Internship Guidelines

Description:

An internship allows the student an opportunity to bridge theory and practice. It is a learning experience that permits students to apply knowledge acquired in the academic classroom within the professional setting. Such experiential learning supplements academic theory, helps the student to identify personal strengths and guides her/him into specialized fields within the profession (marketing, media relations, financial management, etc.). Perhaps equally as important is the chance for the student to begin to establish the professional network so essential for access to, and movement within, the profession.

Most internship placements are unpaid positions offered by sport or fitness organizations in a learning partnership with the College. On occasion, the organization may provide compensation but this is not the standard in the field. Because the time spent is not compensated, federal labor statutes require that a student be officially enrolled in Kinesiology 395 as an academic course to receive the “internship” waiver required by the aforementioned labor statutes.

The purpose of internships is to introduce students to new learning experiences that will allow them to develop new practical skills based on their existing theoretical framework. Therefore we encourage students to participate in internships outside their regular place of employment if the internship is related to their current job duties.

Students may enroll in multiple internships throughout the course of their study in the Graduate Kinesiology program with the approval of the program director.

Minimum Requirements:

1. Selection for an internship by a local sport or fitness organization of choice. The student may personally research internship opportunities and interview for any opportunity that furthers the student’s professional aspirations in the field. Optionally, the student may seek assistance from Kinesiology faculty to identify internship opportunities. In most cases, the student must still interview for such an opportunity and be selected by the organization. The faculty makes no guarantees that an opportunity leads directly to an internship.

2. An approved academic reading list to supplement the internship experience (final approval is granted by the faculty instructor, but onsite supervisors can provide suggestions if they choose to do so).

3. A minimum of 90 hours for 1 unit, 120 hours for 2 units, and 135 hours for 3 units on-site at the sport or fitness organization over the course of the semester. The organization and the student are responsible for establishing work schedule and duration of the internship. The College is involved only to the extent of the “minimum hourly on-site requirement.” Students may not concentrate internship hours during the semester, work should be completed consistently on a week-to-week basis unless otherwise specified by the site supervisor and approved by the KINES 395 instructor.
4. An official supervisor/mentor at the sport or fitness organization with whom the student meets regularly to review internship progress. The site supervisor should be someone in a professional position at the internship site who is able to make commitments on behalf of the organization and who will work closely with the student during the course of the internship, providing sound professional judgment and mentoring in the skill areas assigned. Graduate Kinesiology faculty reserve the right to deny approval or revoke an approved site and their internship opportunity should they feel, at any time, that the professional qualifications of the site supervisor are not sufficient or the internship does not provide learning experiences at a professional level. Student feedback for sites and site supervisors is collected every semester and a review of sites is made as conditions warrant.

5. Attendance at periodic class sessions/progress meetings with the KINES 395 instructor.

6. A weekly journal detailing internship responsibilities and learning experiences.

7. A final paper summarizing the experience and their personal learning outcomes and relating it to the reading and past academic learning (this 20-30 page paper must be of graduate level academic quality utilizing APA guidelines).

Course Learning Outcomes:

Upon completion of the internship the student:

1. Will know varying methods of applying skills and knowledge acquired in the classroom.
2. Will understand the professional requirements for access to and success in the field.
3. Will appreciate the need for flexibility and creativity in the application of knowledge.
4. Will understand the adjustments in leadership/supervision required by different circumstances and work groups.
5. Will know the work ethic and skills required for success in the field.
6. Will have initiated a professional network.
7. Will have applied basic concepts of management and administration.

Personal Learning Outcomes:

Students will be required to identify, describe, and document at least three personal learning outcomes specific to their internship to help ensure their internship experience is congruent with their personal, professional goals. For example, a learning outcome for a student with a strength and conditioning internship who wants to be a coach at the college level might be: “develop an effective, weekly strength training program for a college rugby player.” These outcomes must be included on the student’s internship petition and approved by the KINES 395 instructor and site supervisor. For help developing these outcomes please see Appendix A: Writing Learning Outcomes.
Student Responsibilities

1. Make sure that you are fully prepared academically for the internship. Generally students should have completed and passed one full summer session or at least KINES 300 prior to enrolling in an internship.

2. Research internship opportunities and apply for those you find interesting and for which you feel adequately prepared. It is recommended that you start researching internship opportunities the semester before you want to enroll in an internship to give you adequate time to apply, interview and be selected for the internship and to submit the necessary paperwork and receive the necessary approvals to enroll in the internship. For example if you are planning on enrolling in an internship in spring semester, you should begin researching internships at the beginning of the fall semester. A short list of current internship opportunities and other useful resources to help you in your search is available on the Graduate Kinesiology website under the “Current Students” tab.

3. Discuss these opportunities and others with the instructor for the course to ensure they are a good fit for the program requirements and your personal goals.

4. Interview as necessary to secure the internship.

5. Once selected, become familiar with all policies and procedures of the sport or fitness organization.

6. **Enroll in the Kinesiology 395 internship class.** Directions on the proper enrollment procedures can be found on the Graduate Kinesiology website under the “Current Students” tab. Petitions must be submitted and approved by 5:00 PM Pacific Time on the last day of the Add/Drop period. Petitions received after that time may be subject to a late enrollment fee or rejected as per College policies.

7. Discuss and agree upon a specific schedule with the supervising organization. This must meet at least the College minimum requirements, 90 hours over the course of the semester, approximately 7 hours per week for 1 unit internships, 120 hours over the course of the semester, approximately 10 hours per week for 2 unit internships, 135 hours over the course of the semester, and approximately 11 hours per week for 3 unit internships.

