2.1.10(b) -- Assessment

Advanced Practitioners:

1. assess clients' readiness for change;
2. assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events;

3. select and modify appropriate intervention strategies based on continuous clinical assessment.

Educational Policy 2.1.10(c) -- Intervention

Advanced Practitioners:

1. critically evaluate, select, and apply best practices and evidence-based inter-ventions;
2. demonstrate the use of appropriate clinical techniques for a range of pre-senting concerns identified in the assessment, including crisis intervention strategies as needed; and
3. collaborate with other professionals to coordinate treatment interventions.

Educational Policy 2.1.10(d) -- Evaluation

Advanced Practitioners:

1. contribute to the theoretical knowledge base of the social work profession through practice-based research; and
2. use clinical evaluation of the process and/or outcomes to develop best prac-tice interventions for a range of bio-psycho-social-spiritual conditions.

2015 Advanced Competency 1 -- Demonstrate Ethical and Professional Behavior

Advanced practitioners:

- a. Make ethical decisions in clinical social work practice situations by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.
- b. Use reflection and self-regulation to manage personal values, biases, relational reactions and maintain professional boundaries in clinical practice situations.
- c. Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communications.

- d. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights.
- e. Utilize supervision and consultation to enhance and improve clinical social work practice.

2015 Competency 2 -- Engage Diversity and Difference in Practice

Advanced practitioners:

- a. Research and apply knowledge of diversity and difference to enhance client well-being at the micro, mezzo and macro levels.
- b. Identify and utilize clients and constituencies as experts in their own treatment.
- c. Utilize self-awareness and self-regulation to manage the influence of personal biases and values in the therapeutic treatment of diverse clients and constituencies.
- d. Provide effective clinical social work services to diverse clients and constituencies.

2015 Competency 3 -- Advance Human Rights and Social, Economic, and Environmental Justice

Advanced practitioners:

- a. Use knowledge of social, economic and environmental justice to guide treatment planning and intervention.
- b. Advocate at micro, mezzo and macro levels for mental health issues.
- c. Use knowledge of social, economic, and environmental justice to guide treatment planning and therapeutic interventions with clients.

2015 Competency 4 -- Engage In Practice-informed Research and Research-informed Practice

Advanced practitioners:

- a. Use research evidence to inform and improve clinical assessment and intervention with clients.
- b. Participate in the generation of new qualitative and quantitative clinical knowledge, through research and practice.

2015 Competency 5 -- Engage in Policy Practice

Advanced practitioners:

- a. Communicate to administrators and legislators the implication of policies and policy change in the lives of children, families, and diverse clients and constituencies.
- b. Use research evidence in advocacy for local, state and federal policies that advance human rights and social, economic, and environmental justice.
- c. Advocate to influence policies that impact clients' access to clinical mental health services, especially children and families.

2015 Competency 6 -- Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced practitioners:

- a. Use empathy, reflection and interpersonal skills to develop an effective therapeutic relationship with diverse clients and constituencies.
- b. Attend to dynamics of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks that both strengthen and potentially threaten the therapeutic relationship.
- c. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

2015 Competency 7 -- Assess Individuals, Families, Groups, Organizations, and Communities

Advanced practitioners:

- a. Collect and organize data and apply critical thinking to assess client's readiness for change and guide clinical practice.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- c. Collect and organize data and apply critical thinking to assess client strengths, vulnerabilities and coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.

- d. Select and modify appropriate intervention strategies based on continuous clinical assessment, research knowledge, and values and preferences of clients and constituencies.

2015 Competency 8 -- Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced practitioners:

- a. Critically evaluate, select, and apply research evidence in therapeutic interventions with children and families
- b. Demonstrate the use of appropriate clinical interventions for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.
- c. Use inter-professional collaboration to coordinate treatment interventions with children and families.
- d. Facilitate effective therapeutic transitions and endings in clinical social work practice.

2015 Competency 9 -- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced practitioners:

- a. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- b. Apply evaluation findings of clinical program processes and outcomes to improve and enhance clinical social work interventions.
- c. Evaluate research-informed clinical interventions for a range of bio-psycho-social-spiritual conditions.
- d. Contribute to the theoretical knowledge base of the social work profession through practice-informed research.

Educational Policy 2.1.9

Educational Policy 2.1.9 -- Context Response

Advanced Practitioners:

1. assess the quality of clients' interactions within their social contexts, specifically families;

2. develop intervention plans to accomplish systemic change; and
3. work collaboratively with others to effect systemic change that is sustainable.

Grading Policy

Grading: Grading for SocW 615R (Integrative Field Seminar) is a letter grade. Three or more absences in one semester constitute failure of the Integrative Field Seminar.

Professionalism

At this level of education, it is expected that the student will demonstrate a professional attitude in work, classroom behavior, and associations with the professor and fellow students. Although it is difficult to spell out exactly what is involved with this professional attitude, it would include things like respect, quality work, integrity, honesty, punctuality, etc. Points will be deducted from the final grade for unprofessional conduct resulting in a one step grade reduction.

Participation Policy

It is expected that students will proactively participate in integrative seminar discussions. Participation points will be given for proactive participation (see grading rubric found under the content tab of this syllabus). Participation points will be deducted when a student is **not proactively sharing** their thoughts and insights in a collaborative, team-based manner, such as would be common in an agency staffing meeting. When a student does not proactively share their thoughts, insights, and experiences s/he is NOT appropriately demonstrating competency. **It is the student's responsibility, not the professor's, to see that s/he proactively participates in seminar discussions.**

Attendance Policy

Attendance Policy

Attendance:

Attendance in Integrative Field Seminar is mandatory. Students will lose their ability to earn participation points if they are not in attendance, which will negatively effect their grade.

Students who are absent from three or more seminars will fail the course. Two tardies will equal one absence.

If there are extenuating circumstances, such as a prolonged illness or flu, please inform the professor immediately.

Assignments

Assignment Description

Self-Care Activity 1

Due: Saturday, Sep 03 at 11:00 pm

Student will participate in some form of intentional self-care activity during the week. Full (4) points will be given for participation; if a student does not intentionally participate in a self-care activity that week, they will receive (0) points. Students will report their self-care participation and activity via Learning Suite with a one sentence description of their self-care activity. Late submission of activity participation will result in an automatic 50% point deduction.

Self Care Activity 2

Due: Saturday, Sep 10 at 11:00 pm

Student will participate in some form of intentional self-care activity during the week. Full (4) points will be given for participation; if a student does not intentionally participate in a self-care activity that week, they will receive (0) points. Students will report their self-care participation and activity via Learning Suite with a one sentence description of their self-care activity. Late submission of activity participation will result in an automatic 50% point deduction.

Discussion and Documentation of Professional Conduct within Internships (CC #1)

Due: Saturday, Sep 17 at 11:00 pm

See content tab for assignment description and grading rubric.

Students will submit, along with the points they believe they earned for the week, a statement of how they: 1. contributed to the seminar discussion and 2. what they learned from the class.

Late submission of points will result in an automatic 50% point deduction.

Self Care Activity 3

Due: Saturday, Sep 17 at 11:00 pm

Student will participate in some form of intentional self-care activity during the week. Full (4) points will be given for participation; if a student does not intentionally participate in a self-care activity that week, they will receive (0) points. Students will report their self-care participation and activity via Learning Suite with a one sentence description of their self-care activity. Late submission of activity participation will result in an automatic 50% point deduction.

Self Care Activity 4

Due: Saturday, Sep 24 at 11:00 pm

Student will participate in some form of intentional self-care activity during the week. Full (4) points will be given for participation; if a student does not intentionally participate in a self-care activity that week, they will receive (0) points. Students will report their self-care participation and activity via Learning Suite with a one sentence description of their self-care activity. Late submission of activity participation will result in an automatic 50% point deduction.

Discussion and Documentation of Ethical Application (CC #2)

Due: Saturday, Oct 01 at 11:00 pm

See content tab for assignment description and grading rubric.

Students will submit, along with the points they believe they earned for the week, a statement of how they: 1. contributed to the seminar discussion and 2. what they learned from the class.

Late submission of points will result in an automatic 50% point deduction.

Self Care Activity 5

Due: Saturday, Oct 01 at 11:00 pm

Student will participate in some form of intentional self-care activity during the week. Full (4) points will be given for participation; if a student does not intentionally participate in a self-care activity that week, they will receive (0)

points. Students will report their self-care participation and activity via Learning Suite with a one sentence description of their self-care activity. Late submission of activity participation will result in an automatic 50% point deduction.

Discussion and Documentation of Critical Thinking (CC #3)

Due: Saturday, Oct 08 at 11:00 pm

See content tab for assignment description and grading rubric.

Students will submit, along with the points they believe they earned for the week, a statement of how they: 1. contributed to the seminar discussion and 2. what they learned from the class.

Late submission of points will result in an automatic 50% point deduction.

Self Care Activity 6

Due: Saturday, Oct 08 at 11:00 pm

Student will participate in some form of intentional self-care activity during the week. Full (4) points will be given for participation; if a student does not intentionally participate in a self-care activity that week, they will receive (0) points. Students will report their self-care participation and activity via Learning Suite with a one sentence description of their self-care activity. Late submission of activity participation will result in an automatic 50% point deduction.

Self Care Activity 7

Due: Saturday, Oct 15 at 11:00 pm

Student will participate in some form of intentional self-care activity during the week. Full (4) points will be given for participation; if a student does not intentionally participate in a self-care activity that week, they will receive (0) points. Students will report their self-care participation and activity via Learning Suite with a one sentence description of their self-care activity. Late submission of activity participation will result in an automatic 50% point deduction.

Self Care Activity 8

Due: Saturday, Oct 22 at 11:00 pm

Student will participate in some form of intentional self-care activity during the week. Full (4) points will be given for participation; if a student does not intentionally participate in a self-care activity that week, they will receive (0) points. Students will report their self-care participation and activity via Learning Suite with a one sentence description of their self-care activity. Late submission of activity participation will result in an automatic 50% point deduction.

Discussion and Documentation of Diversity (CC #4)

Due: Saturday, Oct 22 at 11:00 pm

See content tab for assignment description and grading rubric.

Students will submit, along with the points they believe they earned for the week, a statement of how they: 1. contributed to the seminar discussion and 2. what they learned from the class.

Late submission of points will result in an automatic 50% point deduction.

Discussion and Documentation of Human Rights and Justice (CC #5)

Due: Saturday, Oct 29 at 11:00 pm

See content tab for assignment description and grading rubric.

Students will submit, along with the points they believe they earned for the week, a statement of how they: 1. contributed to the seminar discussion and 2. what they learned from the class.

Late submission of points will result in an automatic 50% point deduction.

Self Care Activity 9

Due: Saturday, Oct 29 at 11:00 pm

Student will participate in some form of intentional self-care activity during the week. Full (4) points will be given for participation; if a student does not intentionally participate in a self-care activity that week, they will receive (0) points. Students will report their self-care participation and activity via Learning Suite with a one sentence description of their self-care activity. Late submission of activity participation will result in an automatic 50% point deduction.

Discussion and Documentation of Research Skills (CC #6)

Due: Saturday, Nov 05 at 11:00 pm

See content tab for assignment description and grading rubric.

Students will submit, along with the points they believe they earned for the week, a statement of how they: 1. contributed to the seminar discussion and 2. what they learned from the class.

Late submission of points will result in an automatic 50% point deduction.

Self Care Activity 10

Due: Saturday, Nov 05 at 11:00 pm

Student will participate in some form of intentional self-care activity during the week. Full (4) points will be given for participation; if a student does not intentionally participate in a self-care activity that week, they will receive (0) points. Students will report their self-care participation and activity via Learning Suite with a one sentence description of their self-care activity. Late submission of activity participation will result in an automatic 50% point deduction.

Self Care Activity 11

Due: Saturday, Nov 12 at 11:00 pm

Student will participate in some form of intentional self-care activity during the week. Full (4) points will be given for participation; if a student does not intentionally participate in a self-care activity that week, they will receive (0) points. Students will report their self-care participation and activity via Learning Suite with a one sentence description of their self-care activity. Late submission of activity participation will result in an automatic 50% point deduction.

Self Care Activity 13

Due: Saturday, Nov 19 at 11:00 pm

Student will participate in some form of intentional self-care activity during the week. Full (4) points will be given for participation; if a student does not intentionally participate in a self-care activity that week, they will receive (0) points. Students will report their self-care participation and activity via Learning

Suite with a one sentence description of their self-care activity. Late submission of activity participation will result in an automatic 50% point deduction.

Discussion and Documentation of HBSE (CC #7)

Due: Saturday, Nov 19 at 11:00 pm

See content tab for assignment description and grading rubric.

Students will submit, along with the points they believe they earned for the week, a statement of how they: 1. contributed to the seminar discussion and 2. what they learned from the class.

Late submission of points will result in an automatic 50% point deduction.

Self Care Activity 14

Due: Saturday, Dec 03 at 11:00 pm

Student will participate in some form of intentional self-care activity during the week. Full (4) points will be given for participation; if a student does not intentionally participate in a self-care activity that week, they will receive (0) points. Students will report their self-care participation and activity via Learning Suite with a one sentence description of their self-care activity. Late submission of activity participation will result in an automatic 50% point deduction.

Schedule

Date	Column 1	Column 2
Th Sep 01 Thursday	Large Group Integrative Field Seminar: Thursday, Sept. 1st, 11:00 am to 12 noon, B132 JFSB	This large group seminar is held in LIEU of the small group seminars regularly scheduled on Tuesday, 8/30 and

Thursday, 9/1.

Sa Sep 03
Saturday

Self-Care Activity 1

Th Sep 08 Begin Discussion of CC#1
Thursday

Sa Sep 10
Saturday

Self Care Activity 2

Th Sep 15 Continue and Finish CC#1
Thursday

Sa Sep 17
Saturday

Self Care Activity 3

Th Sep 22 Begin discussion of CC#2
Thursday

Sa Sep 24
Saturday

Self Care Activity 4

Th Sep 29 Continue and Finish CC#2
Thursday

Sa Oct 01
Saturday

Self Care Activity 5

Th Oct 06 Discussion of CC#3 (1 week
Thursday only)

Sa Oct 08
Saturday

Self Care Activity 6

Th Oct 13 Begin Discussion of CC#4
Thursday

Sa Oct 15
Saturday

Self Care Activity 7

Th Oct 20 Thursday	Finish Discussion of CC#4	
Sa Oct 22 Saturday		Self Care Activity 8
Th Oct 27 Thursday	Discussion of CC#5 (1 week only)	
Sa Oct 29 Saturday		Self Care Activity 9
Th Nov 03 Thursday	Discussion of CC#6 (1 week only)	
Sa Nov 05 Saturday		Self Care Activity 10
Th Nov 10 Thursday	Discussion of CC#7	
Sa Nov 12 Saturday		Self Care Activity 11
Th Nov 17 Thursday	Finish Discussion of CC#7	
Sa Nov 19 Saturday		Self Care Activity 13
W Nov 23 Wednesday	No Classes	
Th Nov 24 Thursday	Thanksgiving Holiday	
	No Class this week	
F Nov 25 Friday	Thanksgiving Holiday	
Sa Nov 26 Saturday		

Th Dec 01 Thursday	No Class ---- First Year MSW, Field Fair
Sa Dec 03 Saturday	Self Care Activity 14
Th Dec 08 Thursday	Last Day of Fall Semester (08/29/2016 - 12/08/2016)
	Semester Review and Wrap- Up

University Policies

Students with Disabilities

If you suspect or are aware that you have a disability, you are strongly encouraged to contact the University Accessibility Center (UAC) located at 2170 WSC (801-422-2767) as soon as possible. A disability is a physical or mental impairment that substantially limits one or more major life activities. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). When registering with the UAC, the disability will be evaluated and eligible students will receive assistance in obtaining reasonable University approved accommodations.

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code

standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and

procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

SOC W 615R - Integrative Field Seminar 2 Sheffield

Winter 2016

Section 001: 2171 JFSB on T from 9:00 am - 9:50 am

Section 002: 2171 JFSB on T from 10:00 am - 10:50 am

Section 004: 2171 JFSB on T from 1:00 pm - 1:50 pm

Instructor/TA Info

Instructor Information

Name: Wendy Sheffield

Office Location: 2171 JFSB

Office Phone: 801-422-8749

Email: wendysheffield@byu.edu

Course Information

Description

This course is a required weekly integrative seminar which serves as a companion to the Fall/Winter semester (600 hour) internship in a social service agency. **This integrative seminar course will examine the relationship between theory, research, and practice.** Classroom curriculum will be integrated with students' field education experiences. Students will meet as a group, on a weekly basis, in the integrative seminars with their assigned faculty seminar leader to **discuss the integration of class material and case situations encountered in the agency setting.**

These seminars are not a time for individual case supervision, personal therapy, or discussion of logistical concerns the student may have in their internship placement. Students are to bring concerns of this nature to either the Field Liaison, the Field Director, or both.

