



The IPRA Guide to **Internships**

A Comprehensive Manual To Running
A Successful Internship Program

*We're growing young
professionals every day!*



LeeAnn Fisk, Sydney L. Sklar, Lyle L. Hicks



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Oakbrook Terrace, Illinois

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Park and Recreation Professional Agencies

Bloomington Park District, Bloomington, IL
Bloomington Parks and Recreation Department, Bloomington, IL
Carbondale Park District, Carbondale, IL
Charleston Park and Recreation Department, Charleston, IL
City of Alpharetta, Recreation and Parks Department, Alpharetta, GA*
City of Kettering, Parks, Recreation, and Cultural Arts Department, Kettering, OH*
City of Scottsdale, Community Service Department, Scottsdale, AZ*
Community Association of the Woodlands, The Woodlands, TX
Dallas Parks and Recreation Department, Dallas, TX
Downers Grove Park District, Downers Grove, IL
Fox Valley Special Recreation Association, Aurora, IL
Glen Ellyn Park District, Glen Ellyn, IL
Howard County Department of Recreation and Parks, Columbia, MD*
Lees County Parks and Recreation, Fort Myers, FL*
Maine-Niles Association of Special Recreation, Morton Grove, IL
Martin County Parks and Recreation Department, Stuart, FL*
McHenry County Conservation District, McHenry, IL
McHenry Parks and Recreation Department, McHenry, IL
Morton Grove Park District, Morton Grove, IL
Orland Park Recreation and Parks Department, Orland Park, IL
Quincy Park District, Quincy, IL
River Trails Park District, River Trails, IL
Roanoke County Parks, Recreation, and Tourism, Roanoke, VA
Schaumburg Park District, Schaumburg, IL
Skokie Park District, Skokie, IL
Towns of Gates, Recreation, and Parks Department, Rochester, NY*
Yorkville Parks and Recreation Department, Yorkville, IL
Vernon Hills Park District, Vernon Hills, IL
Western DuPage Special Recreation Association, Carol Stream, IL
Wheeling Park District, Wheeling, IL

* Accredited by the Commission for Accreditation of Park and Recreation Agencies.

Colleges and Universities

Chicago State University, Chicago, IL*

Frostburg State University, Frostburg, MD*

Illinois State University, Normal, IL*

Moraine Valley Community College, Palos Hills, IL

University of Illinois, Urbana-Champaign, IL*

University of North Carolina at Greensboro, Greensboro, NC*

University of Oklahoma, Norman, OK

University of St. Francis, Joliet, IL*

Western Washington University, Bellingham, WA

* Accredited by the National Recreation and Park Association Council on Accreditation.



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INTRODUCTION

The Illinois Park and Recreation Association Guide to Internships was developed to assist park and recreation organizations with preparing agency specific internship manuals. This publication may serve as a resource for the supervisor of student interns to help ensure successful internships. Best practices were reviewed from manuals acquired throughout the United States compiled from universities, parks and recreation departments, special recreation associations, city employment guides and park districts. As students apply for internships, they come prepared with documents and checklists to be completed for their respective universities or colleges. They follow the internship process, write their reports, and hope for supervisors to guide them through their weeks of service. As young professionals proceed through this final stage of training before entering the work force, it is imperative that Parks and Recreation professionals give students a comprehensive and structured experience.

Many agencies do not have guidelines or checklists to ensure fulfillment of their commitments to preparing students. As a precursor to this publication, a survey was distributed through the Illinois Park and Recreation Association to 391 administrative professionals (directors, superintendents, and human resource coordinators) requesting input on internship manuals. Among the surveys returned, 73.4% of the agencies had internship programs in place, and 61.3% were without an internship manual. These numbers suggest the need for an internship manual resource.

The authors see three reasons that internship manuals are imperative for all park and recreation agencies providing internships. First, use of a comprehensive internship manual demonstrates to students the agency is prepared to deliver a quality internship. Second, a manual can assist the supervisor with guidelines to make certain all aspects of the internship promised to the intern are met. Finally, the guidelines can help structure an internship to cover content areas for certification exams (including the Certified Park and Recreation Professional Examination and the Certified Therapeutic Recreation Specialist Exam).

Your feedback is invited to be considered for future editions of the guide. If you have specific suggestions, comments, or questions, please contact LeeAnn Fisk at lafisk@hfparks.com. The authors are excited to provide this resource to the profession, and it is hoped you will find it informative and useful.

