

Indiana University

Internship Guidelines and Procedures

School of Public and Environmental Affairs

Office of Career Services

V381/H466, V380



Internship Guidelines

SPEA V381/H466 and V380: Professional Experience are courses in which students participate in a professional work environment, documenting their experiences. Students build upon previous knowledge and experiences by working within a professional work setting. The course is designed to allow students to enhance their professionalism, gain career knowledge, and consider various career options.

Introduction

So, what is the School of Public and Environmental Affairs?

Good question! Our name says a lot about who we are, what we do, and what you can study here.

SPEA was founded as a response to the needs and problems of modern society—needs that were not being addressed by other more traditional schools such as business, arts and sciences, or political science. Our scope is wide, and we address such issues as energy and environmental policy, improving the criminal justice system, ensuring the safety of our communities and cities, keeping arts vibrant, managing nonprofits effectively, and understanding the causes of poverty.

In addition to academic coursework, SPEA requires students to complete an internship as a part of their degree. This degree requirement offers the chance to apply coursework in real-world settings, more effectively preparing students for their professional career.

Philosophy

The primary purpose of the experiential (internship) requirement at SPEA is to provide experiential learning outside of the classroom. Students will gain vital skills and experience that they will be able to use throughout their professional career. Through these experiences, students sample potential specialties, explore workplace culture, and gain the experiences necessary to build a marketable résumé. Additionally, internships provide students with an opportunity to build up their community of relationships, which become useful when seeking employment after graduation. Interning allows students the opportunity to apply their knowledge and skills in a real-life situation and to develop professional experience in a structured, nurturing environment. During the internship, students become a part of the organization or company (paid or unpaid) and are **expected to conduct themselves in a professional manner at all times**, in accordance with the ***SPEA Internship Code of Conduct***.

The internship is an educational experience integrating classroom theories into a professional work setting by providing the opportunity to meet the following goals and objectives.

Goals and Objectives

1. Professional – Ex: “To acquire professional experience to...”
 - Understand professional practice and adherence to codes of professional ethics, including ethical decision making.
 - Sharpen aspects of professionalism, including honesty/integrity, reliability/responsibility, respect for others, compassion/empathy, advocacy
 - Develop new knowledge and skills (see appendix A for knowledge and skills by major)

- Work independently and with others, both within and outside the organization/company, applying professional knowledge and skills
 - Observe the functioning of the org/company, including the administration and activities
 - Build upon previous knowledge and experiences by working within and critically appraising a professional setting
 - Gain career knowledge and evaluate career options and goals
2. Academic – Ex: “To apply theories and research to...”
- Apply concepts and skills gained from academic experience to a professional work setting
 - Apply technology and analytical skills to a specific work setting
3. Personal – Ex: “To further develop and integrate personal characteristics such as...”
- Self-awareness and emotional stability, interpersonal and group process skills, communication, collaboration, problem-solving skills, cultural competence, professional ethics and behavior

Procedures for Completing Your Internship

The SPEA Internship Coordinator **must approve** your internship **prior** to your internship start date!

Before the Internship Begins...

- Check academic eligibility
- Secure an internship
- Complete and submit approval request online
- Register as needed

During the Internship...

- Complete 120 hours (minimum)
- Communicate issues with OCS/Internship Coordinator

As the Internship Concludes...

- Submit an internship summary online
- Supervisor submits evaluation online

Forms:

- Internship Approval Request
- Internship Summary Report
- Supervisor Evaluation Form

Before the Internship Begins...

Academic Eligibility: A student must meet the following requirements to be academically eligible for their internship. If you are unsure whether or not you meet these requirements, be sure to meet with your academic advisor. If you do not meet these requirements, but have been offered an internship, you are encouraged to complete the internship if it does not interfere with your coursework, but **you will not be allowed** to utilize that experience to fulfill your requirement.

- Admitted to SPEA
- Academic good standing, with a cumulative GPA of 2.0 and a SPEA GPA of 2.3
- Successful completion of V252/H267: Career Development and Planning or one of the following courses: X220, Q294 & Q275, or ASCS Q299 – If you are exempt from V252/H267 because of completion of another career course, SPEA will notify you via your initial acceptance letter

General Internship Information:

Time Requirements and Course Registration Information:

- **V381/H466 (required)** is **1 academic credit** hour of professional development
 - **120 clock hours** in your chosen organization/company -- Hours cannot be split between different internships
 - **Grading is S/F.** If the internship or paperwork is not complete at the end of the semester in which you are registered, your grade will be changed to a “R,” meaning your grade has been “deferred” until we have your final paperwork. Grades of either a “S” or “R” have no effect on your GPA.
- **V380** (elective) can be between 0 and 6 credit hours
 - **120 hours** for the first credit and **80 hours** for each additional credit must be completed at one internship location – Hours cannot be split between different internships (see table)

Credits	Total Hours
1	120
2	200
3	280
4	360
5	440
6	520

- If you earn elective credit at the same internship location as your required internship credit (V381 or H466), then you only need to intern **80 hours for each additional credit** on top of your 120 hours for your first, required credit (see table).