Materials

Item	Price (new)	Price (used)
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Grading Scale

Grades	Percent
A	96%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%
T	0%

Learning Outcomes

Educational Policy 2.1.10(a) -- Engagement

Advanced Practitioners:

1. develop a culturally responsive therapeutic relationship;
2. attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance; and
3. establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Educational Policy 2.1.10(b) -- Assessment

Advanced Practitioners:

1. assess clients' readiness for change;
2. assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events;

3. select and modify appropriate intervention strategies based on continuous clinical assessment.

Educational Policy 2.1.10(c) -- Intervention

Advanced Practitioners:

1. critically evaluate, select, and apply best practices and evidence-based inter-ventions;
2. demonstrate the use of appropriate clinical techniques for a range of pre-senting concerns identified in the assessment, including crisis intervention strategies as needed; and
3. collaborate with other professionals to coordinate treatment interventions.

Educational Policy 2.1.10(d) -- Evaluation

Advanced Practitioners:

1. contribute to the theoretical knowledge base of the social work profession through practice-based research; and
2. use clinical evaluation of the process and/or outcomes to develop best prac-tice interventions for a range of bio-psycho-social-spiritual conditions.

2015 Advanced Competency 1 -- Demonstrate Ethical and Professional Behavior

Advanced practitioners:

- a. Make ethical decisions in clinical social work practice situations by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.
- b. Use reflection and self-regulation to manage personal values, biases, relational reactions and maintain professional boundaries in clinical practice situations.
- c. Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communications.

- d. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights.
- e. Utilize supervision and consultation to enhance and improve clinical social work practice.

2015 Competency 2 -- Engage Diversity and Difference in Practice

Advanced practitioners:

- a. Research and apply knowledge of diversity and difference to enhance client well-being at the micro, mezzo and macro levels.
- b. Identify and utilize clients and constituencies as experts in their own treatment.
- c. Utilize self-awareness and self-regulation to manage the influence of personal biases and values in the therapeutic treatment of diverse clients and constituencies.
- d. Provide effective clinical social work services to diverse clients and constituencies.

2015 Competency 3 -- Advance Human Rights and Social, Economic, and Environmental Justice

Advanced practitioners:

- a. Use knowledge of social, economic and environmental justice to guide treatment planning and intervention.
- b. Advocate at micro, mezzo and macro levels for mental health issues.
- c. Use knowledge of social, economic, and environmental justice to guide treatment planning and therapeutic interventions with clients.

2015 Competency 4 -- Engage In Practice-informed Research and Research-informed Practice

Advanced practitioners:

- a. Use research evidence to inform and improve clinical assessment and intervention with clients.
- b. Participate in the generation of new qualitative and quantitative clinical knowledge, through research and practice.

2015 Competency 5 -- Engage in Policy Practice

Advanced practitioners:

- a. Communicate to administrators and legislators the implication of policies and policy change in the lives of children, families, and diverse clients and constituencies.
- b. Use research evidence in advocacy for local, state and federal policies that advance human rights and social, economic, and environmental justice.
- c. Advocate to influence policies that impact clients' access to clinical mental health services, especially children and families.

2015 Competency 6 -- Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced practitioners:

- a. Use empathy, reflection and interpersonal skills to develop an effective therapeutic relationship with diverse clients and constituencies.
- b. Attend to dynamics of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks that both strengthen and potentially threaten the therapeutic relationship.
- c. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

2015 Competency 7 -- Assess Individuals, Families, Groups, Organizations, and Communities

Advanced practitioners:

- a. Collect and organize data and apply critical thinking to assess client's readiness for change and guide clinical practice.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- c. Collect and organize data and apply critical thinking to assess client strengths, vulnerabilities and coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.

- d. Select and modify appropriate intervention strategies based on continuous clinical assessment, research knowledge, and values and preferences of clients and constituencies.

2015 Competency 8 -- Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced practitioners:

- a. Critically evaluate, select, and apply research evidence in therapeutic interventions with children and families
- b. Demonstrate the use of appropriate clinical interventions for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.
- c. Use inter-professional collaboration to coordinate treatment interventions with children and families.
- d. Facilitate effective therapeutic transitions and endings in clinical social work practice.

2015 Competency 9 -- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced practitioners:

- a. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- b. Apply evaluation findings of clinical program processes and outcomes to improve and enhance clinical social work interventions.
- c. Evaluate research-informed clinical interventions for a range of bio-psycho-social-spiritual conditions.
- d. Contribute to the theoretical knowledge base of the social work profession through practice-informed research.

Educational Policy 2.1.9

Educational Policy 2.1.9 -- Context Response

Advanced Practitioners:

1. assess the quality of clients' interactions within their social contexts, specifically families;

2. develop intervention plans to accomplish systemic change; and
3. work collaboratively with others to effect systemic change that is sustainable.

Grading Policy

Grading: Students will receive cumulative letter grades in SocW 615R and 655R at the end of Winter semester. At the end of Winter semester, students' Fall Internship and Integrative Field Seminar "T" grades will be changed to the cumulative letter grade earned during their Fall/Winter Internship and Integrative Field Seminar.

Six or more absences across both semesters constitutes failure of the Integrative Field Seminar.

Attendance Policy

Attendance:

0 absences in each semester = no effect on grade

1 absence in each semester; total of 2 absences across both semesters = no effect on grade

3 absences across both semesters = one step grade reduction (A to A-)

4 absences across both semesters = two step grade reduction (A to B+)

5 absences across both semesters = three step grade reduction (A to B)

6 absences across both semesters = Failure of Integrative Field Seminar

Attendance is mandatory. If there are extenuating circumstances, such as a prolonged illness or flu, please inform the professor immediately.

Core Competency Demonstration

Each student will be responsible for demonstrating mastery of the CSWE Advanced Core Competencies #8-10. Demonstration of competency will be evidenced through the successful completion of the required Integrative Field Seminar assignments.

Assignments

Review and Sharing of Policy Practice within Internships (CC #8)	10 points
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Review and Sharing of Contexts that Shape Practice (CC #9)	10 points
Review and Sharing of Engagement of Client (CC #10a)	10 points
Written Report and Presentation of Practice Assessment, Intervention, and Evaluation	100 points
Total Winter Semester Integrative Seminar Points	130 points

Assignments

Assignment Description

1/12

Due: Tuesday, Jan 12 at 11:00 pm

Students will submit

late submission will receive an automatic 50% deduction in points.

Review and Sharing of Policy Practice within Internships (CC #8)

Due: Tuesday, Jan 12 at 11:00 pm

See content tab for assignment description and grading rubric

1/19

Due: Tuesday, Jan 19 at 11:00 pm

see....

Review and Sharing of Responding to Contexts that Shape Practice (CC #9)

Due: Tuesday, Jan 19 at 11:00 pm

See content tab for assignment description and grading rubric.

1/26

Due: Tuesday, Jan 26 at 11:59 pm

see....

Review and Sharing of Engagement of Client (CC #10a)

Due: Tuesday, Feb 02 at 11:00 pm

See content tab for assignment description and grading rubric.

2/2

Due: Tuesday, Feb 02 at 11:00 pm

2/9

Due: Tuesday, Feb 09 at 11:00 pm

Review and Sharing of Case Report (CC# 10 b-d)

Due: Tuesday, Feb 23 at 9:00 am

see content tab for assignment details and grading rubric. Grading rubric points total 50.

2/23

Due: Tuesday, Feb 23 at 11:00 pm

3/1

Due: Tuesday, Mar 01 at 11:00 pm

3/8

Due: Tuesday, Mar 08 at 11:00 pm

3/15

Due: Tuesday, Mar 15 at 11:00 pm

3/22

Due: Tuesday, Mar 22 at 11:00 pm

3/29

Due: Tuesday, Mar 29 at 11:00 pm

Point Breakdown

Categories	Percent of Grade
Hoops (The stuff you have to jump through)	64.52%
Self-Care Activities	35.48%

Schedule

Date	Column 1	Column 2
M Jan 04 Monday	First Day of Winter Semester (01/04/2016 - 04/12/2016)	
T Jan 05 Tuesday	Wendy and Marilee's sections will meet together today, at their regularly scheduled section times, in 2190 JFSB.	Review Integrative Field Seminar Purpose, Syllabi, Assignments, and Safety Training.
T Jan 12 Tuesday	1/12	Review and Sharing of Policy Practice within Internships (CC #8)
M Jan 18 Monday	Martin Luther King Jr Day	
T Jan 19 Tuesday	1/19	Review and Sharing of Responding to Contexts that Shape Practice (CC #9)

T Jan 26 Tuesday	1/26	Review and Sharing of Responding to Contexts that Shape Practice (CC #9)
T Feb 02 Tuesday	2/2	Review and Sharing of Engagement of Client (CC #10a)
T Feb 09 Tuesday	2/9	Review and Sharing of Engagement of Client (CC #10a)
M Feb 15 Monday	Presidents Day	
T Feb 16 Tuesday	Monday Instruction	No class: Monday Instruction Day
T Feb 23 Tuesday	2/23	Review and Sharing of Practice Assessment, Intervention, and Evaluation Report (CC # 10b-d)
T Mar 01 Tuesday	3/1	Review and Sharing of Practice Assessment, Intervention, and Evaluation Report (CC #10b-d)
T Mar 08 Tuesday	3/8	Review and Sharing of Practice Assessment, Intervention, and Evaluation Report (CC #10b-d)
T Mar 15 Tuesday	Withdraw Deadline (Full Semester) 3/15	Review and Sharing of Practice Assessment, Intervention, and Evaluation Report (CC #10b-d)

T Mar 22 Tuesday	3/22	Review and Sharing of Practice Assessment, Intervention, and Evaluation Report (CC # 10b-d)
T Mar 29 Tuesday	3/29	Review and Sharing of Practice Assessment, Intervention, and Evaluation Report (CC # 10b-d)
T Apr 05 Tuesday	No Class... Out of Class Assignment	Out of Class Assignment: Complete Field Evaluation (both Student and Field Instructor signatures.)
T Apr 12 Tuesday	Last Day of Winter Semester (01/04/2016 - 04/12/2016)	Internship Feedback and Review
Wendy and Marilee's section will meet today, at their regularly scheduled section times, in the computer lab, 2182 JFSB.		
T Apr 19 Tuesday		

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procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character.

"President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing.

Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university

that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

SOC W 654R - Field Internship 1

Spring 2016

Section 001: TBA TBA from 5:00 pm - 5:00 pm

Instructor/TA Info

Instructor Information

Name: Wendy Sheffield

Office Location: 2171 JFSB

Office Phone: 801-422-8749

Email: wendysheffield@byu.edu

Name: Marilee Van Wagenen

Office Location: 2168 JFSB

Office Phone: 801-422-3628

Office Hours: Only By Appointment

Email: marileevanwagenen@gmail.com

Name: Charlene Clark

Office Location: 2190C JFSB

Office Phone: 801-422-7438

Email: charlene_clark@byu.edu

Course Information

Description

This course is comprised of a 500 hour practice internship in a field agency setting. (This course is taken concurrently with a required weekly integrative seminar which will examine the relationship between theory, research, and practice.) Students will be provided Agency Field Instructors within their assigned practicum agencies, and will establish, with their in-agency field instructor, the days and times each week they will be expected to complete their internship hours. It is required that the in-agency field instructor meet with students for one hour of individual supervision each week and at other times as needed.

Learning Outcomes

2015 Competency 1 -- Demonstrate Ethical and Professional Behavior

Social workers:

- a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

2015 Competency 2 -- Engage Diversity and Difference in Practice

Social workers:

- a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

2015 Competency 3 -- Advance Human Rights and Social, Economic, and Environmental Justice

Social workers:

- a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- b. Engage in practices that advance social, economic, and environmental justice.

2015 Competency 4 -- Engage In Practice-informed Research and Research-informed Practice

Social workers:

- a. Use practice experience and theory to inform scientific inquiry and research.
- b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

2015 Competency 5 -- Engage in Policy Practice

Social workers:

- a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- b. Assess how social welfare and economic policies impact the delivery of and access to social services.
- c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

2015 Competency 6 -- Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers:

- a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

2015 Competency 7 -- Assess Individuals, Families, Groups, Organizations, and Communities

Social workers:

- a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

2015 Competency 8 -- Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers:

- a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and

- d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

2015 Competency 9 -- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers:

- a. Select and use appropriate methods for evaluation of outcomes.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Grading Scale

Grades	Percent
A	96%
A-	93%
B+	88%
B	85%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Grading for Spring/Summer internship will be a letter grade. Students will receive a "T" grade spring term, and a letter grade summer term. ***A student will not be allowed to continue to their Fall/Winter Semester internship until he/she has satisfactorily demonstrated mastery of all ten foundation core competencies as documented in their Spring/Summer Final Field Evaluation.***

Professionalism

At this level of education, it is expected that the student will demonstrate a professional attitude in work, classroom behavior, and associations with the professor, field instructors, fellow students, and colleagues. Although it is difficult to spell out exactly what is involved with this professional attitude, it would include things like respect, quality work, integrity, honesty, punctuality, etc. Points will be deducted from the final grade for unprofessional conduct resulting in a one step grade reduction.

Participation Policy

It is expected that the student will establish, with his or her Field Instructor, a weekly internship and supervision schedule (the Internship Completion Plan). The student will follow this established schedule

Attendance Policy

Students need to complete 500 internship hours of SocW 654R during the course of Spring and Summer Terms. It is expected that students will meet with their Field Instructor, arrange a mutually agreed upon schedule (the Internship Completion Plan), and that the student will follow this schedule. The student will appropriately plan his/her internship hours to cover the entire semester, up to and including the last day of the semester. Early completion of internship hours (prior to the last day of the semester), is not professionally appropriate or acceptable. Early completion of internship hours (prior to the last day of the semester) will result in a **minimum** of a one letter grade deduction. (A to B, B to C, etc).

Assignments

Assignment Descriptions

Internship Contact Form (via LS)

Apr
26

Due: Tuesday, Apr 26 at 11:59 pm

Students will submit the Internship Contact Form via the IPT system by March 11, 2016, as per the Pre-Field Orientation.

Late submission will receive a 9 point deduction, based upon student's efforts in promptly and proactively seeking to contact their internship.

Pre-Field Orientation Attendance

Apr
26

Due: Tuesday, Apr 26 at 11:59 pm

Pre-Field Orientations--- Feb. 12, 19, 26 & March 4.

5 points/week

Field Orientation and Evaluation Rubric Trainings (LS Exam)

May
14

Due: Saturday, May 14 at 11:59 pm

Students will go online and review the online Instructor Training/Orientation and Field Evaluation Rubric Trainings found at: <https://socialwork.byu.edu/Pages/Field/Field-Ins.aspx>. After reviewing these trainings, the student will complete the Field Orientation and Evaluation Exam via learning suite. The "manual" path to access the trainings: socialwork.byu.edu Field Information for Field Instructors Field Instructor Training Field Evaluation Rubric Training

Internship Completion Plan (submit via LS)

May
14

Due: Saturday, May 14 at 11:59 pm

Students will outline their internship schedule across the course of Spring and Summer blocks. Please use the template provided under the content section of this Learning Suite Syllabi. Specific days and numbers of hours to be worked each day are to be included in the ICP. Also include holidays and any time off/vacation time that is to be taken. Students need to complete a total of 500 hours across the

has been reviewed with, and approved by, his/her appropriate Field Instructor.
Late submissions will receive a 9 point deduction.

Safety Training Review (submit via LS)

May
14

Due: Saturday, May 14 at 11:59 pm

Students will review with their individual in-agency field instructors the Safety Training checklist found under the Learning Suite content tab.

Students will then submit, via learning suite, a statement verifying they reviewed the Safety Training checklist with their FI prior to May 14th. Students will receive 10 points for completing the assignment. Late submissions will be deducted 9 points.

Learning Agreement --- Student signature (via IPT)

May
28

Due: Saturday, May 28 at 11:59 pm

Students will complete their Learning Activity Agreement in conjunction with their Field Instructor. (see forms in IPT). Students will sign and submit their forms via the IPT system.

Late submissions will be deducted 9 points.

