

KINES 395– Internships

Faculty Advisor:

Term: Fall 2016

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Course Description

This course provides students the opportunity to complete fieldwork in an area of interest that is in line with the department's mission and student's professional interests. Academic credit is awarded based on the completion of the academic requirements outlined in this document. Failure to complete these requirements will result in a failing grade in the course.

Course Goals

This course requires the student to directly apply the knowledge acquired in the academic classroom within the appropriate professional setting. Through this application students are then able to develop new practical skills based on their existing theoretical framework. They are also able to identify personal strengths that will ultimately guide her/him into specialized fields within the profession such as marketing, media relations, recreation management, strength and conditioning, etc. Finally, it provides students the opportunity to enhance the professional network so essential for access to and movement within the Kinesiology professions.

Course Learning Objectives

By the end of this course, students will:

1. Evaluate probable career paths
2. Describe the qualifications, specific job requirements, and working conditions for the positions in your career path
3. Compare knowledge learned in the classroom to its application in the field
4. Understand the need for flexibility and creativity in the application of knowledge
5. Initiate the development of a personal, professional network
6. Apply basic concepts to appropriate problems in the work setting
7. Develop a better understanding of the work ethic and skills required for success in the field.

Personal Learning Objectives

In addition to the course learning objectives, students are required to identify, describe, and document at least three personal learning outcomes specific to their internship to help ensure their experience is congruent with their professional goals. For example, a learning objective for a strength and conditioning intern who wants to be a coach at the college level might be:

- Develop an effective, weekly strength-training program for a collegiate rugby player.
- For more examples please see the appendix, Writing Learning Outcomes.

Pre-Requisites

- Selection for an internship position either on-campus through the College or with an appropriate outside agency, organization, or institution.
- Approval by the KINES 395 faculty advisor.

Assignments and Expectations

Students are expected to complete the following requirements in a professional manner and to the best of their ability:

1. On-site work hours
2. Progress meetings
3. Assignments
 - a. Learning outcomes
 - b. Bi-weekly journal entries (including content-specific questions and professional interview)
 - c. Resume
 - d. Final Paper/Project
 - e. Student Evaluation of Internship Site
 - f. On-site supervisor evaluation of intern (and verification of hours worked)

Assignment Details

• **On-Site Work Hours**

- Under the guidance of an official site supervisor/mentor complete the minimum number of work hours at the internship site as required for the number of registered units. The minimums are as follows:
 - 90 hours over the course of the semester for 1 unit (7 hours per week)
 - 120 hours for 2 units (9 hours per week)
 - 135 hours for 3 units (10 hours per week)
- The on-site supervisor will assign the duties and tasks required of the intern during those hours. The on-site supervisor will also set the specific schedule for those hours, i.e. Monday through Friday 1 PM – 4 PM.

The internship hours worked MUST be verified in writing by the site supervisor at the completion of the internship.

• **Progress Meetings**

- Schedule three progress meetings with the KINES 395 faculty advisor. These may be face to face, Skype, or telephone meetings and should occur about every 3-4 weeks throughout the semester. It is the student's responsibility to contact the advisor and set the date/time for these meetings. In some cases, the advisor may inform the student that one of the meetings may be waived, but the student should not assume this unless specifically noted by the advisor. Failure to set and attend progress meetings may affect the overall grade and ability of the student to receive approval for additional internships. The student or faculty advisor as necessary may request other meetings.

• **Assignments: all assignments must be submitted electronically by due dates for full credit**

1. **Learning Outcomes: due when you fill out your on-line petition with the Registrar's Office. A written copy of the learning outcomes are to be shared with the faculty**

advisor by the end of the first week of class. Send your completed and returned registration to the faculty member once it has been approved and returned to you by the Registrar's Office.

2. Bi-Weekly Journal: due every two weeks

This is a bi-weekly record of the activities undertaken during each week of the internship, as well as an opportunity to show an understanding regarding why things are done. Journals should be of a sufficient length to relate fully your experiences, thoughts, and ideas. Journals are due every other week, the first being at the end of the second week you work, and should be submitted electronically to the faculty advisor. Each successive journal is due every 14 days through the last week of your appointment. Please include your name, organization, the week this journal entry is reporting on, and the inclusive dates in the upper right of the header.

There are three sections to your journal. In the **first** portion, you should provide a short synopsis of the central activities of the two-week period. Do not just report what you did. You should also explain how the tasks were accomplished and why they were necessary to complete. How are they important to the overall mission of the organization and to your personal learning outcomes?

In the **second** part you will answer the following questions for the journal # assigned. Not all may apply but do your best to answer each question that is appropriate for your situation.

Journal 1:

- How many individuals do you work with either directly or indirectly at your internship site?
How do you believe the size of the organization relates to its ability to succeed?
- How does the location of your internship site (e.g., neighborhood, surrounding businesses, access to food, etc.) impact its operation?
- In what ways have you experienced or witnessed either informal or formal mentoring taking place within the organization?

Journal 2:

- How have you observed/experienced individuals from different demographic groups (male/female, different ages, sexual orientation, race, etc.) interacting with each other?
- What have you experienced with respect to the written or unwritten rules regarding protocol, hierarchy, and/or communication at your internship site?
- How would you describe the culture within your organization (ways in which co-workers interact or don't interact) and how does this fit with your "ideal" employer?
- How do different people at your site or involved with your site (i.e., clients/customers, etc.) dress and what deeper conclusions can you draw from this? Does this impact personal interactions? In what ways?