Credits	Total Hours
1 (V381/H466)	120
2	200
3	280
4	360
5	440
6	520

- **Special Note on Credits:** Undergraduate students are only allowed to earn a maximum of **6 credits per semester** and **9 credits total (1 credit V381/H466 and 8 credits V380)** throughout their SPEA academic career for an internship or internships.

Stipend: Interns may be paid or volunteer, depending on the resources available to the agency and agreement made between the student intern, the supervisor, and the sponsoring organization/company.

- **Internships at a student's current place of employment is not recommended.** However, if a student submits an internship approval request for his/her current place of employment:
 - Internship activities must be separate and substantially different from the intern's regular duties and work hours. In addition, internship activities should require a level of competence not presently with the intern's skill base or areas of expertise.
 - The intern is to function as a trainee during the internship hours
 - There must be no ethical conflicts of interest
 - The supervisor must be able and be willing to recognize the intern as a professional-in-training and to provide him/her with tasks and activities that meet the goals of the internship experience
 - The boundaries between regular and work activity and internship tasks must be clearly spelled out in any agreements between the student, supervisor, and sponsoring organization/company

Securing an Internship Site: Students are responsible for securing an internship (in the same professional manner one would search for employment). The selection of the site should be matched with your needs to best fulfill your professional goals, generally with organizations or companies that suit your academic training and career goals.

- Explore internship sites based on your career goals. You can locate internship independently or with the help of SPEA's Office of Career Services by scheduling an appointment in SPEA 200.
- Many students choose internship sites in their hometown or other areas away from Bloomington.
- Develop a professional resume and cover letter for each internship for which you apply. If you choose, have an advisor in Career Services (SPEA 200) assist you in critiquing your application materials to ensure that they have been developed properly for each position.

- Following your interview(s), determine which internship site is best suited for your professional development.

*If you secure an internship early enough, you can apply for a **Professional Experience Internship Grant** through the Hutton Honors College that will provide a stipend for an unpaid internship. See their website for more information*

Complete an Internship Approval Request: Once the organization/company has hired you as an intern, complete and submit the Internship Approval Request on the Office of Career Services' website. In cooperation with your supervisor, identify tasks and responsibilities to be performed during the internship experience (e.g. job description). These goals and objectives can then be outlined in your Approval Request. Below you will find the questions that you are required to complete on your Approval Request. They will help you when you are talking to your supervisor about your internship projects and responsibilities.

- Detailed overview of specific internship responsibilities
- Internship Project Title(s)
- Thorough overview of internship project(s)
- What do you want to learn from this experience?
- How will you incorporate this experience into your career goals?

Note that your internship approval request must be completed and submitted before you start interning!

****H466 Students:** In addition to the approval form required by SPEA with the attached electronic *Release from Liability*, some internship sites in hospital settings require an additional *Memorandum of Understanding* be on file with the University. These forms need to be reviewed by Indiana University Legal Counsel for approval. Approval is at the University's discretion and may take up to 4 weeks to process. The legal agreement must be approved by both IU and the internship site before you begin interning. Check with the Internship Coordinator to see if your internship site already has a memorandum agreement on file.

Because of the nature of your degree, it is important that you emphasize to your supervisor or HR personnel that you are strictly an administrative intern. **You should not be working with patients**, implements, or anything dangerous requiring insurance forms or liability waivers. For this reason, some hospitals will waive the Memorandum requirement, others will not.

Registering:

If you are NOT enrolled in V381/H466: Once reviewed by the Internship Coordinator, your internship will be "conditionally approved" and you will be authorized to register for either V381 (BSPA) or H466 (BSPH). You will be emailed the authorization, section number and a deadline to register. **It is your responsibility to register using Onestart**. You will not be able to register until your internship has been "conditionally approved" and you have been emailed by the Internship Coordinator.

If your ARE enrolled in V381/H466: Once reviewed by the Internship Coordinator, your internship will be fully "approved" and you will receive an automatic email letting you know that you can begin to intern.

Letters of Enrollment: If you are interning at a site that requires you to provide a letter stating that you are enrolled for credit at a university, please contact the Internship Coordinator. A letter will be provided to you on university letterhead.

Complete Internship Hours: You may now begin your internship hours. Students must complete a **minimum of 120 internship hours** at one internship site. Hours cannot be split between two different internships.

During the Internship...