Learning Agreement --- Field Instructor Signature (via IPT)

May
28

Due: Saturday, May 28 at 11:59 pm

Students will complete their Learning Agreement in conjunction with their Field Instructor via the IPT system. As the completion of the LA is the student's responsibility, he/she needs to follow up and see that his/her field instructor signs the LA by the due date via the IPT system. Late Field Instructor signatures will receive a 9 point deduction.

May Internship Reflection and Time Log (via IPT)

Jun
05

Due: Sunday, Jun 05 at 11:59 pm

see content section for details.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

MSW Field Policies

All students enrolled in SocW 654R and SocW 655R are required and expected to read the BYU MSW Field Manual found at: <https://socialwork.byu.edu/SiteAssets/Field/Internships/MSW%20Field%20Internship%20Manual.pdf>. All MSW students participating in field education/internships will be held accountable for understanding, adhering to, and following the policies and procedures contained in the BYU MSW Field Manual. It is the student's individual responsibility to read and understand the policies and procedures contained in the MSW Field Manual. If a student has any questions regarding information contained in the Field Manual they should contact either the MSW Director of Field Education, the MSW Field Liaison, or the School Secretary for clarification.

Completion of Internship Hours

Students need to complete 600 internship hours of SocW 655R during the course of Fall and Winter Semesters. It is expected that students will meet with their Field Instructor, arrange a mutually agreed upon schedule, and that the student will follow this schedule. The student will appropriately plan his/her internship hours to cover the entire semester, up to and including the last day of the semester. Early completion of internship hours (prior to the last day of the semester), is not professionally appropriate or acceptable. Early completion of internship hours (prior to the last day of the semester) will result in a **minimum** of a one letter grade deduction. (A to B, B to C, etc).

Schedule

Date	Column 1
Week 1	

Date	Column 1
T Apr 26 Tuesday	First Day of Spring Term (04/26/2016 - 06/13/2016) Internship Contact Form (via LS) Pre-Field Orientation Attendance Field Orientation and Evaluation Rubric Trainings (LS Exam) Opens
W Apr 27 Wednesday	
Th Apr 28 Thursday	
F Apr 29 Friday	
Week 2	
M May 02 Monday	
T May 03 Tuesday	
W May 04 Wednesday	
Th May 05 Thursday	
F May 06 Friday	
Sa May 07 Saturday	
Week 3	
M May 09 Monday	
T May 10 Tuesday	
W May 11 Wednesday	
Th May 12 Thursday	
F May 13 Friday	
Sa May 14 Saturday	Field Orientation and Evaluation Rubric Trainings (LS Exam) Closes Internship Completion Plan (submit via LS) Safety Training Review (submit via LS)
Week 4	
M May 16 Monday	
T May 17 Tuesday	
W May 18 Wednesday	
Th May 19 Thursday	
F May 20 Friday	
Sa May 21 Saturday	
Week 5	
M May 23 Monday	
T May 24 Tuesday	
W May 25 Wednesday	
Th May 26 Thursday	
F May 27 Friday	
Sa May 28 Saturday	Learning Agreement --- Student signature (via IPT)

Date	Column 1
Week 6	
M May 30 Monday	Memorial Day
T May 31 Tuesday	
W Jun 01 Wednesday	
Th Jun 02 Thursday	
F Jun 03 Friday	
Su Jun 05 Sunday	May Internship Reflection and Time Log (via IPT)
Week 7	
M Jun 06 Monday	
T Jun 07 Tuesday	
W Jun 08 Wednesday	
Th Jun 09 Thursday	
F Jun 10 Friday	
Week 8	
M Jun 13 Monday	Last Day of Spring Term (04/26/2016 - 06/13/2016) Withdraw Deadline (Full Semester)
T Jun 14 Tuesday	Spring Exam Preparation (06/14/2016 - 06/14/2016)
W Jun 15 Wednesday	First Day of Spring Final Exams (06/15/2016 - 06/16/2016)
Th Jun 16 Thursday	

Instructor/TA Info

Instructor Information

Name: Wendy Sheffield

Office Location: 2171 JFSB

Office Phone: 801-422-8749

Email: wendysheffield@byu.edu

Name: Charlene Clark

Office Location: 2190C JFSB

Office Phone: 801-422-7438

Email: charlene_clark@byu.edu

Course Information

Description

This course is the first of a two semester (600 hour) internship in a social service agency. Students will be provided Agency Field Instructors within their assigned practicum agencies and will establish, with the help of their Agency Field Instructors within their assigned practicum agencies, the days and times each week they will be expected to complete their practicum hours. It is required that the in-agency Field Instructor meet with students for one hour of individual supervision each week and at other times as needed.

As a companion class to Soc W 655R, students will be enrolled in Soc W 615R. During this course students will meet in integrative field seminars as a group on a weekly basis with a faculty member to discuss the integration of class material and case situations encountered in the agency setting.

Materials

Item	Price (new)	Price (used)
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Grading Scale

Grades	Percent
A	97%
A-	93%
B+	89%
B	85%
B-	81%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Learning Outcomes

Educational Policy 2.1.8 -- Policy Practice

Advanced Practitioners:

- a. communicate to stakeholders the implication of policies and policy change in the lives of clients;
- b. use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being; and
- c. advocate with and inform administrators and legislators to influence policies that impact clients and service.

Educational Policy 2.1.9 -- Context Response

Advanced Practitioners:

- a. assess the quality of clients' interactions within their social contexts, specifically families;
- b. develop intervention plans to accomplish systemic change; and
- c. work collaboratively with others to effect systemic change that is sustainable.

Educational Policy 2.1.10(a) -- Engagement

Advanced Practitioners:

- a. develop a culturally responsive therapeutic relationship;
- b. attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance; and
- c. establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

Educational Policy 2.1.10(b) -- Assessment

Advanced Practitioners:

- a. assess clients' readiness for change;
- b. assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events;
- c. select and modify appropriate intervention strategies based on continuous clinical assessment.

Educational Policy 2.1.10(c) -- Intervention

Advanced Practitioners:

- a. critically evaluate, select, and apply best practices and evidence-based interventions;
- b. demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed; and
- c. collaborate with other professionals to coordinate treatment interventions.

Educational Policy 2.1.10(d) -- Evaluation

Advanced Practitioners:

- a. contribute to the theoretical knowledge base of the social work profession through practice-based research; and
- b. use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.

2015 Advanced Competency 1 -- Demonstrate Ethical and Professional Behavior

Advanced practitioners:

- a. Make ethical decisions in clinical social work practice situations by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.
- b. Use reflection and self-regulation to manage personal values, biases, relational reactions and maintain professional boundaries in clinical practice situations.

- c. Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communications.
- d. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights.
- e. Utilize supervision and consultation to enhance and improve clinical social work practice.

2015 Advanced Competency 2 -- Engage Diversity and Difference in Practice

Advanced practitioners:

- a. Research and apply knowledge of diversity and difference to enhance client well-being at the micro, mezzo and macro levels.
- b. Identify and utilize clients and constituencies as experts in their own treatment.
- c. Utilize self-awareness and self-regulation to manage the influence of personal biases and values in the therapeutic treatment of diverse clients and constituencies.
- d. Provide effective clinical social work services to diverse clients and constituencies.

2015 Advanced Competency 3 -- Advance Human Rights and Social, Economic, and Environmental Justice

Advanced practitioners:

- a. Use knowledge of social, economic and environmental justice to guide treatment planning and intervention.
- b. Advocate at micro, mezzo and macro levels for mental health issues.
- c. Use knowledge of social, economic, and environmental justice to guide treatment planning and therapeutic interventions with clients.

2015 Advanced Competency 4 -- Engage In Practice-informed Research and Research-informed Practice

Advanced practitioners:

- a. Use research evidence to inform and improve clinical assessment and intervention with clients.
- b. Participate in the generation of new qualitative and quantitative clinical knowledge, through research and practice.

2015 Advanced Competency 5 -- Engage in Policy Practice

Advanced practitioners:

- a. Communicate to administrators and legislators the implication of policies and policy change in the lives of children, families, and diverse clients and constituencies.
- b. Use research evidence in advocacy for local, state and federal policies that advance human rights and social, economic, and environmental justice.
- c. Advocate to influence policies that impact clients' access to clinical mental health services, especially children and families.

2015 Advanced Competency 6 -- Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced practitioners:

- a. Use empathy, reflection and interpersonal skills to develop an effective therapeutic relationship with diverse clients and constituencies.
- b. Attend to dynamics of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks that both strengthen and potentially threaten the therapeutic relationship.
- c. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

2015 Advanced Competency 7 -- Assess Individuals, Families, Groups, Organizations, and Communities

Advanced practitioners:

- a. Collect and organize data and apply critical thinking to assess client's readiness for change and guide clinical practice.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- c. Collect and organize data and apply critical thinking to assess client strengths, vulnerabilities and coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.

- d. Select and modify appropriate intervention strategies based on continuous clinical assessment, research knowledge, and values and preferences of clients and constituencies.

2015 Advanced Competency 8 -- Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced practitioners:

- a. Critically evaluate, select, and apply research evidence in therapeutic interventions with children and families.
- b. Demonstrate the use of appropriate clinical interventions for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.
- c. Use inter-professional collaboration to coordinate treatment interventions with children and families.
- d. Facilitate effective therapeutic transitions and endings in clinical social work practice.

2015 Advanced Competency 9 -- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced practitioners:

- a. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- b. Apply evaluation findings of clinical program processes and outcomes to improve and enhance clinical social work interventions.
- c. Evaluate research-informed clinical interventions for a range of bio-psycho-social-spiritual conditions.
- d. Contribute to the theoretical knowledge base of the social work profession through practice-informed research.

Grading Policy

This course, 655R, is part one of a two part sequence, the other part to be taken Winter Semester. **Grading for Fall Semester in 655R is a T grade**, which means your performance Fall semester will be given at the end of Winter Semester. The Director of Field Education will determine exceptions to this policy as deemed appropriate. **A student will not be allowed to continue to their Winter Semester internship until he/she has satisfactorily demonstrated mastery of the first seven core competencies.** SocW 615R must be taken concurrently with SocW655R.

Participation Policy

Students need to complete 600 internship hours of SocW 655R during the course of Fall and Winter Semesters; it is expected that students will complete 300 internship hours Fall semester, and 300 internship hours Winter semester. It is expected that students will be in their internship placement agencies from the first day of the semester through the last day of classes of the semester(s) in which they are interning.

In order to meet agency-specific schedules and facilitate proactive and professional planning, students are required at the beginning of their internships, to meet with their Field Instructor and outline the specific days and hours they will be interning in their internship placement agency (a projected **Internship Completion Plan**), thus documenting their plan to successfully complete the required internship hours during the assigned semester(s). The Internship Completion Plan (ICP) is to be submitted to the Field Team by the date noted in this syllabus. It is expected that the student will follow their outlined ICP with only minor changes, as approved by their Field Instructor. See the content section of this Learning Suite syllabus for specifics on what is to be included in the ICP.

It is expected that students will complete as many of their required internship hours (500 Sp/Sum and 600/FW) as possible in "In-Agency" activities and in-person contact with clients and constituencies. In those few agencies where students are limited to a reduced number of hours/week due to agency policies and procedures (for example, ACA guidelines), students are allowed to complete a minimal number of hours in approved "Out-of-Agency" activities. (Sp/Sum maximum of 5 hours/week, F/W maximum of 1 hour/week.) See the Monthly Internship Reflection and Time Log form for examples of approved "Out-of-Agency" internship activities. "Out-of Agency" internship activities and hours need to be noted, specified, submitted and pre-approved on the Internship Completion Plan.

Early completion of internship hours prior to that agreed to in the student's individual Internship Completion Plan, is not professionally appropriate or acceptable. Early completion of internship hours without prior written approval from the Field Instructor and the Field Team will result in a **minimum** of a one letter grade deduction. (A to B, B to C, etc).

Attendance Policy

Students need to complete 600 internship hours of SocW 655R during the course of Fall and Winter Semesters. It is expected that students will be in their internship placement agencies from the first day of the semester through the last day of classes of the semester(s) in which they are interning.

In order to meet agency-specific schedules and facilitate proactive and professional planning, students are required at the beginning of their internships, to meet with their Field Instructor and outline the specific days and hours they will be interning in their internship placement agency (a projected **Internship Completion Plan**), thus documenting their plan to successfully complete the required internship hours during the assigned semester(s). The Internship Completion Plan (ICP) is to be submitted to the Field Team by the date noted in this syllabus. It is expected that the student will follow their outlined ICP with only minor changes, as approved by their Field Instructor. See the content section of this Learning Suite syllabus for specifics on what is to be included in the ICP.

It is expected that students will complete as many of their required internship hours (500 Sp/Sum and 600/FW) as possible in "In-Agency" activities and in-person contact with clients and constituencies. In those few agencies where students are limited to a reduced number of hours/week due to agency policies and procedures (for example, ACA guidelines), students are allowed to complete a minimal number of hours in approved "Out-of-Agency" activities. (Sp/Sum maximum of 5 hours/week, F/W maximum of 1 hour/week.) See the Monthly Internship Reflection and Time Log form for examples of approvable "Out-of-Agency" internship activities. "Out-of-Agency" internship activities and hours need to be noted, specified, submitted and pre-approved on the Internship Completion Plan.

Early completion of internship hours prior to that agreed to in the student's individual Internship Completion Plan, is not professionally appropriate or acceptable. Early completion of internship hours without prior written approval from the Field Instructor and the Field Team will result in a **minimum** of a one letter grade deduction. (A to B, B to C, etc).

Field Expectations

Field Expectations

Each Student is expected to:

- a. spend at least 300 hours during the Fall Semester in a social work agency. (Student responsibilities within the agency are delineated below and in the *MSW Field Practicum Manual*).
- b. complete the University *Field Internship Form* for this year.
- c. complete the *Internship Completion Plan* and submit it for Field Team approval by **October 5th**.
- d. prepare and submit your initial online *Learning Agreement* form by **October 5th**.
- e. complete, in a timely manner, all case dictation and any required agency reports, according to agency guidelines.
- f. begin and terminate work with your assigned clients in an appropriate and professional manner.
- g. make all case referrals in a professional manner and in accordance with agency guidelines.
- h. keep up-to-date the identifying *CSWE statistical data and information* in your IPT profile.
- i. submit monthly *MSW Internship Hour Time Logs* with their accompanying internship responses by the **5th of each month** the student is placed in a field internship.
- j. complete by **December 5th**, the online *Progress Evaluation* form and forward it to your in-agency field instructor/supervisor for online assessment of your practice competence and signature.
- k. assure that your in-agency field instructor/supervisor understands and is able to access your on-line forms.

Follow through to determine that your supervisor has completed the required information and forwarded your *Progress Evaluation* forms to the Social Work Field Director by **December 5th**.

Assignments

Assignment Description

Learning Agreement--Field Instructor Signature

Oct
05

Due: Wednesday, Oct 05 at 11:00 pm

Student and Field Instructor will complete and sign the Learning Agreement online via the IPT system. Signatures for the Learning Agreement are found at the top of the form.

Fall Field Orientation Exam

Oct
05

Due: Wednesday, Oct 05 at 11:00 pm

Students will attend the large group seminar and review the SocW 615R and SocW 655R syllabi prior to taking this exam. This is an "open syllabus exam".

Learning Agreement--Student Signature

Oct
05

Due: Wednesday, Oct 05 at 11:00 pm

Student and Field Instructor will complete and sign the Learning Agreement online via the IPT system. Signatures for the Learning Agreement are found at the top of the form.

Internship Completion Plan

Oct
05

Due: Wednesday, Oct 05 at 11:00 pm

After discussing and outlining your internship schedule with your Field Instructor, please document your plan to complete your internship hours within the specified time frame by noting the dates/days and hours in which you will be completing your required internship hours.

The following information needs to be included in your Internship Completion Plan:

1. Your Name
2. Your Internship Placement
3. Your Field Instructor
4. Dates/Days you will be in your internship
5. Number of internship hours each day
6. Total monthly internship hours to be completed
7. Total semester internship hours to be completed
8. Total internship hours to be completed in the assigned internship placement

The calendar format found under the content section of this Learning Suite syllabus is provided as one example of how you could organize and document your internship hours. You do not need to use this specific format. You can use any format of your choosing, as long as all of the above information is included in your Internship Completion Plan.