The future of the profession is our responsibility; we must prepare the young professionals.

Disclaimer

The guidelines provided herein are merely suggestions and may not encompass all the needs of individual internship sites or programs. Neither the authors nor the Illinois Park and Recreation Association are responsible for internship programs, policies, documents, practices or any other internship-related activities occurring at internship sites. The structure and process of an internship program is the responsibility of the organization providing the internship program.

HOW TO USE THIS GUIDE

A comprehensive internship manual sets up a framework to ensure a successful internship program. To assist you in creating your agency's internship manual, explanations and samples of each section to include are provided in this guide. The samples were collected from a variety of agency manuals reviewed for this guide.

Several elements of agency manuals reviewed were similar. The best of these elements were compiled, and pages are included in the template. These pages include: Commitment of the Agency Supervisor to the Intern; Commitment of the Intern to the Agency; and Commitment of the Agency to the University/ College.

Additionally, outlines of certification competency areas are included in the guide and template, and these can be adapted to the needs of the agency. Included are the competency areas for the Certified Park and Recreation Professional (CPRP) examination and the competency areas for the National Council for the Therapeutic Recreation Certification (NCTRC) Certified Therapeutic Recreation Specialist (CTRS) examination.

A section is also devoted to evaluation. College and universities typically supply the agency with an evaluation to be completed for the student, and examples of this evaluation are provided. This guide also encourages the agency to request input from the intern in regard to the agency site and the intern's supervisor. The guide provides suggestions for this process. Ultimately, it is hoped evaluation results will be utilized to strengthen your overall internship program.

A self-evaluation is also deemed important for intern development. The intern's self-evaluation could be completed at the start of an internship, midpoint, and/or conclusion of the internship. Through review of a student's self-evaluation, a supervisor can identify and address specific training needs of an intern. With this guidance, the post evaluation should measure whether the intern has overcome weaknesses and/or added strengths gained through the internship. Guidelines for the self-evaluation are provided.

Finally, to assist you in the development of your internship manual, an electronic template is provided in the accompanying document, Supplement: Internship Manual Template. If you choose to use the electronic template, you will have the opportunity to add or delete any element you wish. The template is based on what the authors consider a best practices framework for internship programs.

Although this guide and the accompanying supplement were developed based on an extensive review of current practices in the field, it may not account for the unique characteristics of your agency and internship program. It is intended to be a resource with an adaptable framework. It is hoped you will find this guide to be a useful tool to improve or enhance the learning experience of all interns at your agency.

MANUAL COVER

The internship manual cover is an expression of the agency. As with all books, the cover provides a first impression of the content. Important elements for the cover should include the following:

- Agency name
- Agency logo
- Important contact information
- Date the manual was created or last updated

The examples that follow include covers of a university and an agency internship manual.

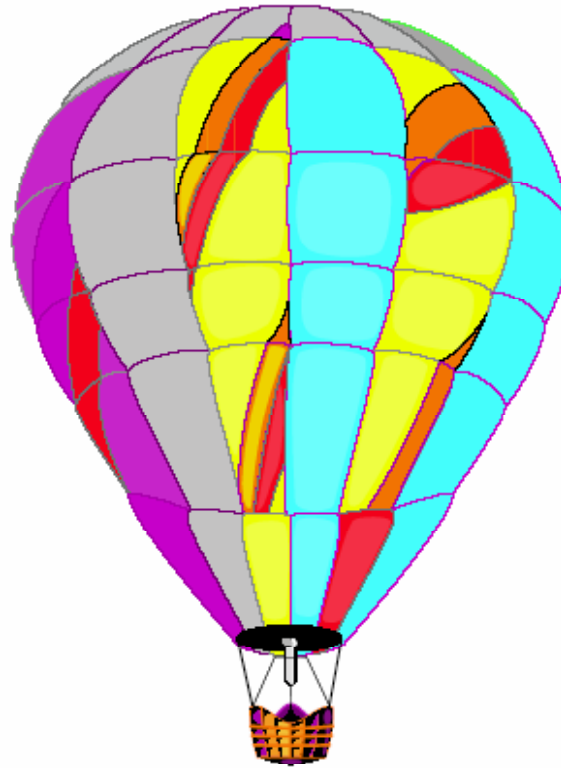
MANUAL COVER SAMPLE:
Frostburg University
Frostburg, MD

sample!