Communicate with your site supervisor and the Internship Coordinator. Remember that staff at SPEA and IU can act as advocates for you should issues arise in the middle of your internship. The key to success and to resolving issues is open communication. If we do not know there is a problem, there is nothing we can do to solve it.

Professional Conduct: Your conduct during your internship is important! Issues such as dress, attitude, punctuality, dedication, ethical conduct, confidentiality, and notification to the supervisor if you cannot keep a specific commitment will be reported by your supervisor to SPEA. If there are any problems that arise, please be sure to communicate those issues as explained above. **If you fail to meet your supervisor's and SPEA's expectations in regards to professional conduct (see SPEA's Internship Code of Conduct), your internship will either be voided and you will need to complete another internship OR you will be given a failing grade for your internship.** Failing an internship can result in expulsion from SPEA. The degree that you are earning is a professional degree, so it is expected that you will learn proper professional conduct both from your classes and at your internship.

As the Internship Concludes...

Internship Summary Report: Complete your Internship Summary Report and submit it online on the Office of Career Services' website. This should be completed during the final week of your internship. Once you complete your summary and it has been received, you will receive an automated confirmation email.

Supervisor Evaluation: Remind your supervisor to complete their online evaluation of your work/progress. They were emailed a link, username, and password at the start of your internship. **Once they complete and submit the form, you will receive an automatic email confirmation.** If they never received the email or lost/deleted it over the course of your internship, contact the Internship Coordinator to have the information re-emailed to your supervisor. Under no circumstance is the login information **EVER** sent to a student.

Once the reminder is sent to a supervisor, it is solely the student's responsibility to follow up with their supervisor and ensure that they fill out the evaluation.

*****The final deadline for submission of the summary and evaluation is a week before graduation. If your internship file is not complete by that time, your graduation will be **delayed**. For this reason, it is very important that you promptly follow up with your supervisor to ensure that your paperwork has been completed. *****

If you are unsure whether or not your supervisor has completed their evaluation, please contact the Internship Coordinator.

Appendix A: What Counts as an Internship?

When searching for an internship, how will I know what will “count?”

Indiana INTERNnet writes that internships provide experience through learning so that students gain hands-on skills in positions related to the students’ fields of interest. Additionally, internships provide structured supervision to students in a professional environment so that students can become more skilled and more marketable once they enter the workforce. Hopefully throughout the internship students will work on a variety of projects and tasks to allow them to leave the internship with tangible skills to add to their resume.

Some Basic Internship Requirements:

- Public relations/affairs (can include communication systems and design components, media development, design and implementation of exhibits, and public sector marketing)
- Project management (including curatorial work and database management)
- Job shadowing of senior-level staff
- Managing other employees, setting work schedules, and assisting with training/orientation of new employees
- Management of payroll and employee performance assessments
- Organizational innovation (development and implementation of new systems, new delivery systems, and efforts designed to improve the performance of public organizations)

What is NOT considered an Internship:

Internships give work-related hands-on experience under direct supervision with a supervisor or mentor. This is experiential learning that is directly related to a student’s possible career path, and there are other forms of experiential learning that don’t count as internships, which include: Externships, Service Learning, Volunteering, and Cooperative Education (Co-op).

Potential Red Flags in the Internship Search:

- Promise of lots of fast money- goes back to “if it sounds too good to be true, it probably is”
- Small organizations not found in the Yellow Pages
- Agency has tons of flyers advertising its “internships”
- Pay is based on commission like a sales-related job
- No inquiry about the student’s background, experience, or career aspirations
- No direct information about what kind of work the student will be doing
- Employer’s office is in a shady place, such as at a person’s house or in an off the road strip mall
- Agencies requiring students to pay for their internship or training
- Agencies that guarantee that your school will count it as an internship – only the school can make that judgment
- Any requirement of personal information (credit card numbers, social security number, etc.)
- Questionable postings with misspellings, unprofessional information, or automated email responses

SPEA Does NOT approve experiences for internship credit if ...

- The student does not meet all pre-requisite requirements before completing an internship approval request

- The company/organization requires you to take out a line of credit, *regardless* of whether or not you are liable for monetary losses
- The company/organization has been banned from recruiting on IU's campus by the Indiana University Career Services Council – if you are unsure whether or not an employer has been banned, contact the Internship Coordinator
- The intern supervisor is related to the intern. If you are interning with a family business, you will need to find a supervisor who is not related to you who can comment on your work at the end of your internship via the supervisor evaluation

Appendix B: Possible Internship Objectives/Duties by Major

BSAM:

Internships that are relevant for students pursuing the Arts Administration major in the Bachelor of Arts in Arts Management (BSAM) degree should provide students with substantive and hands-on experience in the broad arena of arts management. Interns should be provided with the opportunity to apply and develop analytical tools and knowledge of particular relevance to the world of art in a public, private, or nonprofit setting.