It is expected that students will complete as many of their required internship hours (500 Sp/Sum and 600/FW) as possible in "In-Agency" activities and in-person contact with clients and constituencies. In those few agencies where students are limited to a reduced number of hours/week due to agency policies and procedures (for example, ACA guidelines), students are allowed to complete a **minimal** number of hours in approved "Out-of-Agency" activities. (Sp/Sum maximum of 5 hours/week, F/W maximum of 1 hour/week.) See the Monthly Internship Reflection and Time Log form for examples of approvable "Out-of-Agency" internship activities. "Out-of Agency" internship activities and hours need to be noted, specified, submitted and approved on the Internship Completion Plan.

MINOR changes to the Internship Completion Plan are acceptable, as approved by your Field Instructor, providing you are able to complete your required hours within the specified time frame. Your submission of the Internship Completion Plan via Learning Suite is an acknowledgement that you have discussed your Internship Completion Plan with your Field Instructor and that s/he approves such.

Students are to submit their Internship Completion Plan via Learning Suite.

Late submissions will be deducted 5 points.

Safety Training Checklist Review

Oct

05 Due: Wednesday, Oct 05 at 11:59 pm

Students will review with their individual in-agency field instructors the Safety Training checklist found under the Learning Suite content tab.

Students will then submit, via learning suite, a statement verifying they reviewed the Safety Training checklist with their FI prior to October 5th. Students will receive 10 points for completing the assignment. Students will receive 0 points if they do not submit verification of completing the assignment by October 5th.

September Internship Log

Oct 05 Due: Wednesday, Oct 05 at 11:59 pm

October Internship Log

Nov 05 Due: Saturday, Nov 05 at 11:59 pm

Final Evaluation---Student Signature Due

Dec 05 Due: Monday, Dec 05 at 11:00 pm

The following evaluation of the student's learning and performance includes variables from a Minimal Competency List for each level of professional practice established by social work educators and field practice faculty. The response scales provide for the student's evaluation of self as well as the field instructor's evaluation of the student. Items on the scales are intended to give comprehensive coverage of the practice behaviors expected of students in an MSW internship.

Each item is evaluated using a five-point scale in a continuum running from "competency not attained" to "expert skills and competency" as follows:

Competency Assessment:

-

-	"Competency Not Attained (0)" – Practice behaviors and skills are not developed. The student is not competent to practice social work at this level, at this time.
-	"Introductory Skills and Competency (1)" – Under close supervision, the student consistently and consciously works to develop and demonstrate practice behaviors and skills in social work practice.
-	"Moderate Skills and Competency (2)" – With routine (weekly) supervision, the student's practice behaviors and skills in this area are becoming more integrated into their social work practice.
-	"Advanced Skills and Competency (3)" –The worker independently demonstrates practice behaviors and skills with confidence and as an integral part of his/her social work practice. The worker is clearly capable of independent social work practice.
-	"Expert Skills and Competency (4)" – The worker consistently practices as an independent, mature, experienced social worker. Mastery of behaviors and skills has been demonstrated, and the worker is sufficiently able to teach others. Practice skills are more comparable to professional colleagues than students.

The "Introductory Skills and Competency (1)" or "Moderate Skills and Competency (2)" rating is the expected rating for MSW students during any given semester. "Competency Not Attained (0)" denotes a field instructor's significant concern regarding the student's performance, and signifies that the field instructor does not deem the student as competent to practice social work in this area, at this level, at this time.

Occasionally a student may be highly experienced and skilled beyond the level seen in newly licensed MSW practitioners. In such a rare situation, the student may be competent to receive the “Advanced Skills and Competency (3)” rating. An “Expert Skills and Competency (4)” rating notes the skill level of recognized experts and instructors. It is highly unlikely that an MSW student will attain this level of competency during their MSW program.

When the cursor is passed across the assessment selector of each practice behavior, an evaluation rubric will appear on the left-hand side of the evaluation form. Skill and competency ratings, along with accompanying behavioral descriptors for each rating, are contained in these rubrics. **Please select the skill and competency rating which most closely describes the students’ performance of each practice behavior, in the current field internship.**

Grading:

After completing the online evaluation form (via IPT) and discussing it with the student, the Agency Field Instructor will record a recommended grade for the semester or term, along with a total evaluation score, and forward the practicum evaluation to the Fieldwork Director.

The student is involved in the evaluation process by the field instructor. It should be noted that the evaluation scales provide for a self-evaluation by the student. The student and the field instructor are expected to discuss their respective evaluations of the student’s learning and performance. If the differences in their perceptions cannot be resolved to the student’s satisfaction, the student is invited to exercise the option of writing a letter which will be permanently attached to the evaluation form, and which will be taken into consideration in the final grading process.

Final Evaluation--Field Instructor Signature Due

Dec
05

Due: Monday, Dec 05 at 11:00 pm

The following evaluation of the student’s learning and performance includes variables from a Minimal Competency List for each level of professional practice established by social work educators and field practice faculty. The response scales provide for the student’s evaluation of self as well as the field instructor’s evaluation of the student. Items on the scales are intended to give comprehensive coverage of the practice behaviors expected of students in an MSW internship.

Each item is evaluated using a five-point scale in a continuum running from “competency not attained” to “expert skills and competency” as follows:

Competency Assessment:

-

-	“Competency Not Attained (0)” – Practice behaviors and skills are not developed. The student is not competent to practice social work at this level, at this time.
-	“Introductory Skills and Competency (1)” – Under close supervision, the student consistently and consciously works to develop and demonstrate practice behaviors and skills in social work practice.
-	“Moderate Skills and Competency (2)” – With routine (weekly) supervision, the student’s practice behaviors and skills in this area are becoming more integrated into their social work practice.
-	“Advanced Skills and Competency (3)” –The worker independently demonstrates practice behaviors and skills with confidence and as an integral part of his/her social work practice. The worker is clearly capable of independent social work practice.
-	“Expert Skills and Competency (4)” – The worker consistently practices as an independent, mature, experienced social worker. Mastery of behaviors and skills has been demonstrated, and the worker is sufficiently able to teach others. Practice skills are more comparable to professional colleagues than students.

The “Introductory Skills and Competency (1)” or “Moderate Skills and Competency (2)” rating is the expected rating for MSW students during any given semester. “Competency Not Attained (0)” denotes a field instructor’s significant concern regarding the student’s performance, and signifies that the field instructor does not deem the student as competent to practice social work in this area, at this level, at this time. Occasionally a student may be highly experienced and skilled beyond the level seen in newly licensed MSW practitioners. In such a rare situation, the student may be competent to receive the “Advanced Skills and Competency (3)” rating. An “Expert Skills and Competency (4)” rating notes the skill level of recognized experts and instructors. It is highly unlikely that an MSW student will attain this level of competency during their MSW program.

When the cursor is passed across the assessment selector of each practice behavior, an evaluation rubric will appear on the left-hand side of the evaluation form. Skill and competency ratings, along with accompanying behavioral descriptors for each rating, are contained in these rubrics. **Please select the skill and competency rating which most closely describes the students’ performance of each practice behavior, in the current field internship.**

Grading:

After completing the online evaluation form (via IPT) and discussing it with the student, the Agency Field Instructor will record a recommended grade for the semester or term, along with a total evaluation score, and forward the practicum evaluation to the Fieldwork Director. Any disparate perceptions along the way will be discussed with the field instructor before the final grade is recorded.

The student is involved in the evaluation process by the field instructor. It should be noted that the evaluation scales provide for a self-evaluation by the student. The student and the field instructor are expected to discuss their respective evaluations of the student’s learning and performance. If the differences in their perceptions cannot be resolved to the student’s satisfaction, the student is invited to exercise the option of writing a letter which will be permanently attached to the evaluation form, and which will be taken into consideration in the final grading process.

November Hour Log

Dec
05

Due: Monday, Dec 05 at 11:59 pm

Schedule

Date	Column 1	Column 2
Week 1		
M Aug 29 Monday	First Day of Fall Semester (08/29/2016 - 12/08/2016) Fall Field Orientation Exam Opens	
Th Sep 01 Thursday	Large Group Seminar, Thursday, Sept 1st, 11am to 12 noon, B132 JFSB. (Large Group Seminar is held this day at 11:00 in LIEU OF the small group seminars normally scheduled on Tuesday (8/30) and Thursday (9/1) of this week.)	
Week 2		
M Sep 05 Monday	Labor Day	
T Sep 06 Tuesday	Add/Drop Deadline (Full Semester & 1st Term)	
Week 6		

Date	Column 1	Column 2
W Oct 05 Wednesday	Fall Field Orientation Exam Closes Internship Completion Plan Learning Agreement---Field Instructor Signature Learning Agreement---Student Signature Safety Training Checklist Review September Internship Log	
Week 7		
Th Oct 13 Thursday		
F Oct 14 Friday		
Week 8		
M Oct 17 Monday		
T Oct 18 Tuesday		
W Oct 19 Wednesday		
Th Oct 20 Thursday		
F Oct 21 Friday		
Week 9		
M Oct 24 Monday		
T Oct 25 Tuesday		
W Oct 26 Wednesday		
Th Oct 27 Thursday		
F Oct 28 Friday		
Week 10		
M Oct 31 Monday		
T Nov 01 Tuesday		
W Nov 02 Wednesday		
Th Nov 03 Thursday		
F Nov 04 Friday		
Sa Nov 05 Saturday	October Internship Log	
Week 11		
M Nov 07 Monday	Withdraw Deadline (Full Semester)	
T Nov 08 Tuesday		
W Nov 09 Wednesday		
Th Nov 10 Thursday		
F Nov 11 Friday		
Week 12		
M Nov 14 Monday		
T Nov 15 Tuesday		
W Nov 16 Wednesday		
Th Nov 17 Thursday		

Date	Column 1	Column 2
F Nov 18 Friday		
Week 13		
M Nov 21 Monday		
T Nov 22 Tuesday	Friday Instruction	
W Nov 23 Wednesday	No Classes	
Th Nov 24 Thursday	Thanksgiving Holiday	
F Nov 25 Friday	Thanksgiving Holiday	
Week 15		
M Dec 05 Monday	Final Evaluation---Field Instructor Signature Due Final Evaluation---Student Signature Due November Hour Log	
Th Dec 08 Thursday	Last Day of Fall Semester (08/29/2016 - 12/08/2016)	
F Dec 09 Friday	Fall Exam Preparation (12/09/2016 - 12/09/2016)	

University Policies

MSW Field Policies

All students enrolled in SocW 654R and SocW 655R are required and expected to read the BYU MSW Field Manual found at:

<https://socialwork.byu.edu/SiteAssets/Field/Internships/MSW%20Field%20Internship%20Manual.pdf>. All MSW students participating in field education/internships will be held accountable for understanding, adhering to, and following the policies and procedures contained in the BYU MSW Field Manual. It is the student's individual responsibility to read and understand the policies and procedures contained in the MSW Field Manual. If a student has any questions regarding information contained in the Field Manual they should contact either the MSW Director of Field Education, the MSW Field Liaison, or the School Secretary for clarification.

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University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face

conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

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DEPARTMENT OF SPANISH AND PORTUGUESE
Spanish /Portuguese 399R/599R

Course #: _____ Credit Hours: _____ Semester, Year: _____
 Student Name: _____ BYU ID: _____
 Address: _____ Phone (BYU): _____
 _____ Home: _____

Internship Starting Date: _____ Concluding Date: _____

Internship Provider: _____

Requirements for 3.0 credits of 399R/599R

Due Dates

1. **Required reading (15%):** In consultation with your Faculty Internship Advisor, select a coherent grouping of reading assignments related to your internship experience (approx. 1000 pages per 3 credits). Please submit an annotated bibliography of the assigned texts (1-2 paragraph description of each text). _____

2. **Internship Report, 4-10 pages (15%):** Create an internship report that describes in detail your goals and objectives for the internship, activities, contacts, achievements, and challenges. You may include your internship pre-proposal. Part of your report should include a conclusion regarding each of the aforementioned areas as well as a synopsis of your total experience. _____

3. **Cumulative Writing Assignment, 10-12 pages (30%):** Write a final paper per three credit hours on a topic related to your internship experience. This must be a paper of high quality with proper referencing. Consult with your faculty mentor to identify a suitable topic _____

4. **Internship Provider Reports (25%):** At midterm and at the conclusion of your internship, your on-site supervisor should provide a brief evaluation of your performance during the internship. _____

5. **Final Interview with Internship Advisor and student evaluation (15%)** _____

399R/599R is variable credit for students participating in structured BYU Study Abroad internship programs (Spain, Mexico, Brazil, etc.) or legitimate companies and institutions in the US, working under the close supervision of a BYU professor. Students should work 60 hours per 1.0 credit. 3.0 credits = 180 hours. Only 3.0 credits of 399R/599R may be counted as elective credits toward undergraduate major or minor.

Date	Approval and Agreement:	
_____	_____	Student
_____	_____	Internship Advisor/Faculty Mentor
_____	_____	Department Internship Coordinator

**STUDENT ACTIVITIES 199R
TEAM MANAGER INTERNSHIP
SYLLABUS**



**Brigham Young University
320 STUDENT ATHLETE
BUILDING**

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Dear Student:

Student Wellness is extremely pleased that you have chosen to complete a team manager internship. This internship will give you a wonderful opportunity to gain valuable practical experience and allow you to interact with coaches, athletes and Athletic Department staff.

To ensure that you have a positive experience and for your protection, it is imperative that you follow the guidelines, meet the deadlines, and submit all required forms in this packet. Please read through this packet carefully and make note of the deadlines and requirements outlined within.

We wish you every success as you complete this internship experience. If you have questions, please feel free to discuss them with your advisor or with me.

Sincerely,

Matthew Nix
Team Manager Class Coordinator
320 SAB
Provo, UT 64602
801-422-3304
Matthew_nix@byu.edu

THE TEAM MANAGER INTERNSHIP

Welcome to the team manager internship. The goal of this internship is to transfer classroom learning into real life work experience in the field of athletic team management. You will be working behind the scenes to help the coaching staffs and student athletes achieve the goals of success on the field. Internship experiences can be valuable and rewarding for you as you prepare for a career in the field of athletics.

The Team Manager Internship has three main categories: team manager, equipment manager and video manager. You will be assigned to work either with a specific team or with a full time Athletic Department employee who works with several different sports. In either case, you will have a direct supervisor who will give you assignments and evaluate your work. At the end of each semester, you will be graded based on your performance in the tasks assigned to you. Compensation may be provided in the form of hourly wages or scholarships at the discretion of the Athletic Department.

PROCESS FOR THE INTERNSHIP EXPERIENCE

When you have been selected to serve as a team manager in one of the above categories, you need to apply for the internship online through the BYU Internship Office. Once your internship has been approved, you can register for STAC 199R, Section 1, the team manager section. The internship is a one credit hour class. In order to qualify for the one credit hour, you must work at least 50 hours during the semester. Additional hours worked will not result in additional credit for that semester. You can repeat the class to receive one credit hour each semester of your internship.

You must enroll in the class prior to or during the semester in which you are working. You will not receive credit for prior work experience.

REQUIREMENTS FOR THE INTERNSHIP

Written assignments, reports and evaluations are required as part of the internship experience. Like other university courses, these reports, assignments and evaluations are to show evidence of learning. It is important that these assignments and reports are well-written, **typed** in a neat, organized manner and submitted to Mr. Nix as specified. The written assignments are outlined below and are the criteria used in determining your grade for the internship. All forms are located in the Learning Suite. Please submit all assignments through the Learning Suite online.

BEFORE THE INTERNSHIP

- Be selected for a team manager position by a member of the Athletic Department staff.
- Submit the Application for a Team Manager Internship online through the BYU Internship office and then add the class to your schedule before the add deadline.

DURING THE INTERNSHIP

Goal Statements

- Part 1 - This goal statement should be completed after you have been oriented to the internship experience. The form should be submitted to Mr. Nix **within two weeks** after the internship assignment has begun. You should retain a copy of the completed form for your records.
- Part 2 - This form evaluates the goals established at the beginning of the internship and your success in achieving those goals. This form should be completed and returned to Mr. Nix before the last day of class in the semester of the internship.

Bi-Weekly Reports

- A bi-weekly report is to be submitted to Mr. Nix every other Monday (do not wait until the end of the semester to turn in all the reports). A copy of your anticipated work schedule should be attached to the first bi-weekly report submitted. These weekly reports are the communication source between you and Mr. Nix and are an important part of the evaluation of your progress.

Supervisor Evaluations

- Your direct supervisor will be required to submit an evaluation at the end of the semester. The form should be given to you supervisor and then sent directly to Mr. Nix by your supervisor.