Journal 3:

- How structured/guided is your time? How effective/ineffective does that make you?
- How do the events either supported or put on directly by your internship site relate

to the purpose of the organization?

- Does the organization seem to be an active member of the community (however this is defined)? If so, how? If not, should it be and how could this be accomplished?

Journal 4:

- How does the organization distribute the level of work among the staff? How equitable do you believe the distribution is?
- What types of tasks are you discovering that you enjoy or excel at completing? Which ones are less attractive or fulfilling?
- Describe the way in which the organization collaborates with other groups in the area.

Journal 5:

- Compare and contrast the mission statement of the organization with what you observe in the day-to-day operations. Do they actually accomplish their mission?
- How have you or others in this organization effectively utilized relationship building/networking? In what ways can you build a strong network with those you work with for future benefit?
- If you wanted to follow in the career path of someone at your internship site, what would you need to do to make this happen? (Tip- ask the person for advice and use this in your response.)

Journal 6:

- What about your internship do you find to be negative? (Use this opportunity to vent privately.)
- If you were running this organization, what would you change and why?
- What about your internship is the most surprising to you (i.e., what did you least expect going into the experience) and what lesson(s) can you draw from this?

Lastly, in the **third** section, you will briefly outline a conversation you had during the previous time period. For each journal, you are required to interview someone in the organization about the industry in which you are working (if the organization is too small to conduct 6 interviews, discuss alternative options with the faculty advisor). The purpose of these conversations is to learn as much as possible about your chosen field and to develop relationships with those in it. Remember to conduct yourself professionally when approaching and speaking with someone in the organization. You will find that many folks are willing to share their thoughts and experiences with you. Take this as an opportunity to impress yourself on this person and thus make them part of your professional network (this is where jobs ultimately come from!).

3. Resume: due at the end of week #3.

Work with the Career Center to develop a professional resume (assume that you are applying for a job in the field). Include educational background/achievements and all appropriate work/internship experiences, including the present one.

4. Final Paper/Project: due by 5:00 PM Pacific Time on the Last Day of Class

- Students must complete a final reflection paper (see instructor for specific

details including length, content, etc.) or an equivalent faculty approved project (video documentary, podcast, etc.) that summarizes the experience and addresses the fulfillment of their personal learning objectives within the framework of their course readings and previous learning.

- Samples of documents, proposals and other work-products directly related to the intern’s responsibilities and/or personal learning objectives should be included in the paper/project if appropriate. For instance, if one of the objectives is to design a strength-training program for a collegiate rugby player they could include a descriptive or illustrative summary of that program in the paper.
- **Evaluation Forms: due by 5:00 PM Pacific Time on the Last Day of Class**
 - All students are required to complete an evaluation form rating their internship site/site supervisor to help ensure that students are being given some appropriate graduate-level work and the internship opportunities are meaningful to them. The instructor will send the evaluation form via email to all students registered for KINES 395 one month prior to the due date.
 - Site supervisors will also receive a form during that same time asking them to evaluate the students’ performance. This is to ensure that students truly completed the on-site hour requirement and ensure that their assigned duties and tasks were undertaken in a professional manner.

Textbooks and Required Readings

There is no textbook for this course. Students are however required to work with their site supervisor and faculty advisor to develop an academic reading list consisting of 5-10 scholarly sources to supplement the internship experience. The readings should fit the responsibilities of the internship.

Grading

Assignment	Points Available
Learning Outcomes & Reading List	10
Resume	30
On-site Work Hour Requirement	50
Progress Meetings (10 points each)	30
Bi-Weekly Journals (20 points each)	120
Final Paper/Project	90
Supervisor Evaluation	50
Student Evaluation	20
Total	400

Grading Scale

A = 372-400 **A- = 360-371**
B+ = 352-359 **B = 333-351** **B- = 320-332**
C+ = 312-319 **C = 293-311** **C- = 280-292**
D = 240-279

Below 240 = F for the internship experience

Academic Honor

As a student member of an academic community based in mutual trust and responsibility, all students are required to adhere to the College's Academic Honor Code (AHC). Students are expected to do their own work at all times, without giving or receiving inappropriate aid; to avoid behaviors that unfairly impede the academic progress of other members of the community; and to take reasonable and responsible action in order to uphold the community's academic integrity. For details on the AHC, please see <http://www.stmarys-ca.edu/academics/honorcouncil/index.html>. Accordingly, all papers and responses must be your own work and must be original for this course. All sources you use (either directly or indirectly) must be cited in a consistent manner.

Student Needs

Reasonable and appropriate accommodations, that take into account the context of the course and its essential elements, for individuals with qualifying disabilities, are extended through the office of Student Disability Services. Students with disabilities are encouraged to contact the Student Disability Services Coordinator at (925) 631-4164 to set up a confidential appointment to discuss accommodation guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary's website:

<http://www.stmarys-ca.edu/academics/academic-advising-and-achievement/student-disabilityservices.html>

Appendix: 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 from 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 demonstrate 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. You also want to make sure that your learning outcomes are at an appropriate level of learning for higher 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