Internship opportunities might involve, but are not limited to, one or more of the following areas:

- **Boards and Governance Issues:** Board development and governance; board-staff relations; board retreats
- **Strategic Planning:** benchmarking against similar organizations; establishing goals, objectives, measurement systems, and timelines; organizational structure and design; planning retreats; needs and capacity assessment
- **Volunteer Management/Staff Management:** Recruiting, training, placing, managing, and recognizing volunteers
- **Human Capital Management:** Job descriptions; reporting structures; compensation packages; developing and managing employee teams; workforce diversity; staff retreat
- **Fundraising:** Developing case documents/statements; developing, undertaking, and assessing fundraising programs (special events, foundation/corporate grants, direct mail solicitations, phone solicitations, personal solicitations of major donors, planned giving, capital campaigns); donor recognition/relationship building; donor research and information systems
- **Public Relations/Marketing:** Communication and PR plan; communication systems and design components (logo, colors, etc.); media development (print, web, other); public sector marketing
- **Financial Management:** Financial audits and reporting; endowment and investment management; financial reserves; managing planned giving instruments; financial information systems; financial indicators and planning; pricing of services or products
- **Program Management and Implementation:** Launching new or innovative programs; field- or regional-office oversight and communications; developing training and technical assistance material for new or current programs
- **Accountability and Evaluation:** Organizational effectiveness; program design and evaluation; measuring and assessing performance; benefit cost analysis; code of ethics; transparency and accountability initiatives
- **Collaboration and Networking:** With other institutions, including government relations
- **Research in support of the above activities** (e.g. demographic, market, needs analyses)
- **Music Management:** Management of bands and/or tours; venue management and scheduling
- **Exhibit Planning and Implementation:** Overseeing the planning, construction, implementation, and education of an exhibit
- **Public Education and Outreach:** Educating members of the public about exhibits, musicians, history, etc.

Internships should also provide the student the opportunity to:

- Build upon their theoretical knowledge in an applied setting and contrast theory to practice
- Refine their writing, verbal, and analytical skills

- Reinforce their sense of professionalism and professional work ethic
- Contemplate issues of access, cost, and quality regarding their organization
- Gain an overall awareness of the operating structure of their organization
- Understand the relationship between their organization and the community in which it operates

BSPA:

Management and Environmental Management: Internships that are relevant for students pursuing the Management major for the BSPA degree should provide a setting where they can apply and/or develop knowledge and skills obtained in coursework and/or present an opportunity for students to develop insight into potential management related career paths in companies and organizations. Internships in all sectors, private, public, and non-profit are acceptable, but should be linked to activities and experiences that allow students to develop general management skills.

Internship opportunities should involve one or more of the following activities:

- **Strategic planning:** SWOT analysis; benchmarking against similar organizations; establishing goals, objectives, measurement systems, and timelines; organizational structure and design; planning retreats; needs and capacity assessment
- **Budget Development and Analysis:** Preparing budget submissions and annual reports
- **Leadership Development and Training:** Exposure to the practice of leadership, including communication, delegation, motivation, supervision, etc. and effectiveness of different leadership styles on organizational performance
- **Legal Issues:** Legislative outreach and development and regulatory reform
- **Organizational Innovation:** Development and implementation of information systems, new delivery systems, and other efforts designed to improve the performance of public organizations
- **Human Capital Management:** Job descriptions; reporting structures; compensation packages; developing and managing employee teams; workforce diversity; staff retreat
- **Public Relations/Marketing:** Communication and PR plan; communication systems and design components (logo, colors, etc.); media development (print, web, other); public sector marketing
- **Program Management and Implementation:** Launching new or innovative programs; field- or regional-office oversight and communications; developing training and technical assistance material for new or current programs
- **Accountability and Evaluation:** Organizational effectiveness; program design and evaluation; measuring and assessing performance; benefit cost analysis; code of ethics; transparency and accountability initiatives
- **Research:** Systematic inquiries designed to support the above activities

Internships should also provide students the opportunity to:

Gain a better understanding of:

- the relationship between the public and private sector
- the connections between local citizen groups, public organizations, and for-profits
- how public and private organizations fit into local communities and what roles they play in partnership with other organizations or companies in the area

Reflect critically about:

- the meaning of government and its relationship to civil society and democracy
- the positive and negative impacts private organizations may have on local communities and identify strategies for maximizing positive impacts while minimizing negative impacts

Learn networking skills and develop an understanding of the organizational landscape of private or public organizations.

Learn political and conceptual skills that will help them link their day-to-day internship activities to the larger picture of government and democratic governance systems as they relate to the private sector.