AFTER THE INTERNSHIP

- Submit your final written paper to Mr. Nix by the last day of class. This written paper is the report of the internship and is to be submitted at the conclusion of the internship. The paper should include a description of the responsibilities you had working with the team and a description of the operation in your area. The description of the operation of your area should include the following: the policies and procedures concerning equipment, budget, facilities, uniforms, transportation, conduct rules and regulations. The paper should also include a discussion of beneficial experiences, problems that were faced and attempts made to solve them, as well as an overall discussion of the entire experience. This paper is in addition to your self-evaluation.

Punctuality

Closely related to dependability is punctuality. An important part of your obligation during your internship experience is to be at the assigned location sufficiently early each day to make necessary preparations, i.e., having all materials, supplies, equipment and facilities ready before the time they are needed.

Initiative

Most supervisors and coaches will appreciate an individual who has the initiative and creativity to move forward with programs and ideas. However, you must be cooperative at all times in accomplishing the purposes and goals of the coaching staff and the program.

Accepting Constructive Suggestions

Some of you will make errors during your experience. Honesty and accountability are important aspects of any working relationship. Take responsibility for errors and seek feedback as to how to fix problems and improve. Remember that feedback is a gift. When taken in a spirit of improvement, feedback can make you a better asset to the program. Be open to constructive suggestions. They will open the way to learning, provide good communication and relations with your supervisor and will enhance the completion of the work in a proper manner.

Professionalism

Do not talk negatively about the position, the coaches or the program. Approach negative situations with a positive outlook and attempt to correct and improve them. This will benefit both you and the program you are supporting.

Dress

Appearance had much to do with impressions created not only at the beginning but throughout the total experience. At all times, clothing should be in good taste, clean and well pressed. Hair and person should be well groomed at all times, according to the activity being conducted. University standards must be adhered to at all times. Please seek direction from your supervisor as to appropriate attire for the various activities you will participate in.

Preparation

Do not attempt to just “get by.” Know what you are doing. Your supervisor, the coaching staff and the student athletes will soon detect the individual who is not prepared. Get direction from your supervisor if you feel additional training or direction is needed. Remember, a well prepared individual is a confident person. In relation to being prepared, your supervisor needs to know that you will plan in advance the things that need to be done ahead of time and will not be rushed just before the planned event.

Sportsmanship

As a team manager and a representative of Brigham Young University Athletics, you should always conduct yourself with good sportsmanship. It is inappropriate to insult or degrade officials, visiting teams, fans or staff at any time. Your comments should be positive, cheering for your team, not against the other team. Poor sportsmanship reflects poorly on you and the program and will not be tolerated.

BRIGHAM YOUNG UNIVERSITY
TEAM MANAGER INTERNSHIP
ASSIGNMENT SCHEDULE – FALL 2016

Assignment	Due Date
Goal Statement – Part 1	September 12, 2016
Bi-Weekly Report #1	September 12, 2016
Bi-Weekly Report #2	September 26, 2016
Bi-Weekly Report #3	October 10, 2016
Bi-Weekly Report #4	October 24, 2016
Bi-Weekly Report #5	November 7, 2016
Bi-Weekly Report #6	November 21, 2016
Bi-Weekly Report #7	December 5, 2016
Goal Statement – Part 2	December 8, 2016
Final Paper	December 8, 2016
Supervisor Evaluations	December 18, 2015

**BRIGHAM YOUNG UNIVERSITY
TEAM MANAGER INTERNSHIP
GOAL STATEMENT AND ACTION PLAN – PART I**

Name:

Date:

Identify three major goals (objectives) you plan to achieve to improve the team/program during the internship experience and three major goals related to your personal development. Briefly discuss how you plan to accomplish each goal. Use additional pages if necessary. (Reminder: All forms should be typed).

Due within two weeks of the start of the Semester

Major Goals to improve the team/program

1.

2.

3.

Major Goals for personal development

1.

2.

3.

BRIGHAM YOUNG UNIVERSITY
TEAM MANAGER INTERNSHIP
GOAL STATEMENT EVALUATION – PART II

Name:

Date:

Discuss how successful you were in meeting each goal you established at the beginning of the internship experience. Discuss each goal. Use additional paper if necessary.

Major Goals to improve the team/program

1.

2.

3.

Major Goals for personal development

1.

2.

3.

BRIGHAM YOUNG UNIVERSITY
TEAM MANAGER INTERNSHIP
BI-WEEKLY REPORT

Name:

Date:

Sport:

Supervisor:

Please outline your basic day to day responsibilities. This can be the same on each report throughout the semester if your work basically stays the same. Please report hours worked. Also, please briefly discuss something you've learned or focused on the past two weeks to help increase your knowledge of an aspect of your responsibility that will make you a better manager. This can be something you have learned through study or through practical on-the-job experience.

Outline of Responsibilities (This can be the same each report):

Review of something you have learned over the past two weeks that will make you a better manager going forward (This should be different each report):

Total Hours for the two weeks: _____

Cumulative hours for the Semester: _____

BRIGHAM YOUNG UNIVERSITY
TEAM MANAGER INTERNSHIP
FINAL PAPER

Name:

Date:

Sport:

Supervisor:

The paper should include a description of the responsibilities you had working with the team and a description of the operation in your area. The description of the operation of your area should include the following: the policies and procedures concerning equipment, budget, facilities, uniforms, transportation, conduct rules and regulations. The paper should also include a discussion of beneficial experiences, problems that were faced and attempts made to solve them, as well as an overall discussion of the entire experience. This paper is in addition to your self-evaluation.

The Final paper should 2 pages or less, single spaced and should be typed.

**BRIGHAM YOUNG UNIVERSITY
TEAM MANAGER INTERNSHIP
SEMESTER SUPERVISOR EVALUATION**

Intern's Name:

Date:

Sport:

Supervisor:

Instructions: This form should be completed by the direct supervisor. Please evaluate the student objectively, comparing him/her with other students of comparable academic level and training. Please discuss this evaluation with the intern and use this as an opportunity to provide feedback and suggestions for improvement.

1. Briefly discuss the position and responsibilities assigned to this intern:

2. Check the Appropriate Column

Code: E-Excellent, VG-Very Good, A-Average, F-Fair, U-Unsatisfactory

	E	VG	A	F	U
Dependability in completing assignments					
Takes directions					
Ability to communicate with athletes and coaches					
Initiative					
Organizational Ability					
Knowledge of sport					
Quality of work					
Attendance					
Punctuality					
Overall Performance					

3. Please comment on the student's performance:

Please submit this evaluation to: Matthew Nix, 320 SAB, Provo, UT 84602

Statistics 199R/496R/599R

Internships

Coordinator: Gilbert W. Fellingham, Ph.D.
Dept. of Statistics, BYU
223H TMCB
Provo, UT 84602
422-2806
gwf@byu.edu

A. Introduction

At the conclusion of this course, we expect that students will be able to:

- i. Demonstrate effective written and oral communication skills while reporting on the internship.
- ii. Demonstrate a good work ethic as measured by the internship supervisor.
- iii. Practice appropriate dress and etiquette in various business settings.

B. Required Text

None

C. To Receive Academic Credit

1. Internships must give real world experience in the field you are studying.
2. Interns must have a supervisor to train, mentor, and evaluate them.
3. Interns must turn in weekly reports and a final report to the internship coordinator.

D. Credit and Tuition

1. Generally, students earn from 1 to 3 credits hours for an internship. For the statistics department, an average of approximately 50 work hours will translate to 1 credit hour. The number of credit hours to be received is set with the internship coordinator before the internship is started. To receive academic credit, you must be enrolled in one of Stat 199R, Stat 496R, or Stat 599R. You must pay tuition to receive academic credit.

E. Grades

1. Grades are generally pass/fail.
2. To pass, a student must accumulate at least 70 points.
3. A weekly journal is submitted via statmoodle1.byu.edu at the conclusion of each work week. The journal entry contains the details of the work that was accomplished by the intern in the previous week. It should outline projects worked on, responsibilities of the intern, and things learned by the intern. It should be approximately one to two paragraphs in length. Each journal entry is worth 40 divided by the number of weeks the intern will work, for up to 40 total points.
4. A final report outlining the impact the internship experience had on your career objectives, and how the internship experience might have been improved will be due at the conclusion of the internship. The report should be no more than one page in length. The report will count up to 20 points.
5. The intern's supervisor must complete the Intern Evaluation Form. The form is attached. The form should be given to the supervisor along with a stamped envelope addressed to the coordinator, so the supervisor can complete and return the evaluation directly to me. The evaluation is worth up to 30 points.
6. The intern is required to send a thank you letter to the supervisor. The letter may be scanned or photocopied and then forwarded to the coordinator. The letter is worth up to 10 points.

F. The Honor Code

You should be mindful that even though you may not be on campus, you have made a commitment to keep the Honor Code. You represent BYU on your assignment, and all BYU students will be judged by your behavior. Lack of compliance with the Honor Code will be grounds for removal from the internship program.

STDEV 199R - Academic Internship

Fall 2016

Section 002: B114 MARB on Th from 5:30 pm - 7:10 pm

Instructor/TA Info

Instructor Information

Name: Dan Chandler

Office Location: 2014 JKB

Office Phone: 801-422-1156

Email: Dan_Chandler@byu.edu

Course Information

Description

The Student Development 199r courses are designed to allow students to participate in an internship which will allow them to explore a career or major which they have interest in. This particular course is designed to allow students who are participating in either the BYU EMS volunteer program or the BYU Continuing Education EMT Certification Course to receive academic credit for their experience. As an academic course there are assignments and deadlines that will be outlined in other sections.

As is the case with most internship credit offered at BYU you will end up having two people who you report information to. These individuals will be Dan Chandler, the Internship Coordinator & Kevin Peterson (BYU EMS) or Sam McKnight (BYU EMT Certification Course) who both will fill the role of Internship Provider. You will need to fulfill all obligations to either of the providers as well as complete academic assignments from the coordinator.

It is an important note that this 199R credit is not, nor was it ever meant to give you direct academic credit for the EMS or EMT education you are receiving. This statement is meant to highlight that although I most definitely acknowledge

that Sam and/or Kevin are providing a top notch educational experience, this internship class is not designed to give you academic credit for that experience but rather allow you to take advantage of the hours you will participate with them to get internship credit. The university has specific policies regarding what work must be completed in order for us to offer the 199R credit so although I fully acknowledge you have plenty on your plate with your EMS or EMT responsibilities, in order to give you credit further internship credit must be completed as well.

Prerequisites

In order to participate in this course you must have either been accepted by Kevin Peterson as a volunteer of the BYU EMS program or you must have paid for and be thus be enrolled in the BYU EMT Certification Course through Continuing Education. You must also complete a Student Internship Application which is explained at intern.byu.edu.

Learning Outcomes

Career Choice

Students will be able to better determine major and/or career paths based on hands-on experiences in the internship provider workplace setting.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

You will be graded on the assignments listed for 80% of your grade and your internship providers feedback and evaluation will make up the following 20% of your grade.

Late Work Policy:

- Assignments due on the day of the final cannot be accepted as late as they constitute your final exam.
- The IHC Paperwork Assignment cannot be turned in late because the paperwork must be completed by that date or the Internship Office will not accept it.
- All other assignments are due at the time posted in Learning Suite and are deducted a point for every day late. This means that you will be graded with a deducted score as the top score possible - not that you will automatically receive the score minus the points for being late.

Participation Policy

20% of your grade in this class and all of your internship will be based on the participation you put into it. Kevin or Sam will keep me up to date as to your interactions with them and their programs. If there is a problem there but you still complete the rest of the course work, the best grade you can get is a B-.

Assignments

Assignment Descriptions

Reflection of September

Due: Tuesday, Oct 04 at 11:59 pm

Write a 300 word essay answering the following question:

- What has the past month taught you about working in emergency medicine? In what ways have your experiences increased or decreased your desire to work in this field more?

ALTERNATE ASSIGNMENT

- Submit one of your PCRs from the previous month without any of the patient sensitive details included. Please include all portions of the report that are not part of the confidential information.

IHC Paperwork Completion

Due: Monday, Oct 31 at 11:59 pm

If you decide to work with IHC to get more experience, there are more requirements which must be completed. Certain information must be submitted to the internship office. Contact myself before working even one minute with them in connection to your internship in order to verify everything is in order. IF IT IS FOUND THAT YOU WORKED FOR IHC IN ANY WAY THROUGH YOUR CONNECTION TO THIS CLASS BUT DID NOT COMPLETE THE APPROPRIATE PAPERWORK YOU WILL LOSE ALL OF THESE POINTS CAUSING YOU TO FAIL THE COURSE.

In order to keep these points you must write me a one sentence essay which either reads:

1. "I did not participate with IHC in any way and therefore did not need to submit any added application or additional paperwork." OR
2. "As you can see in the internship application portal I submitted the proper paperwork to legally participate in the IHC program."

Reflection of October

Due: Wednesday, Nov 02 at 11:59 pm

Write a 300 word essay answering the following prompt:

- What has the past month taught you about working in emergency medicine? In what ways have your experiences increased or decreased your desire to work in this field more?

ALTERNATE ASSIGNMENT

- Submit one of your PCRs from the previous month without any of the patient sensitive details included. Please include all portions of the report that are not part of the confidential information.

Lesson Plan

Due: Thursday, Dec 01 at 11:59 pm

Submit a lesson plan/activity outline to teach another person a principle of emergency medicine that you have learned from your experience.

This plan should include:

1. An introductory paragraph describing the topic of the lesson plan and why you feel that this is a valuable thing to learn.
2. Bullet points of topics to teach and estimates of time to teach topics.
3. A list of activities or materials needed to teach topic.

Reflection of November

Due: Saturday, Dec 03 at 11:59 pm

Write a 300 word essay answering the following prompt:

- What has the past month taught you about working in emergency medicine? In what ways have your experiences increased or decreased your desire to work in this field more?

ALTERNATE ASSIGNMENT

- Submit one of your PCRs from the previous month without any of the patient sensitive details included. Please include all portions of the report that are not part of the confidential information.

Final Time Log/Adequate Internship Hours

Due: Monday, Dec 12 at 11:59 pm

A time log of all of your shifts with the hours you worked on each shift and a total number of hours worked must be submitted. If you cannot demonstrate that you worked sufficient hours for what you signed up for when you applied for the internship you will receive none of these points - not a reduced number of points for the number of hours short. That is to say that these 10 points are all or nothing based on your number of hours and turning in your log.

Internship Provider Evaluation

Due: Monday, Dec 12 at 11:59 pm

As outlined in the syllabus your internship provider (Kevin or Sam) will give me a report as to the level of involvement and participation which you took part for the semester. These points will be exclusively theirs to award.

Final Evaluation

Due: Monday, Dec 12 at 11:59 pm

Answer the following list of questions where applicable. Answers should be submitted in complete sentences and/or paragraphs and the question need not be included in your answer.

1. Identify one thing you feel needs to improve within the organization/course you are participating in.
2. What is one of the most rewarding experiences you had during your internship?
3. What is one of the hardest things you had to face as part of your internship?
4. For Returning Interns
 - a. What is one thing you learned about being an EMT that you didn't learn in previous experiences?
 - b. What are your feelings about the leadership component of being a more seasoned EMT?
5. How has this semester shaped your thoughts about future work in the realm of emergency medicine?

Point Breakdown

Categories	Percent of Grade
Reflections	15%
Midterm/Final	25%
Participation	60%

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University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If

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Schedule

Date	Column 1
T Oct 04 Tuesday	Reflection of September
M Oct 31 Monday	IHC Paperwork Completion
W Nov 02 Wednesday	Reflection of October
Th Dec 01 Thursday	Lesson Plan
Sa Dec 03 Saturday	Reflection of November
Th Dec 08 Thursday	Last Day of Fall Semester (08/29/2016 - 12/08/2016)
F Dec 09 Friday	Fall Exam Preparation (12/09/2016 - 12/09/2016)
M Dec 12 Monday	Final Exam: There is no final for this class.

Final Evaluation

Internship Provider Evaluation

Final Time Log/Adequate Internship Hours

Th Dec 15

Thursday

STDEV 199R - Academic Internship

Spring/Summer 2017: Section 005: 2111 JKB, Thursdays from 5:30pm- 7:30 pm

Instructor Information

Melanie Burton
2500 WSC
801-422-2723
melanie_burton@byu.edu

Course Information

Description

The Student Development 199R courses are designed to allow students to participate in an internship which will allow them to explore a career or major which they have interest in. This particular course is design to allow students who are participating in either the BYU EMS volunteer program or the BYU Continuing Education EMT Certification Course to receive academic credit for their experience. As an academic course there are assignments and deadlines that will be outlined in other sections.