8. Ensure that your current work and school schedules allow for that commitment both in terms of on-site hours and the academic requirements, i.e. progress meetings with the instructor, the weekly journal, and final paper. Failure to meet these minimum requirements will result in a failing grade which will affect your overall academic standing in the program.

9. Approach the internship with a positive attitude, a strong work ethic and a willingness to learn.

10. Set mutually agreeable and achievable personal learning outcomes and other goals with the site supervisor and review these with the course instructor.

11. With guidance from the instructor, select an appropriate reading list to supplement the practical experience.

12. Prepare for and attend meetings as established by the site supervisor and meet periodically with the course instructor.
13. Keep a weekly journal documenting experiences, lessons learned and overall observations about your specific job and the sport or fitness organization as a whole.

14. Write the final paper summarizing the experience and discussing the achievement of your personal learning outcomes with references to the reading as appropriate. **The paper is due on the last day of class.** If you will be unable to submit your paper at that time due to unforeseen circumstances such as an acute illness please make other arrangements with your KINES 395 instructor as soon as possible. **Delays may result in an incomplete or failing grade being awarded for the course.**

15. Submit the final evaluation form to the KINES 395 instructor prior to the end of the semester.

**Organization/Site Supervisor Responsibilities**

1. If feasible, prepare a formal job description for the internship.
2. Commit to mentoring the student and to a willingness to support his/her learning opportunities and outcomes.
3. Provide education and guidance on policies and procedures of the organization.
4. Review and approve agreeable and achievable personal learning outcomes with each intern based upon the job description and general learning outcomes listed above.
5. Address and resolve questions or concerns brought to you by your intern(s).
6. Prepare for and lead regular status meetings with the intern(s).
7. Outline the course of work or overall project(s) the intern will be completing on for the internship petition required by the Registrar.
8. Review each intern’s weekly journal and use it as a tool to guide and grow his or her learning experiences and career opportunities.
9. Consult regularly with the SMC instructor for the internship course. While it is the SMC instructor’s responsibility to contact the site supervisor during the internship, you should not hesitate to contact the faculty supervisor when the situation warrants it.
10. Shortly before the end of the semester the Graduate Kinesiology department will email you a brief evaluation form. Please submit the completed form to the program manager or faculty supervisor prior to the end of the semester. Their contact information and the deadline for submission will be included on the form.
Appendix A: Writing Learning Outcomes

Learning outcomes are based on Bloom’s Taxonomy of Learning, which explains why we learn. The taxonomy consists of six levels that build upon each other to create a hierarchy of learning.

- **Remember** - recall and recognize facts
- **Understand** - interpret, translate or paraphrase information remembered (you must remember before you understand)
- **Apply** - use information in a situation different from the original learning context (you must understand before you apply)
- **Analyze** - separate information into its essential elements to make things clear (you must be able to apply in order to analyze)
- **Evaluate** - make judgments or decisions based on information from your analysis and form new information (you must analyze in order to evaluate)
- **Create** - generate new ideas or ways to look at a current issue or idea (you must evaluate before your create)

To write learning outcomes you should focus on the desired end state of a process of learning and how achievement of that end state can be measured. As a result, your learning outcomes should include action words related to one or more of the six levels of learning to demonstrate that a skill was indeed learned or the outcome achieved. Examples include:

- **Remember** — define, recall, list, recognize, memorize
- **Understand** — classify, discuss, explain, identify, describe
- **Apply** — interpret, choose, employ, illustrate
- **Analyze** — contrast, compare, distinguish, differentiate
- **Evaluate** — appraise, judge, select, support
- **Create** — assemble, construct, design, develop, formulate

Other verbs that are sometimes used in academic situations are more vague and therefore less easily measured. These verbs include:

- **Become familiar with,**
- **Appreciate,**
- **Become aware of,**
- **Learn**
- **Know.**

These verbs should be avoided when crafting personal learning outcomes since they are difficult to demonstrate. Think in terms of bullet points on your resume, at the end of this internship what will you be able to tell future employers you achieved and how will you be able to prove that achievement. For instance, if your outcome is to design a marketing plan for a recreational fitness program you could easily demonstrate achievement of that outcome by displaying or quickly discussing the marketing plan you designed. If, however, your outcome is to know how to craft a marketing plan for a recreational fitness program it is more difficult to quantify or qualify your level of knowledge and it would be difficult to really prove to future employers that you had achieved that outcome without some sort of test or in-depth follow-up questions and discussion.
You also want to make sure that your learning outcomes are at an appropriate level of learning for graduate education. Levels at the beginning of Bloom’s Taxonomy are considered basic therefore only one, if any, of your outcomes should be based on remembering or understanding. The majority should be based on applying, analyzing, evaluating and creating.

Sample Learning Outcomes

- Illustrate the processes and procedures necessary to host a community athletic event.
- Differentiate between marketing and branding for an athlete or organization.
- Construct an effective strength and conditioning program for individuals at different levels of fitness ranging from novice to elite athletes.
- Appraise the current business model of the fitness organization identifying strengths, weaknesses, opportunities, and threats.
- Formulate an action plan to improve a collegiate athletic team’s compliance with NCAA regulations.
- Design a recreational fitness program for at-risk youth in an urban setting.

Adapted from SJSU SLIS Writing Learning Outcomes