Legal Studies: Internships for legal studies majors in the BSPA degree should provide students with the opportunity to acquire, apply, and develop analytical tools and knowledge related to law and the policy process in a domestic, comparative, or international context. An internship might entail work with law at the local, state, or federal government levels, or in the private or nonprofit sectors. It may involve the legislative, administrative, executive, or judicial processes related to law. It may entail either civil or criminal law. The internship should expose students to the creation, development, implementation, application, or enforcement of statutes, regulations, guidelines, or case law in some substantive area of public policy.

Possible internship opportunities might involve one or more of the following experiences:

- **Policy research:** Developing the background information or case necessary to inform the creation of public policy
- **Drafting:** Translating policy information into guidelines, regulations, or legislative proposals
- **Advocacy:** Observing the process of advocating for a particular policy choice, through lobbying or testimony at the local, state, or federal government level
- **Persuasion:** Participating in meetings at which stakeholders work to develop consensus on a proposal or persuade others to support it
- **Legislation:** Observing the process of making law in a local, state, or federal legislative body
- **Legislative Branch:** Relating to constituents, meeting their concerns and needs, serving the public
- **Civic engagement:** Participating in activities designed to involve members of the public in the policy process, including preparation of public notices, outreach, publicity, public meetings and hearings, community organizing, and other formal and informal means of encouraging citizen voice
- **Implementation:** Public notices of new rules, newsletters, informational meetings, working to obtain voluntary compliance with new policies, developing programs and plans with objectives and measures of compliance
- **Rulemaking:** Creating detailed standards for implementing law
- **Enforcement:** Investigations into violations of regulations or law, collecting information related to incidents or cases, relating information to legal requirements
- **Prosecution:** Choosing cases for enforcement of law through administrative or criminal adjudication
- **Adjudication:** Hearings, testimony, evidence, decision-making on a record
- **Appellate Review:** Observing review of decisions by administrative or judicial review entities, such as appellate or supreme courts
- **Judicial Branch:** Researching, summarizing, communicating rules of law made through the adjudicatory process, observing court activities and administration, observing the operation of judicial chambers, clerking for a court
- **Executive Branch:** Observing the political process, elections, campaigns, constituent relations

- **Private sector:** Observing how parties outside government relate to the legal process, private law practice and the role of advocates, advising how to comply with law, representation of private parties, identifying impact of law and compliance on business, relation of law to economics
- **Nonprofit sector:** Role of civil society in policy process, influence of voluntary sector on making and implementing law, role of nonprofit sector in carrying out public policy initiatives, relation of voluntary activity to public policy

Internships should also provide the student the opportunity to:

- Gain a better understanding of the players and stakeholders in the policy process, the roles of citizens, voluntary associations, nonprofits, community groups, and the private sector, and their respective opportunities for voice and influence
- Gain a better understanding of the relation of law to society, economics, psychology, and social science
- Gain a better understanding of the ways in which law influences human behavior and the way our system creates a rule of law
- Reflect critically about students' own relation to the legal system and ability to influence the law

Policy Analysis: Internships that are relevant for students pursuing the Policy Analysis major for the BSPA degree should provide a setting where they can apply and/or develop knowledge and skills obtained in coursework and/or present an opportunity for students to develop insight into potential policy analysis related career paths in companies and organizations. Internships in all sectors, private, public, and non-profit are acceptable, but should be linked to activities and experiences that allow students to develop general policy analysis skills.

Internship opportunities should involve one or more of the following activities:

- **Policy Analysis/Evaluation:** Exposure to public or private policies; policy evaluation and recommendations; policy processes
- **Policy Development/Implementation:** Exposure to the development and implementation of new policies either in a private, public, or nonprofit organization
- **Legal Issues:** Legislative outreach and development and regulatory reform as it relates to policy
- **Accountability and Evaluation:** Organizational effectiveness; program design and evaluation; measuring and assessing performance; benefit cost analysis; code of ethics; transparency and accountability initiatives as they related to policy
- **Research:** Systematic inquiries designed to support the above activities

Internships should also provide students the opportunity to:

Gain a better understanding of:

- the effect of policy on the inner workings of government as well as private organizations
- how policies are created, implemented, and changed
- the relationship between the public and private sector
- the connections between all sectors and the effects that policy changes in one area have on another

Learn networking skills and develop an understanding of the organizational landscape of private or public organizations.

Learn political and conceptual skills that will help them link their day-to-day internship activities to the larger picture of government and democratic governance systems as they relate to the private sector.

Public and Nonprofit Management: Internships relevant to the Public and Nonprofit Management major for the BSPA degree should provide students with the opportunity to apply and develop analytical tools and knowledge and knowledge of particular relevance to managers of nonprofits and public organizations. This means that the internship should expose students to an understanding of the major issues and concerns that nonprofit and public organizations currently face and/or involve them in the application of management methods and practices.