As is the case with most internship credit offered at BYU you will end up having two people who you report information to. These individuals will be Melanie Burton, the Spring-Summer 2017 Internship Coordinator & Kevin Peterson (BYU EMS) or Sam McKnight (BYU EMT Certification Course) who both will fill the role of Internship Provider. You will need to fulfill all obligations to either of the providers as well as complete academic assignments from the coordinator.

Prerequisites

In order to participate in this course you must have either been accepted by Kevin Peterson as an volunteer of the BYU EMS program or you must have paid for and be thus be enrolled in the BYU EMT Certification Course through Continuing Education. You must also complete a Student Internship Application which is explained at intern.byu.edu.

Learning Outcomes

Career Choice

Students will be able to better determine major and/or career paths based on hands-on experiences in the internship provider workplace setting.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Credit hours

Students should sign up for the amount of course credit hours depending on the number of EMS work hours they plan to complete. Each credit hour requires 50 internship hours, so someone signing up for 3 credits would need to complete 150 EMS internship hours.

Grading Policy

You will be graded on the assignments listed for 80% of your grade and your internship providers' feedback and evaluation will make up the following 20% of your grade. Late work for the 80% graded by the instructor will not be accepted. **Since this is a semester course, spanning both spring and summer, your final grade will not be posted until the end of August, even if you complete all of your required hours in the spring term.**

Participation Policy

20% of your grade in this class and all of your internship will be based on the participation you put into it. Kevin or Sam will keep me up to date as to your interactions with them and their programs. If there is a problem there but you still complete the rest of the course work, the best grade you can get is a B-.

Assignments

First Time Log

Due: Thursday, June 1st at 11:59 pm

Each month you will be required to submit a time log in either Microsoft Word or Excel outlining the days you worked/went to class and the number of hours per day which you worked, something like this:

- May 10 - 8 hrs
- May 16 - 4 hrs
- May 25 - 7 hrs
- May Total: 19 hrs

This is, of course only an example - you would probably have many more line items to get your hours needed. There is no wrong amount of entries or hours worked per month so the points you earn are for actually turning in the log.

Spring-Summer Reflection

Due: Thursday, July 27th at 11:59 pm

Write a 500 word essay answering the following question:

- What has the past month taught you about working in emergency medicine? In what ways have your experiences increased or decreased your desire to work in this field more?

Lesson Plan

Due: Thursday, July 27th at 11:59 pm

Submit a lesson plan/activity outline to teach another person a principle of emergency medicine that you have learned from your experience.

This plan should include:

1. An introductory paragraph describing the topic of the lesson plan and why you feel that this is a valuable thing to learn.
2. Bullet points of topics to teach and estimates of time to teach topics.
3. A list of activities or materials needed to teach topic.

Internship Provider Evaluation

Due: Thursday, August 10th at 11:59 pm

As outlined in the syllabus your internship provider (Kevin or Sam) will give me a report as to the level of involvement and participation which you took part for the semester. These points will be exclusively theirs to award.

Final Total Time Log

Due: Thursday, August 10th at 11:59 pm

Besides the remaining log you will also be required to include in this log the total number of hours worked for the term. This number must be around the number submitted at the beginning of the semester to determine your credit hours. If this number is less than the needed amount to have the credit hours you chose you will lose points from previously graded assignments to account for the lack of hours worked. Each month you will be required to submit a time log in either Microsoft Word or Excel outlining the days you worked/went to class and the number of hours per day which you worked, something like this:

- June 10 - 8 hrs
- June 16 - 4 hrs
- June Total: 12 hrs

This is, of course only an example - you would probably have many more line items to get your hours needed. There is no wrong amount of entries or hours worked per month so the points you earn are for actually turning in the log.

IHC Paperwork Completion

Due: Thursday, August 10th at 11:59 pm

If you decide to work with IHC to get more experience, there are more requirements which must be completed. Certain information must be submitted to the internship office. Contact **myself before working even one minute with them** in connection to your internship in order to verify everything is in order.

IF IT IS FOUND THAT YOU WORKED FOR IHC IN ANY WAY THROUGH YOUR CONNECTION TO THIS CLASS BUT DID NOT COMPLETE THE APPROPRIATE PAPERWORK YOU WILL LOSE ALL OF THESE POINTS CAUSING YOU TO FAIL THE COURSE.

In order to keep these points you must write me a one sentence essay which either reads:

1. "I did not participate with IHC in any way and therefore did not need to submit any added application or additional paperwork." OR
2. "As you can see in the internship application portal I submitted the proper paperwork to legally participate in the IHC program."

Final Evaluation

Due: Thursday, August 10th at 11:59 pm

Answer the following list of questions where applicable. Answers should be submitted in complete sentences and/or paragraphs and the question need not be included in your answer.

1. Identify one thing you feel needs to improve within the organization/course you are participating in.
2. What is one of the most rewarding experiences you had during your internship?
3. What is one of the hardest things you had to face as part of your internship?
4. For Returning Interns
 - a. What is one thing you learned about being an EMT that you didn't learn in previous experiences?
 - b. What are your feelings about the leadership component of being a more seasoned EMT?
5. How has this semester shaped your thoughts about future work in the realm of emergency medicine?

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another.

Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

StDev 496R Syllabus

Advanced Legal Internships Fall 2016

Professor

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801.422.2318, 3328 WSC

Office Hours: M-F 10-11

Teaching Assistant

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Course Description

The legal internship course provides students with an opportunity to interact with legal professionals through a placed legal internship and allows students to reflect on what they are learning during their internship.

Course Outcomes and Assessment Tools

Upon completing the course, students will be able to do the following:

- Students will have a better understanding of what a legal education and career requires and provides.
- Students will be able to more accurately assess whether or not a legal education and career is the correct choice for them.
- Students will feel comfortable interacting with legal professionals.

All learning outcomes will be assessed by the following:

- Completion of 42 internship hours per credit
- Journal entries
- Final evaluation
- Firm evaluation

Suggested—*not required*—Text

Black's Law Dictionary (the definitive legal dictionary).

Copies are available in the law library, but because you may frequently run into unfamiliar legal terms during your internship, it can be helpful to have your own copy that you can take with you and have on-hand when doing assignments.

Grading

Your grade will be weighted according to the following breakdown:

15 %	30 pts	Attendance at mandatory meetings
	10 pts	Completion of final evaluation
	10 pts	Completion of firm evaluation
	10 pts	Attendance at Law Fair
	5 pts	Résumé edit
25 %	52 pts	Completion of weekly assignments
60 %	42 pts	Completion of 42 internship hours

Grade Breakdown

A 93.6%–100%	B- 80%–83.5%	D+ 66.6%–69.9%
A- 90%–93.5%	C+ 76.6%–79.9%	D 63.6%–66.5%
B+ 86.6%–89.9%	C 73.6%–76.5%	D- 60%–63.5%
B 83.6%–86.5%	C- 70%–73.5%	E 59.9% or less

Mandatory Meetings

Attendance at these meetings is mandatory—failure to attend these meetings will result in you failing the course. NO exceptions will be made.

Orientation Meeting

Thursday, September 1 from 11:00 AM to 11:50 AM in 3380 WSC

At the beginning of the semester there will be an orientation meeting where you will receive your attorney's contact information and course information that will prepare you for your internship. This meeting is worth 10 points.

Brown Bag Lunch

Thursday, October 13 from 11:00 AM to 11:50 AM in 3211 WSC

During the semester, there will be a brown bag lunch where you discuss your experience so far with the other interns. You will also turn in a **copy of your log of your hours up to this point**. You do not need to have a specific number of hours logged, but seeing where you are at the mid-point of the semester gives you a chance to plan your hours for the rest of the semester and helps us see how the internship is progressing. **Bringing the copy of your log counts as part of your attendance at this meeting.** This meeting is worth 10 points.

Law Fair

Wednesday, October 26 from 10:00 AM to 2:00 PM in the Wilk Ballroom

Representatives from over 120 law schools will have booths at the fair where you can find out more about their admissions process, scholarship opportunities, school amenities, and more. You are required to attend the fair for a least one hour and take notes. You will use those notes to write your journal entry for that week (Journal 8). Going to the fair is worth 10 points. Your write-up journal entry will provide proof of attendance.

Completion of Internship Hours

Forty-two hours is the amount set by the department and is the general university standard for 1.0 credit. You *must* complete the hours required for the amount of credit you registered for (i.e. 1 credit=42 hours, 2 credits=84 hours, 3 credits=126 hours). Any time spent on internship work whether done in the offices or not can count, including:

- Research
- Writing
- Conversations with attorneys
- Court observation¹

However, time spent commuting to and from the office does **NOT** count as internship hours. Also, time spent doing weekly homework assignments or extra credit does **NOT** count as internship hours. **Keep track of all your hours on the weekly log included in this packet. You will be required to turn in the weekly log at the final meeting.**

¹ If additional hours are required, student may observe court at the Utah County Justice Court. A schedule of daily proceedings is available at <http://www.co.utah.ut.us/Dept/JustCrt/index.asp>. *You must get approval from the TA before attending!*

Completion of Final and Firm Evaluations

At the end of the semester, you will complete a final evaluation based on a series of questions that will be provided to you (see sample included in this packet for list of questions). Your response must be 12 pt. font, 2–4 pages, single-spaced, and typed. If your evaluation does not meet these requirements, you will not receive full credit.

Also, you will be required to submit a completed firm evaluation with your experience provider. Set up a final meeting with your supervisor to evaluate your performance over the semester together. Make sure your attorney fully completes the survey and that you both sign it. A copy of this form can be found on Learning Suite as well as in this packet.

Both evaluations are due on **Thursday, December 8th (the last day of classes) by 5:00 PM**. Each is worth 10 points for a total of 20 points.

Extra Credit

You may receive extra credit by attending the following activities and emailing the TA of the course within a week of attendance with a one-paragraph write-up of the event. You can receive up to 10 points of extra credit from these activities (in addition to the extra credit points from the syllabus) and each one will be worth 5 points (You may only count one personal statement seminar session for credit).

- *Wednesday, September 14th – Personal Statement Seminar*
 - This presentation will cover how to get started on that very important, yet difficult to write, personal statement. Scheduled at 4:00 pm in 3380 of the WSC (Little Theater).
- *Thursday, September 22nd – Graduate School Fair*
 - This is a great opportunity for students to discuss application instructions, degree requirements, and tips for acceptance with admission advisers from over 130 graduate schools. It will be held in the Wilk ballroom from 10 A.M.-2 P.M.
- *Thursday September 29th – Personal Statement Presentation*
 - This presentation will cover how to get started on that very important, yet often difficult to write, personal statement. Scheduled at 11:00 am in 3380 of the WSC (Little Theater).
- *Wednesday, September 28th – Women in Law Event from J. Reuben Clark Law Society*
 - The Women in Law Committee will hold their annual event on Wednesday, September 28, 2016. This year's keynote speaker will be Jane Mitchell, Co-founder and CEO of The Reset Foundation. Ms. Mitchell has been awarded the Westly Prize for young innovators in California, and with her Reset partner, Jen Anderson, has been named on Forbes' list of 30 Under 30 Social Entrepreneurs and as an Open Society Black Male Achievement Fellow. The Reset Foundation has received numerous awards and grants, including a \$500,000 grant from the Google Impact Challenge in 2015. Ms. Mitchell's remarks, entitled "Unlocking Potential: How a Law Degree Amplifies Your Ability to Bless the World," will begin at 6:30 p.m. in Room 303 of the BYU Law School. We invite all attorneys, current law students, and prelaw students, male and female, to attend the keynote speaker session. Subsequent to Ms. Mitchell's remarks, prelaw and current law students and female attorneys are invited to participate in a speed networking session. An RSVP is requested for all who wish to participate in the speed networking. Attorneys may register [here](#), and students may register [here](#). Anyone interested in taking a tour of the BYU Law School can meet in front of Room 303 at 5:45 p.m., before the speaker session.
- *Tuesday, October 11th - Personal Statement Seminar*
 - This presentation will cover how to get started on that very important, yet difficult to write, personal statement. Scheduled at 4:00 pm in 3380 of the WSC (Little Theater).
- *Monday, October 24th - Harvard Law School Visit*
 - Rather than attending our school's Law Fair, Harvard prefers visiting with schools individually. Their visit will be at 4:00 pm in 3380 of the WSC (Little Theater) at 4:00 pm.

- *Tuesday, October 25th - How To Get The Most Out of the Law Fair*
 - Confused about what the Law Fair is and how to actually make it worth your time? Attend this workshop and wonder no more!
- *Wednesday, October 26th – Law Fair*
 - This will be held from 10 AM- 2 PM in the Wilk ballroom. There will be law schools from around the country present and ready to answer questions and give out information regarding law school.
- *Thursday, October 27th – Mock Admissions Panel with Richmond University*
 - Richmond University will be visiting to demonstrate how a law school admissions panel evaluates each candidate and makes decisions. This will be held in room 3223 WSC.

Weekly Assignments

Each week you will have an assignment due by **Monday** night at **midnight** that you submit via Learning Suite. Each entry is worth 4 points. **Late assignments are not accepted.** Each journal will be a discussion of two things:

1. Describe what you are currently working on and reflect on what you have learned that week (1 point)
2. Respond to the weekly topic listed in the assignment schedule. (3 points)

You do not need to divide the space evenly between the topics, but must address each in turn (see sample journal entry on page 8 of this syllabus). If you discuss both topics and meet the required word count of **400** words or more, **you will receive full credit.** Failing to include a word count on the journal entry will cost you **½ a point.**

Assignment Schedule

Week	Assignment	Description	Due Date
1	Orientation Meeting (mandatory) <i>*Internship Assessment</i>	You will receive your firm assignment and contact information at this meeting. You will also need to complete the internship assessment survey.	Th Sept 1 11:00-11:50AM in 3380 WSC
	Journal 1 – Personal Objectives	Consider what you want to get out of this internship and list 3 specific objectives for your experience. Think of some specific ways to fulfill those objectives during this semester (e.g. take the initiative, ask to go to court, request a research assignment, etc.). Take these objectives when you meet with your attorney and discuss how you plan to achieve these goals.	Sept 5
2	Journal 2 – Simple Legal Research <i>*Résumé edits should be completed by this time.</i>	Find the following case using Lexis-Nexis Academic: 879 P.2d 1371 Answer the following questions: Who is bringing the case before the court? Who is being defended? What happened to the plaintiff? What did the defense state on their behalf? What was the outcome according to the court? What was the dissent? Which opinion do you think is right and why?	Sept 12
3	Journal 3 – Legal Terms and Definitions	See attachment reading on Learning Suite and use <i>Black's Law Dictionary</i> to define the terms.	Sept 19
4	Journal 4 – Client Satisfaction	See attachment reading on Learning Suite and answer the provided question(s).	Sept 26
5	Journal 5 – Surrogacy Case 1	See attachment reading on Learning Suite and answer the provided question(s).	Oct 3
6	Midcourse Firm Evaluation	Meet with the contact at your firm and fill out the attached form. Use this as an opportunity to ask questions that will improve your internship experience.	Oct 10
7	Brown Bag Lunch (mandatory)	Bring your lunch and a copy of your log of your hours up to this point and come prepared to meet with the other interns to discuss your experience—what has worked? What hasn't? What did you do to improve your experience? Is your experience similar to other interns? Brainstorm with the other interns to determine what other experiences you may want to have before the internship ends. What are your concerns?	Th Oct 13 11-11:50AM in 3211 WSC
	Journal 6 – Follow up from Brown Bag Lunch - Meaningful Experience	Question 1: Share a meaningful experience that you have had thus far and what you have learned from it. Question 2: What are some of the things you admire about the attorney you work with? Are there practices or habits that you would seek to emulate?	Oct 17

8	Law Fair (mandatory)	Representatives from over 120 law schools will have booths at the fair where you can find out more about their admissions process, scholarship opportunities, school amenities, and more. You are required to attend the fair for at least one hour and take notes.	Wed Oct 26 10-2 in Wilk Ballroom
	Journal 7 – Follow up from Law Fair	Using your notes, write a one-page, double-spaced write-up about your experience at the Law Fair. Also, check in with how your internship is going.	Oct 31
9	Journal 8 - Surrogacy Case 2	See attachment reading on Learning Suite and answer the provided question(s).	Nov 7
10	Journal 9 – Court Observation	Observe one hour of court. What was your experience? Were the attorneys prepared? What was the case about? What was the judge's decision?	Nov 14
	Journal 10 – The Billable Hour	See attachment reading on Learning Suite and answer the provided question(s): Is the billable hour really dead? Ask your attorney how things are billed at his/her firm. How does your attorney feel about billable hours? What do you think about them? Is this trend here to stay or merely a precautionary reaction to the market?	Nov 21
11	Journal 11 – Lawyers and the Financial Crisis	See attachment reading on Learning Suite and answer the provided question(s).	Nov 28
12	Journal 12 – Application to Education	Question 1: With your internship experience almost complete, has this experience encouraged or discouraged you from attending law school? Question 2: Identify a law school you would be interested in attending—contact the TA and she will provide you with a list of former BYU students attending this law school. Email or meet with the student to find out about his or her law school experience. What do they wish they would have done before law school to prepare?	Dec 5
13	Final Evaluation and Firm Evaluation– Mandatory Final Due in 3328 WSC by 5:00 PM on Thursday, Dec 8th (the last day of classes).	The final evaluation is a series of questions asked about your internship to help you reflect on the experience and help the Prelaw Office determine which internships to continue in future semesters. It is included in this packet, but because you must submit a typed, 2-page, single-spaced, 12. pt font final evaluation, we will have the evaluation available on Learning Suite for your convenience. The final evaluation is worth 10 points. So long as you answer all questions thoroughly and type the document, you will receive credit. If you do not answer all the questions or handwrite the document, you will receive only partial credit. Late evaluations will not be accepted. The firm evaluation is a survey your experience provider must fill out regarding your performance as an intern. Please meet with the contact at your firm to go over the form together and submit the completed and signed form at the final mandatory meeting. Late or incomplete evaluations will not be accepted.	Dec 8

Frequently Asked Questions

What kind of work will I be doing?