Internship opportunities with nonprofit and public (government) organizations should involve one or more of the following activities:

- **Legal Issues:** Nonprofit incorporation; registration as tax-exempt entities with the IRS and state department of revenue; government reporting requirements; by-laws; conflict of interest statement
- **Boards and Governance Issues:** Board development and governance; board-staff relations; board retreats
- **Strategic Planning:** SWOT analysis; benchmarking against similar organizations; establishing goals, objectives, measurement systems, and timelines; organizational structure and design; planning retreats; needs and capacity assessment
- **Volunteer Management/Staff Management:** Recruiting, training, placing, managing, and recognizing volunteers
- **Human Capital Management:** Job descriptions; reporting structures; compensation packages; developing and managing employee teams; workforce diversity; staff retreat
- **Fundraising:** Developing case documents/statements; developing, undertaking, and assessing fundraising programs (special events, foundation/corporate grants, direct mail solicitations, phone solicitations, personal solicitations of major donors, planned giving, capital campaigns); donor recognition/relationship building; donor research and information systems
- **Public Relations/Marketing:** Communication and PR plan; communication systems and design components (logo, colors, etc.); media development (print, web, other); public sector marketing
- **Financial Management:** Financial audits and reporting; endowment and investment management; financial reserves; managing planned giving instruments; financial information systems; financial indicators and planning; pricing of services or products
- **Program Management and Implementation:** Launching new or innovative programs; field- or regional-office oversight and communications; developing training and technical assistance material for new or current programs
- **Accountability and Evaluation:** Organizational effectiveness; program design and evaluation; measuring and assessing performance; benefit cost analysis; code of ethics; transparency and accountability initiatives
- **Collaboration and Networking:** With other institutions, including government relations
- **Research in support of the above activities** (e.g. demographic, market, needs analyses)

Internships with *nonprofit organizations* should also provide the student the opportunity to:

Gain a better understanding of:

- how nonprofit organizations fit into local communities and what roles they play that government and for profit firms cannot (or do not) play
- the kinds of relationships nonprofits have with government, for profit firms, and other nonprofit communities as they work to meet community needs
- the connections between local citizen groups and nonprofit organizations
- the variety of types of nonprofit organizations that exist in local communities and how they related to each other
- how volunteering in a nonprofit organization can help student reflect on their own views of giving in terms of time, money, effort, and how this activity contributes to the quality of life in a local community

Reflect critically about:

- the meaning of philanthropy as a form of civic engagement through the giving of money, time, and effort
- the ways in which nonprofits contribute to or the quality of life of local communities and ways in which they may fail to do so and why
- the positive and negative impacts nonprofit organizations may have on local communities and identify strategies for maximizing positive impacts while minimizing negative impacts

Learn networking skills with other types of organizations in local communities (government, for profit firms, local citizen groups, other nonprofits)

Learn political and conceptual skills that will help them link their day-to-day internship activities to the larger picture of roles nonprofits play in society.

Internships with *public organizations (federal, state, local, municipal government)* should also provide students the opportunity to:

Gain a better understanding of:

- the relationship among various branches and levels of government
- the connections between local citizen groups and public organizations
- develop an understanding of public organizations and institutions within the context of democratic governance
- how public organizations fit into local communities and what roles they play in partnership with nonprofit and for-profit firms

Reflect critically about:

- the meaning of government and its relationship to civil society and democracy
- the ways in which public organizations contribute to the quality of life of citizens and local communities and ways in which they may fail to do so and why

Public Financial Management: Internships that are relevant for students pursuing the Public Financial Management major for the BSPA degree should provide a setting where the student can apply knowledge obtained in coursework and/or present an opportunity for students to gain insight into potential financial management related career paths in the public, private, or nonprofit sectors.

Internship opportunities should involve one or more of the following activities in a public, private, or nonprofit organization:

- Analysis: Financial, revenue, expenditures, and credit
- Accounting
- Auditing
- Budgeting
- Revenue or Expenditure forecasting/projecting
- Investing
- Cash Management
- Debt Management
- Capital Facilities Planning and/or Management

Internships should also provide the student the opportunity to:

- Gain a better understanding of the players and stakeholders in the realm of public finance, the roles of citizens, voluntary associations, nonprofits, community groups, and the private sector, and their respective opportunities for voice and influence
- Gain a better understanding of the relation of economics to the public, private, and nonprofit sectors
- Gain a better understanding of the ways in which government budgets effect the various sectors

BSPH

Health Administration: Internships that are relevant for students pursuing the Health Management major for the BSPH degree should provide students with substantive and hands-on experience in the broad arena of health care management. Interns should be provided with the opportunity to apply and develop analytical tools and knowledge of particular relevance to health care administrators.