The work you will be doing varies by firm and intern. We have had interns do everything from go to court to legal research to answering phones to filing to reconstructing an accident scene on a freeway. In some cases, the attorneys underestimate your abilities and might have a tendency to give you more menial work. In these situations, do the work assigned as best as possible but take the initiative to ask for more advanced assignments or to get involved in things that you are interested in. In other cases, the attorney might overestimate your abilities; in these situations ask as many questions as possible, and if you become very uncomfortable with the assignment let the attorney know your concerns. It is also important to realize that while you are doing this internship to gain meaningful legal experience, much of that experience can come by way of observation. You are not legally trained and because of that, you cannot do the work that an attorney can do. However, even by doing something as simple as answering phones, filing, etc. you can get a better idea for what attorneys have to do on a daily basis.

What if I am not getting enough hours?

Sometimes law firms are less than creative in the assignments they give to you and can run out of things for you to do. In this case, you should first try to work with your law firm to create meaningful legal opportunities for you. Take the initiative and don't be afraid to ask for such opportunities. Ideas for things you could ask to do include legal research, observing any legal proceeding (court appearances, depositions, client meetings, etc.), drafting of legal documents, and a myriad of other things. Sometimes despite a student's best efforts, they are not able to secure enough assignments from the law firm in order to meet their 42 hours. In the rare case that this happens, please contact Professor Carlston immediately (do not wait until the end of the semester) and she will work out something with you to make sure you get all your hours.

What if my attorneys are impossible to get a hold of?

Attorneys, like many professionals, are generally very busy people and can sometimes be hard to get a hold of. First of all, be persistent. Call as many times as necessary and visit the office if needed. Second, try to set up a weekly meeting time with the attorney where you can discuss assignments and upcoming observational opportunities. Third, follow-up by confirming every visit with a phone call or email until you come to know the attorney well enough to know whether they are the type of attorney to remember such meetings or whether they are the type who are so busy that they might forget an internship meeting.

Honor Code Standards

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact **be** your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards.

Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 801.422.2847 if you have questions about those standards.

Preventing Sexual Discrimination or Harassment

By law, Brigham Young University is obligated to protect its students from gender discrimination, including unlawful sexual harassment, in all programs and activities sponsored by the university. As you embark on your internship, please be aware of what constitutes sexual harassment and what you should do if you encounter it during your internship opportunity.

Definition

Sexual harassment is defined as *unwelcome* sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made a term or condition of an individual's employment, or
- Submission to or rejection of the conduct by an individual is used as a basis for employment decisions affecting the individual; or

- The conduct interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

Examples

Behaviors that contribute to a hostile environment include, but are not limited to:

- Discussing sexual activities
- Telling off-color jokes
- Unnecessary touching
- Commenting on physical attributes
- Displaying sexually suggestive pictures
- Using crude language or demeaning or inappropriate terms
- Using indecent gestures
- Engaging in hostile physical conduct

Appropriate Response

Both employers and employees have a responsibility to prevent and stop workplace harassment. If you experience harassment while participating in a BYU-sponsored internship, report the behavior to your internship coordinator and your experience provider. They will take appropriate action to address and correct the behavior. You may also contact the university's Equal Opportunity Manager or 24-hour hotline at:

Equal Opportunity Manager
 Brigham Young University
 801.422.5895
 sue_demartini@byu.edu
 24-hour hotline: 1.888.238.1062

Students with Disabilities

If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

Addendum to the Syllabus—For REPEAT Interns ONLY

If you have already taken the legal internship class in the past, you may choose an alternate assignment schedule in lieu of journal entries. The alternate assignment schedule includes Attendance at Law Conference, Journal entries 6, 7, 9, and 10 and a final paper **due at the final evaluation meeting**. The paper will be worth **40 points of your assignments section** and Journal Entries 6, 7, 9 & 10 will be worth **12 points of your assignments section**. The paper requirements are as follows: write a 10-12 page, double-spaced paper using 12 pt. font that either

- A. Thoroughly covers a research topic that he/she is currently working on at his/her firm. Analyze and develop the legal topic you choose within your paper. Please include citations in Bluebook format. If you are unsure of the paper format, refer to a copy of the *Prelaw Review* for an idea. Copies are available in the Prelaw Office (3328 WSC) for \$5 or you may check them out from the library. *This paper may also be submitted for the 2012 edition of the BYU Prelaw Review, which is a great way to get published and have your work read by over 300 institutions and all 200 law schools in the nation.*

or

- B. Answers the following questions:
 - Considering this may be the second or third time you've completed a legal internship through BYU Prelaw, what has been the best experience you've had in our program thus far? Do you still keep in contact with the attorney(s) you formerly worked with? How has this experience influenced your decision to go to law school?

- What has been the most challenging aspect of the legal internship program for you? How has the fact that you've completed an internship with us before helped prepare you for your current position? How do you feel it has prepared you for law school?
- What notable change or difference have you found in yourself from your first internship experience to your current one? What do you wish you would have known when you first participated as a legal intern that you feel would have helped you now?
- Why did you decide to participate in our program multiple times? Do you think it will help you get into law school and if so, how?
- How do you think your extensive experience as a legal intern will help you once you enter into the legal career field?

Please feel free to either

- Answer each question as an open-ended essay question or
- Write a contemplative essay that elaborates and ties together each of the 5 questions.

We will be reading each paper and will grade it according to how well it answers each question and whether it meets the aforementioned requirements (page length and format).

Sample Student Journal

St Dev 496R: Legal Internship

Name: John Cougar

Experience Provider: The Law Offices of Smith and Johnson

Journal Number: 11

Current Assignments/Weekly Reflection

This week I spent most of my time in the office sorting medical records into chronological order. I was also able to spend some time out of the office observing a Social Security hearing. It was very interesting and I enjoyed it a lot. I will say more about it later on.

The most rewarding experience of this last week was definitely being able to observe the hearing in Salt Lake City. The limit of my courtroom experiences prior to this extends to Judge Judy occasionally on TV and I honestly can't stand to watch it because it seems to show nothing but the bad side of humanity. I was impressed with the professionalism and civility of all who were involved in the case. I think that because of the type of law our firm is engaged in the intensity level is not as high as when two parties have diametrically opposing claims and are trying to hash it out. I realize that although I may not be cut out for every type of law, there are still some fields that I think I would really enjoy.

Journal – Attorneys at the Firm

I personally feel that the reading does not adequately address the question posed by the assignment. The case in question is about the legality of one bank's non-disclosure of bonuses to its shareholders which appears to be a breach of law. I agree that if both the SEC and the Bank of America claim the attorneys OK'd the action, then client-attorney privilege should be waived and the interactions of the law firm and bank should be examined to see where the true responsibility lies *for the non-disclosure charges*. However, the fact that the bank or lawyers did not disclose the bonus information is not sufficient grounds, in my opinion, to indicate or infer that the bank or legal firm is responsible for the meltdown of 2008–2009, especially since the New York Times article mentions that the bank had already received bailout money. In other words, the meltdown was already underway and the payment of bonuses with some of that money had little to do with the earlier effects of loaning too much money to those who couldn't pay it back. Legal firms are paid to advise on legal matters and are not paid to be financial advisors; that's what bankers are for. I believe that most logical minds would see that high risk lending can risk serious losses and given the lack of evidence regarding whether or not such lending was or was not legal, a logical person would see the banks being at fault.

Word Count: 442

Prelaw Advisement Center Legal Internship Program

Undergraduate Intern—End of Semester Evaluation

Intern Name:
Firm Name:
Supervisor Name:
Date intern notified you about completing this form:
Date Completed:

For each item identified below, circle the number to the right that best fits your judgment of your intern's performance.

Description/Identification of Survey Item	Scale				
	P o o r	Good			E x c e l l e n t
1. The intern arrives at work on time	1	2	3	4	5
2. All projects are completed at the best of the intern's abilities	1	2	3	4	5
3. Projects are completed promptly	1	2	3	4	5
4. The intern follows BYU's Honor Code and dresses appropriately for work	1	2	3	4	5
5. His/her demeanor is professional	1	2	3	4	5
6. The intern makes the most of his/her time at the office	1	2	3	4	5
7. Conversations are kept appropriate in the workplace	1	2	3	4	5
8. The intern respects his/her co-workers and supervisor(s)	1	2	3	4	5
9. The intern asks questions if he/she is unsure how to complete a project	1	2	3	4	5
10. Overall, I feel the intern has made the most of his/her experience at my firm.	1	2	3	4	5
Comments:					

Supervisor Signature: _____

Final Student Evaluation

St Dev 496R: Legal Internship

Name: _____

Semester/Year: _____

Experience Provider: _____

Date: _____

Answer each of the following questions thoroughly in a typed, 2–4 page single spaced paper. This form is due at the final internship meeting and must be stapled to a typed write-up of your answers.

- 1 What has this internship taught you that has encouraged or discouraged you from wanting to attend law school?
- 2 What has this internship taught you that has encouraged or discouraged you from wanting to become an attorney?
- 3 How decided are you now on going or not going to law school versus where you were at the beginning of the semester?
- 4 Would you recommend that we continue placing interns at your internship placement? Why or why not?
- 5 Do you have any recommendations for improving the internship program?

TECHNOLOGY AND ENGINEERING EDUCATION 496
Academic Internship in Technology and Engineering Education
Course Syllabus, Fall Semester 2016
Dr. Kip Christensen

Course Description

This course is a full-time, field-based capstone experience that provides students with a year-long teaching experience under the direction of a mentor teacher and with the support of a university supervisor. During this clinical teaching experience, students combine subject knowledge with principles of pedagogy in a manner that demonstrates appropriate mastery of Utah Effective Teaching Standards (UETS).

BYU Faculty Who Supervise TEE Interns

Dr. Kip Christensen, Coordinator and Supervisor, 230-F SNLB, 801-422-6310w, 801-628-8888c

Dr. Steve Shumway, Supervisor, 230-H SNLB, 801-422-6496w

Dr. Geoff Wright, Supervisor, 230-G SNLB, 801-422-7804w

Seminars

During the first semester of interning, students are required to attend a series of seminars that will support their professional growth and assist them in beginning a professional career in education. See the course schedule for seminar dates and topics.

Overview of Assignments

- During your classing teaching experience, demonstrate appropriate mastery of Utah Effective Teaching Standards (UETS). (This is very understated. Your classroom experience is the big one.)
- Attend school faculty meetings.
- Work closely with your mentor teacher and your university supervisor.
- Attend parent teacher conferences.
- Record a 5-minute video of yourself teaching in your classroom. These will be reviewed and critiqued in one of our seminars.
- Keep a current lesson plan notebook (this can be digital or hard-copy) which includes a copy of all the lesson plans you teach from during your internship (required). It is also suggested that you keep a teaching resource file including any materials you receive from your mentor teacher that you think may be useful later in your professional teaching (optional).
- Complete a thorough and professional Teacher Work Sample (TWS). The TWS should be completed and used in your teaching during the first block of your teaching experience. It is due for evaluation early in the second block. Create the TWS using Word and then submit it on mYlink. We will be discussing these requirements in class. (For questions regarding mYlink, call 801-422-1190.)
- Work closely with your mentor teacher and university supervisor as they complete UPTOP (Utah Preservice Teacher Observation Protocol) assessments of your teaching. You should have the opportunity to discuss/review several formative UPTOP assessments with your mentor teacher and university supervisor prior to receiving your summative assessment. Near the end of your internship you will receive a formal summative assessment of your teaching from both your mentor teacher and your university supervisor. Summative UPTOP assessments will be completed online using mYlink. There is a place on the UPTOP for you to indicate ("initial") that

you have seen the evaluation. It is your responsibility to make sure this is done by the due date listed on the course schedule.

- Wear your photo ID card when in the public school. These are available at 120 MCKB. (Fingerprint and background check are required (but you should already have these).
- Have a final internship interview with the TEE internship coordinator (Dr. Christensen).
- Note: If you plan on graduating this year you need to complete the questionnaire that Rachel Terry and the counseling center mailed to you and then schedule an exit interview with the TEE program chair (Dr. Christensen).

Dress and Professional Conduct

As an intern you are a representative of BYU, TEE and the teaching profession. You should always conduct yourself in a professional manner and display a commitment to teaching. Male interns typically wear a shirt buttoned at the collar, a tie, and dress slacks. A lab coat should be worn while in the lab if appropriate. Female student teachers typically wear dress slacks, a skirt (with appropriate blouse) or a dress. Dress at least as nice as your mentor teacher. It is better to be overdressed than underdressed. Students should address interns as Mr./Mrs./Ms., rather than by your first name or a nick-name.

Attendance and Punctuality

Interns are required to arrive at school at least 30 minutes prior to the beginning of the first class period and to remain at the school a minimum of 30 minutes after the end of the last class period. Every effort should be made to not miss any days of school during your internship. If it is necessary to miss all or part of a day of school for any reason, interns must contact their mentor teacher, BYU supervisor, and TEE student teaching coordinator (Dr. Christensen). These contacts must be made prior to the absence. You must also make preparations and arrangements for a substitute teacher to take your place while you are gone.

Lesson Plans

Interns are expected to have written, well organized lesson plans for each presentation made to the students. This includes demonstrations as well as lectures. Students can usually tell when a teacher is "winging it" or "shooting from the hip". On the days your BYU supervisor visits, have a copy of your lesson plan ready for him to view as you teach your lesson.

University Supervisor Visits

Your BYU supervisor should keep in regular contact with you and should visit you in your school approximately six times during the first semester, and about every four weeks during the second semester. Most visits will be scheduled ahead of time to allow your supervisor to watch you in a formal teaching situation. Some visits may not be scheduled beforehand. Ideally, on most visits, your BYU supervisor will be able to watch you teach a lesson, meet with you individually for a few minutes, and meet with your mentor teacher for a few minutes. It is appropriate to introduce your BYU supervisor to your students during one of his visits.

Keep your BYU supervisor informed and up to date. If things aren't going well, get help from your BYU supervisor early. Don't allow a rough start to continue and to escalate into a downward spiral.

Utah Effective Teachings Standards

The Utah Effective Teaching Standards (UETS) are a description of highly effective teaching as adopted by the Utah State Board of Education (R277-530). They also represent the knowledge and skills necessary to teach the Utah Core Standards. They align with national teaching standards (INTASC, 2011) and current research on effective teaching practice. The categories indicated on the rubrics describe phases of the development of teaching skills from the most basic to the highest levels of attainment and form a continuum of teaching practice. How well you meet UETS expectations during your internship will be evaluated by your mentor teachers and university supervisor using the UPTOP (Utah Preservice Teacher Observation Protocol) form. (Notice that the UPTOP and UETS standards are similar.) Full descriptions and rubrics associated with these standards can be accessed through BYU Learning Suite, and found at: <http://www.uen.org/k12educator/uets/rubric.shtml>

Standard 1: Learner Development. The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.