Internship opportunities might involve, but are not limited to, one or more of the following areas:

- Fundraising
- Strategic planning
- Marketing and public relations
- Financial management
- Clinical department administration
- Community outreach coordination
- Marketing research
- Needs assessment
- Research related to issues of access to, and quality of, health services
- Organizational effectiveness
- Human resources

Internships should also provide the student the opportunity to:

- Build upon their theoretical knowledge in an applied setting and contrast theory to practice
- Refine their writing, verbal, and analytical skills
- Reinforce their sense of professionalism and professional work ethic
- Contemplate issues of access, cost, and quality regarding their organization
- Gain an overall awareness of the operating structure of their organization
- Understand the relationship between their organization and the community in which it operates

Appendix C: Securing an Internship

At this point in your professional development, it is wise to consider career options and pathways. It is recommended that the student experience the day-to-day operations of the agency in order to obtain a full understanding of what working full time entails. Rather than just “being there” or just “doing a job,” you are asked:

- to think about and report upon what you are doing, why you are doing it, what you are learning (especially what you will remember and perhaps use later in your career)
- to take on meaningful responsibilities
- to contribute to the organization in which you are doing your internship
- and to learn about professionalism, including responsible completion of significant duties

Preliminary Preparations for Developing an Internship

- **What type of internship do you want?** Seriously consider your interests and expectations for a possible internship. Do background research on areas of interest. Talk to other students who have had internships.
- **Supplement your core curriculum** with an internship in an area of specialty that has been presented in your courses and which you would like more depth. You might also consider an internship in an area in which you have little experience and want to “experiment”
- **Explore already established internship opportunities.** Check with volunteer placement or other volunteer opportunity bulletins in your community.
- **Develop a support system within your department.** Discuss your ideas and interests with career services or faculty who might be able to guide you or make suggestions.
- **Construct a résumé.**
- **Develop a list of specific characteristics that you feel should be included in this internship.**
- **List businesses or organizations where this type of internship might be a possibility.** Research done earlier might have yielded specific information along these lines. Professional journals and other current reading (newspapers, magazines, etc.) might be helpful.
- **Volunteer.** Once you have narrowed your interests, identify agencies and other organizations that provide services to a population with which you wish to work and volunteer some of your time and energy. It will help you get an idea of what you want (and don’t want) to do as a career.
- **Establish a contact person within these organizations.** Professional associations often publish directories which list names and work addresses of their members. Using relevant directories can often yield current names and position titles.
- **Make appointments with the contact person.**

What Makes a Good Internship Site? : It is the major responsibility of the student to acquire an internship site in the same professional manner one would search for employment. The selection of the site should be matched with your needs to best fulfill your professional goals.

Things to look for:

- The site and its staff should be willing to provide opportunities for active involvement, as well as observation
- The site should be willing to accept the student as a professional contributing member of the staff, allowing and/or encouraging professional growth by the intern

- The site/supervisor/staff should encourage students to integrate and apply their academic knowledge to their internship experience

Choosing an Internship Site

1. **Consider what you will be doing at this site.** Find a placement with an organization doing the work in which you are interested
2. **Be sure all the requirements for the course (including the hours in the field) can be completed.** Talk to your contact at the organization about these requirements as well as what they expect of you.
3. **Finding the “best” internship can be a time-consuming and frustrating task** however, most students note that obtaining an internship is relatively easy. If you have work experience in a setting that is appropriate, this same organization might be appropriate for your placement.
4. **To prepare for locating an internship, get organized!**
 - a. First, update your résumé, cover letter and references.
 - b. Second, obtain a list of potential internship sites and their telephone number (and name of contact person if possible). Ask your friends and relatives about agencies and programs.
5. **When you are ready to call a potential site, have your internship responsibilities and requirements available as well as a list of potential questions.** When you call, indicate that you are an Indiana University student looking for an internship, field experience, or volunteer experience to fulfill university requirements. Ask to speak to whoever would be the most appropriate person/people about such opportunities.
6. When talking with the appropriate person, **indicate what you are looking for and inquire if any possibilities exist with this organization. Be Prepared!**
 - a. Be sure that you know when you will be available (times of day and what weeks/months).
 - b. Check your list of questions and see what information you need. Provide information to the organization about their internship responsibilities and necessary duties. It can also help you determine what you need to ask of an organization.
 - c. Tell the person that the HDFS Internship Coordinator can be contacted for additional information.
 - d. Ask for an opportunity to meet in person (this helps you in selling yourself as well as gives you a chance to “size up” the organization).
7. **When you visit the organization,** dress appropriately, take your list of questions and the noted responsibilities, a note pad, your résumé, and be positive and optimistic. Sell yourself—tell them what you have to offer and why they should take you on.

Appendix D: Responsibilities

Intern Responsibilities

The intern represents an academic department and his/her educational institution. Furthermore, an intern is a guest of the training site. Therefore:

- The student will dress professionally and appropriately. Check with your site supervisor about what is appropriate to wear.
- Exhibit professional behavior and respect for the other interns, site staff, and clients.
- The intern is expected to become familiar with and adhere to the organization's rules, policies, regulations, and standards.
- The intern is expected to develop and maintain a regular work schedule, carry out assigned tasks in a professional manner under the supervision of organization staff and to seek help as needed.
 - Negotiate your hours with your site-supervisor being extremely flexible. Outside employment or other courses during the internship are not recommended. You are expected to be at the agency when they need you.
 - The student will notify the site supervisor of any illnesses and emergencies as soon as possible.
 - Communicate with the site supervisor about the internship as it progresses. Seek advice or assistance when unsure about assigned tasks and responsibilities.
 - Try to resolve problems and concerns with your agency supervisor. If this does not seem feasible, contact the Internship Coordinator immediately.
 - Be aware that the agency gains some staff time from you, but invests a great amount of experienced staff time in your supervision. Try to "fit in" and make the experience a good one for both the agency and yourself.
- Participate in all activities, meetings, etc. recommended by the site supervisor.
 - Interns are generally accepted as a member of the "team".
- Maintain Confidentiality
 - Client information and what is said by co-workers is generally confidential.
- **Do not** repeat gossip or say anything you will be sorry for later.
- Initiate and carry out projects and activities as directed by the site supervisor.
- It is crucial that students **take initiative**. Many times it is up to the intern to ask question or ask if they can participate in or lead something. Many times site staff becomes focused on completing their individual responsibilities. Interns must **ask, ask, ask** and do not be afraid to push for more responsibilities. You will wind up with a more professional experience.
- The student will be responsible for all travel expenses related to the internship (i.e. commuting to and from the agency, travel to other agency sites, etc.).
 - The supervisor and the agency will determine reimbursement of expenses by the agency for travel required of the student as part of the internship experience. Indiana University does not reimburse students for any travel expenses accrued during the internship experience.
- Confer regularly with site supervisor and seek performance appraisal feedback.
- Send letter of appreciation to site supervisor.

Privileges and responsibilities extended to the intern by the community site and university can be revoked at the discretion of the site supervisor or Internship Coordinator if, in their professional opinion, the mission of the organization or university is at risk.

Responsibilities of the Site Supervisor/Org/Company

The site supervisor provides a valuable service to the student, university, community, and Applied Health Science department. The supervisor is committed to the intern and the mentoring/training process. It is the agency and supervisor's responsibility to:

- Accept responsibility for providing a context in which the intern can build upon his/her knowledge and skill base related to human development and family studies.
- Assist the student in identifying learning opportunities and setting goals and objectives for the internship period that are consistent with the supervisor's competencies and areas of strength.
- Serve as a mentor to guide the student's professional development, and suggest learning experiences and activities that will provide the student with an opportunity to develop and practice skills needed.
- Provide appropriate office/work space so that the intern can work effectively and efficiently and can draw upon the organization's resources.
- Provide orientation materials and experiences that familiarize the intern with the organization's mission, objectives, and client populations.
- Provide timely and honest feedback to the intern and HDFS Internship Coordinator regarding his/her areas of strength as well as areas that need improvement.
- Upon termination of the internship period, complete a FINAL EVALUATION, examining the degree to which the student has achieved the responsibilities and competencies of a professional. Discuss the report with the student, and submit final evaluation form and a one-page brief summary outlining the student's accomplishments and areas of improvement to the Internship Coordinator.
- Provide the Internship Coordinator with feedback regarding the agency's participation in the internship experience, review internship protocols, and provide suggestions for improving the internship experience.

The student intern cannot receive a final grade without the **Summary Report** and **Final evaluation is** completed and submitted online.

Responsibilities of the SPEA Experiential Education Coordinator

The SPEA Experiential Education Coordinator serves as a liaison between the student and the internship site, and will monitor the internship experience. It is the Internship Coordinator's responsibility to:

- Orient the student to the purpose and requirements of the internship program.
- Guide the student in formulating personal goals for the internship experience. Share information relating to possible internship sites.
- Guide the student in formulating an internship search strategy, share information concerning potential agency placements, and assist the student in making final agency selection.
- Provide the student and the supervisor with information and documents needed to establish the internship and complete required reports. Discuss responsibilities and requirements for internship completion.
- Collaborate with the student and with the site supervisor in developing a satisfactory plan for the internship.
- Promote and facilitate communication between the agency/organization and student, if necessary.
- Confer with the student to assess progress and help resolve any problems that may develop.
- Provide advice and direction for the student, as needed.
- Evaluate reports and assign a final grade (satisfactory or fail) for the internship experience.

The Experiential Education Coordinator will be available throughout the duration of the internship as needed.