Standard 2: Learning Differences. The teacher understands individual learner differences and cultural and linguistic diversity.

Standard 3: Learner Environments. The teacher works with learners to create environments that support individual and collaborative learning, social interactions, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

Standard 5: Assessment. The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

Standard 6: Instructional Planning. The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices and the community context.

Standard 7: Instructional Strategies. The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

Standard 8: Reflection and Continuous Growth. The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

Standard 9: Leadership and Collaboration. The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

Standard 10: Professional and Ethical Behavior. The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

Teacher Work Sample

In order to demonstrate that you have mastery of the UETS and INTASC standards you will be required to create a Teacher Work Sample. The seven teaching processes assessed by the Teacher Work Sample are listed below. Instructions for completing the Teacher Work Sample (including assessment rubrics) are posted on BYU Learning Suite (Teacher Work Sample Guidelines).

Process #1, Contextual Factors: The teacher uses information about the learning-teaching context and student individual differences in setting learning goal(s) and planning instruction and assessment.

Process #2, Learning Goals: The teacher sets significant, challenging, varied and appropriate learning goals based on state/district content standards.

Process #3, Assessment Plan: The teacher uses multiple assessment modes aligned with learning goal(s) to assess student learning before, during and after instruction.

Process #4, Design for Instruction: The teacher designs instruction for specific learning goal(s) that address characteristics and needs of students, and the learning context.

Process #5, Instructional Decision Making: The teacher uses ongoing analysis of student learning to make instructional decisions.

Process #6, Report of Student Learning: The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Process #7, Reflection and Self-Evaluation: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

(BYU) Students with Disabilities: If any of you have any disability which may impair your ability to successfully complete this course, please let the instructor know during the first week of class. Accommodations are coordinated through the instructor in consultation with the services for Students with Disabilities (SSD) Office and may require medical and/or psychological documentation. The SSD office is located in 160 SWKT, 378-2767.

Preventing Sexual Harassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The BYU policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

TMA 199R, 299R, 399R, 496R - Academic Internship

Instructor/TA Info

Instructor Information

Name: Kyle Stapley

Office Location: D-581 HFAC

Office Phone: 801-422-4576

Email: kyle_stapley@byu.edu

Course Information

Description

The Department of Theater and Media Arts encourages all students to enhance their academic education with an internship related to their field of study. As students receive hands-on work experience within the internship, they are able to assess their interests, gain confidence, and develop professional skills. Many students have found that internships are the best route to full-time employment following graduation.

As you begin your internship, you are expected to do your best in learning from those who have hired you as an intern. How hard you work will be a reflection not only on yourself, but also on future BYU interns the company may want to bring on. Make sure you leave an impression that can open doors for others as well as yourself.

Grading Policy

In addition to performing your on-the-job internship activities, you will need to submit a work log/journal and a written report about your internship experience. The work log/journal and report become the record of what you have learned in the internship and are the primary means by which the internship coordinator evaluates your internship. Your work will be evaluated on how you analyze your experience and reflect on what you learned and how well you present your ideas in an understandable manner.

Work Log/Journal (10 points each)

The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly in order to receive full credit. These can be found in the "Exams" section of Learning Suite. Because not all internships are the same length in time, you will only need to create work logs/journal for the weeks you are working on your internship. If you complete your internship before finals, please let me know via email so I can know when to stop grading your journals. If you start mid semester, please start with Journal #1 for your first week and continue until the end of your semester/internship.

Supervisor Evaluation (20 points)

At the end of your internship, you will be required to have your internship supervisor submit an online evaluation of your work during the semester. The link to the evaluation can be found by clicking on the Supervisor Evaluation Assignment.

Written Report (100 points)

The written report, which is due at the end of your internship experience (usually during finals week), should be 1-2 pages (single spaced) per credit hour and address different aspects of your internship. This report will need to be uploaded to learning suite. Following are points you should cover in your report:

- An introduction explaining the setting where you completed your internship and how your job related to the entire work of your organization. Your narrative should be descriptive and factual.
- An analysis and evaluation of your status and contribution within the organization as a whole, and of the actual work you did during your internship. In this section, you should consider the issues at the heart of your future profession and discuss the implication of your experience on your future educational and occupational goals.

- A thoughtful assessment of the skills and abilities you learned, including how your previous goals and objectives for the internship were met.
- Include your overall feelings regarding the internship experience – Did you feel what you did for the company was relevant? Was the overall experience rewarding?

Assignments

Assignment Descriptions

Weekly Work Log/Journal 01

Due: Wednesday, Dec 07 at 12:00 pm

The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 12

Due: Thursday, Dec 15 at 12:00 pm

The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 11

Due: Thursday, Dec 15 at 12:00 pm

The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include

actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 06

Due: Thursday, Dec 15 at 12:00 pm

The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 15

Due: Thursday, Dec 15 at 12:00 pm

The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 02

Due: Thursday, Dec 15 at 12:00 pm

The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 05

Due: Thursday, Dec 15 at 12:00 pm

The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include

actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 10

Due: Thursday, Dec 15 at 12:00 pm

The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 03

Due: Thursday, Dec 15 at 12:00 pm

The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 13

Due: Thursday, Dec 15 at 12:00 pm

The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 04

Due: Thursday, Dec 15 at 12:00 pm

The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include

actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 09

Due: Thursday, Dec 15 at 12:00 pm

The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 08

Due: Thursday, Dec 15 at 12:00 pm

The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 07

Due: Thursday, Dec 15 at 12:00 pm

The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Weekly Work Log/Journal 14

Due: Thursday, Dec 15 at 12:00 pm

The work log/journal consists of a descriptive summary of your internship activities for each week, problems you may have encountered or new concepts you've learned, and self-reflection on your experiences. Also include

actual hours worked during the specified week. These summaries must be turned in weekly to your internship coordinator in order to receive full credit.

Final Written Report

Due: Thursday, Dec 15 at 11:59 pm

The Final Written Report, which is due at the end of your internship experience (usually during finals week), should be 1-2 pages (single spaced) per credit hour and address different aspects of your internship. Following are points you should cover in your report:

- An introduction explaining the setting where you completed your internship and how your job related to the entire work of your organization. Your narrative should be descriptive and factual.
- An analysis and evaluation of your status and contribution within the organization as a whole, and of the actual work you did during your internship. In this section, you should consider the issues at the heart of your future profession and discuss the implication of your experience on your future educational and occupational goals.
- A thoughtful assessment of the skills and abilities you learned, including how your previous goals and objectives for the internship were met.
- Include your overall feelings regarding the internship experience – Did you feel what you did for the company was relevant? Was the overall experience rewarding?

Supervisor Evaluation

Due: Thursday, Dec 15 at 11:59 pm

As part of your final grade, you are required to have your supervisor fill out an evaluation of your performance during your internship. Please share the following link to the evaluation survey with your supervisor.

TMA Internship Evaluation Survey:

<https://form.jotform.com/53625452644154>

Once filled out, the form will automatically be sent to me and I will input your score. It is up to you to make sure your supervisor fills out the evaluation. If you have a problem, please let me know before the due date.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at

<https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples,

and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1	Column 2
M Aug 29 Monday	First Day of Fall Semester (08/29/2016 - 12/08/2016)	
T Aug 30 Tuesday		
W Aug 31 Wednesday		

Th Sep 01

Thursday

F Sep 02

Friday

M Sep 05

Labor Day

Monday

Turn in Weekly Work

Log/Journal

T Sep 06

**Add/Drop Deadline (Full
Semester & 1st Term)**

Tuesday

W Sep 07

Wednesday

Th Sep 08

Thursday

F Sep 09

Friday

M Sep 12

Turn in Weekly Work

Monday

Log/Journal

T Sep 13

Tuesday

W Sep 14

Wednesday

Th Sep 15

Thursday

F Sep 16

Friday

M Sep 19

Turn in Weekly Work

Monday

Log/Journal

T Sep 20

Tuesday

W Sep 21

Wednesday

Th Sep 22

Thursday

F Sep 23

Friday

M Sep 26 Turn in Weekly Work

Monday Log/Journal

T Sep 27

Tuesday

W Sep 28

Wednesday

Th Sep 29

Thursday

F Sep 30

Friday

M Oct 03 Turn in Weekly Work

Monday Log/Journal

T Oct 04

Tuesday

W Oct 05

Wednesday

Th Oct 06

Thursday

F Oct 07

Friday

M Oct 10	Turn in Weekly Work
Monday	Log/Journal
T Oct 11	
Tuesday	
W Oct 12	
Wednesday	
Th Oct 13	
Thursday	
F Oct 14	
Friday	
M Oct 17	Turn in Weekly Work
Monday	Log/Journal
T Oct 18	
Tuesday	
W Oct 19	
Wednesday	
Th Oct 20	
Thursday	
F Oct 21	
Friday	
M Oct 24	Turn in Weekly Work
Monday	Log/Journal
T Oct 25	
Tuesday	
W Oct 26	
Wednesday	
Th Oct 27	
Thursday	

F Oct 28

Friday

M Oct 31 Turn in Weekly Work

Monday Log/Journal

Turn in Weekly Work

Log/Journal

T Nov 01

Tuesday

W Nov 02

Wednesday

Th Nov 03

Thursday

F Nov 04

Friday

M Nov 07 **Withdraw Deadline (Full**

Monday **Semester)**

Turn in Weekly Work

Log/Journal

T Nov 08

Tuesday

W Nov 09

Wednesday

Th Nov 10

Thursday

F Nov 11

Friday

M Nov 14	Turn in Weekly Work
Monday	Log/Journal
T Nov 15	
Tuesday	
W Nov 16	
Wednesday	
Th Nov 17	
Thursday	
F Nov 18	
Friday	
M Nov 21	Turn in Weekly Work
Monday	Log/Journal
	Turn in Weekly Work
	Log/Journal
T Nov 22	Friday Instruction
Tuesday	
W Nov 23	No Classes
Wednesday	
Th Nov 24	Thanksgiving Holiday
Thursday	
F Nov 25	Thanksgiving Holiday
Friday	
M Nov 28	Turn in Weekly Work
Monday	Log/Journal
T Nov 29	
Tuesday	
W Nov 30	
Wednesday	

Th Dec 01	
Thursday	
F Dec 02	
Friday	
M Dec 05	
Monday	
T Dec 06	
Tuesday	
W Dec 07	
Wednesday	
Th Dec 08	Last Day of Fall Semester
Thursday	(08/29/2016 - 12/08/2016)
F Dec 09	Fall Exam Preparation
Friday	(12/09/2016 - 12/09/2016)
M Dec 12	
Monday	
T Dec 13	
Tuesday	
W Dec 14	
Wednesday	
Th Dec 15	All Work Logs/Journals are due
Thursday	today.
	Final Paper Due

STATEMENT OF EXPECTATIONS

Women's Studies 399R

Internship Supervisor: Please briefly discuss the main objectives of the internship with the student before the internship begins. This statement should represent an agreement between you and the intern regarding the expectations for the internships.

1. Describe the internship. Specifically mention the process of orientation, major activities to be completed, learning outcomes to be attained, skills to be developed, and overall intern responsibilities.

2. The student is expected to work _____ amount of hours each week over these days:

Monday Tuesday Wednesday Thursday Friday Saturday

Internship Supervisor's Name (printed)

BYU Intern's Name (printed)

Internship Supervisor's Signature

BYU Intern's Signature

Date: _____

Date: _____

Please send all required documents to the Women Studies Internship Advisor:

Amy Harris
2150 JFSB
Provo, UT 84602
amy.harris@byu.edu

Women's Studies 399R
Academic Internship
Summer 2016

Academic Internship Advisor

Dr. Renata Forste

2025 JFSB

Renata_Forste@byu.edu

Ext: 2-3146

Internship Coordinator

Tiffany Wixom

2130 JFSB

wsinternships@byu.edu

Ext. 2-1789

Course Description and Objectives

Women's Studies 399R, Academic Internship, is an educational experience that allows the student to learn from professionals outside the classroom. The Internship Supervisor directs the work experience on the job; they outline tasks, train the intern, and assess performance. The Internship Supervisor will also evaluate the student's actual performance once at mid-semester and again at the completion of the internship. The student is responsible to their Internship Supervisor just as any employee is to his or her employer and is expected to follow the BYU Honor Code and be professional in dress and behavior. The student is also responsible for completing all assignments and sending them in on time. The Academic Advisor will assess the language, research, writing, and analytical skills and abilities the student has developed and used during their internship experience based upon the students' assignments and self-assessments.

An internship is to be treated as professional work experience. Do not accept an internship unless you are serious about the opportunity and can complete all the requirements expected of you. If your performance does not meet the established standards, the internship provider is not obligated to continue the student's internship. The Internship Coordinator reserves the right to contact the experience provider or the student to check on progress, solve problems, provide input or explain expectations.

Learning Outcomes

Specific learning outcomes will be determined by the Internship Supervisor within the first 2 weeks of a student's internship start date. This will be part of the students Statement of Expectations, which is the first assignment of the class (see assignments). This will help the student focus on specific skills they are expected to learn and leave the internship with. At the end of the semester the Internship Provider will evaluate whether these skills/goals were acquired/achieved.

Earning Credit for an Academic Internship

Students cannot earn academic credit if they receive an hourly wage at their internship; however, a onetime stipend is permitted. Students may register for anywhere from 0.5 to 6.0 hours of academic internship credit. It is the policy of both BYU and Women's Studies that a student must complete at least 42 hours for every hour of academic credit they are seeking. It is the student's responsibility to keep track of their hours.

Grading

Women's Studies 399R is available only on a PASS/FAIL basis. Grades will be awarded based on the student's two written reports, two self-assessments, the internship supervisor's two evaluations, and the FULL completion of the required hours.

Assignments

All assignments are due by midnight on the date listed. However, due to the nature of each student's individual internship, some students may reach their deadlines at different times than what is listed. Please refer to the "General Timeframe" deadlines below and work with the Internship Coordinator to set appropriate individual deadlines for each assignment if necessary.

Schedule

June 24th: Statement of expectations due

July 15th: Mid-term self-assessment and supervisor evaluation of the intern due

August 8th: Final self-assessment, internship report, and supervisor evaluation due

Submitting Your Assignments

Students can download a PDF copy of all forms from the [Women's Studies website](#) (under the Students/Alumni tab) or they can pick up a hardcopy in the Women's Studies office. All assignments are to be submitted to the Internship Coordinator; e-mail is preferred but hard copies are welcome too.

Internship Advisor

Dr. Renata Forste

Renata_Forste@byu.edu

Brigham Young University

2025 JFSB

Provo, UT 84602

Internship Coordinator

Tiffany Wixom

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Provo, UT 84602

Assignment Guidelines

Student Self-Assessments and Supervisor Evaluations

Twice during the semester or term, you must complete a self-assessment of your performance on the job. This will give you an opportunity to reflect on your work and how it relates to your education. This form is essentially the same as the one that your Internship Supervisor will submit to the Women's Studies Internship Coordinator when they complete their mid-term and final evaluations of your performance. Your self-assessment, however, should be completed independently. This is also your opportunity to evaluate your internship provider and/or supervisor and to address any concerns you may have about your internship experience, especially if your

expectations and learning outcomes are not being met. If necessary, the Women's Studies Internship Coordinator and/or the Faculty Advisor may contact your supervisor to address any concerns. It is the responsibility of each intern to ensure that their Internship Supervisor also receives the Mid-term and Final Evaluation forms and submits those to the Women's Studies Internship Coordinator by the established due date.

Internship Final Report

Requirements: 3-5 pages, double-spaced

The purpose of this report is to offer a thoughtful assessment of your entire internship experience. Remember that this internship was done for Women's Studies credit, so you should emphasize learning that pertains directly to women's studies. Your report should address some or all of these questions:

- How has your internship drawn on your women's studies training (from previous coursework and/or internships) and how has your internship refined or added to that knowledge? (Hint: This is the most important question so be sure to address it.)
- What are some of the new skills and abilities you have acquired in the course of your work? How will you continue to master or maintain the skills you acquired during this internship experience and how will you develop related skills in the future?
- What was the educational value of the internship experience? How has it enriched the overall education you are getting at BYU and the more specialized education you are obtaining through the Women's Studies program? Would you recommend a similar internship experience to other history students and why?
- How has your internship expanded your understanding of careers in women's studies? Did it inspire you or deter you from wanting to pursue a career related to women's studies (or perhaps just that particular profession)?
- Why is the experience deserving of academic credit?
- HOURS: Please include your total number of hours worked at the top of your report.