Frostburg State University

Version 0501



AGENCY GUIDE FOR INTERNSHIPS IN RECREATION AND PARKS MANAGEMENT

Recreation and
Parks Management
Frostburg State University
Frostburg, Maryland

184 18-cv01.edr

MANUAL COVER SAMPLE:
Savoy Recreation Center
Savoy, IL

sample!



Internship Program Manual



Savoy Recreation Center
402 Graham Drive
Savoy, IL 61874

(217) 359-3550

Compiled: March 27, 2006

WELCOME STATEMENT

The welcome statement is written to express the importance of the student as a member of the agency's team while reiterating the valuable life learning experience the student will achieve. The statement should express the significance of an internship program within the agency and its impact as students take their last educational steps prior to embarking upon a career.

sample!

WELCOME TO FVSRA
.....

Your internship plays an important role in your preparation as a professional Therapeutic Recreation Specialist. The many tasks and situations you are exposed to during your short stay will have a lasting effect on your future endeavors. FVSRA works cooperatively as a member of multi-disciplinary teams with the educational systems, social service agencies, clinical facilities and our Member Park Districts. We want you to feel that you are a member of our team, and not just an addition. All internship students will work under the direction of a staff member who is a Certified Therapeutic Recreation Specialist (CTRS).

This manual is designed to inform and assist students, faculty supervisors and agency supervisors about the goals, policies, procedures and requirements of the internship experience with the Fox Valley Special Recreation Association. This manual will serve as a guide for initiating and completing the internship experience.



The purpose of this internship is to provide the student with the opportunity to continue professional growth beyond the academic setting. This is accomplished by allowing the student to make the transition from learning practical theories to participating in practical experiences.

**WELCOME STATEMENT SAMPLE:
Yorkville Parks and Recreation Department,
Yorkville, IL**

sample!



UNITED CITY OF YORKVILLE

INTERNSHIP AND FIELD WORK PROGRAM OVERVIEW

WELCOME

We want to welcome you to the United City of Yorkville. We understand that selecting your fieldwork or internship site is a very difficult process. We encourage students to think about what **BENEFITS** the overall experience will give to future full time employment in their chosen field.

The staff at the United City of Yorkville is very proud of our internship program in the fields of **Recreation, Public Administration, Public Relations or Communications and Public Safety**. Your internship placement with the City of Yorkville will provide you with the "hands on" experience you will need in order to obtain your first professional position in your chosen field.

Students in related fields of study who desire practical experience in a municipal setting are encouraged to meet with the City Administrator or designated Department Head to determine if this placement meets your needs.

Meet with the United City of Yorkville staff and find out what we have to offer you as your internship or fieldwork site.

MISSION STATEMENT AND AGENCY OVERVIEW

The inclusion of a mission statement and/or vision statement will give students their first understanding of the agency's purpose within the community. Including mission and vision statements helps to set the tone for internships to align with agency values. Additionally, an agency overview introduces interns to the agency's structure, goals, and roles within the community.

MISSION STATEMENT AND AGENCY OVERVIEW SAMPLE:

**City of Kettering
Kettering, OH**

sample!

Chapter 1 Organization

VISION STATEMENT

A dedicated team of professionals committed to providing beneficial, life-enhancing opportunities for the community.

MISSION STATEMENT

The mission of the Parks, Recreation and Cultural Arts Department is to improve the quality of life for all residents of Kettering by providing a wide variety of leisure and cultural activities, special events, facilities and services that encourage health, fitness, relaxation, enjoyment, cultural enrichment and learning as well as providing opportunities for community involvement.

It is also the purpose of this department to improve the quality of the City's urban setting by enhancing the appreciation and care of the natural environment through maintenance and development of open space, parks, roadside areas, government grounds and medians.

KEY INGREDIENTS

The department uses the following Key Ingredients to develop the strategies necessary to accomplish the mission of the Parks, Recreation and Cultural Arts Department and the specific objectives established by each division/facility.

- Professional Development
- Operational/Financial
- Marketing/Promotion

Each program area develops goals and strategies with the overall goal to better provide services to the citizens of Kettering. It takes everyone working together as a team to meet these goals. Copies of the departments/program goals are included in the back of this section.

HISTORY AND GENERAL BACKGROUND

The Parks, Recreation & Cultural Arts Department was established in 1966, as a people-oriented service agency. Over 1.2 million participants take advantage of one or more of the hundreds of programs and/or services offered by the department. These requests for service and programs range from inquiries about many park-, maintenance- and beautification-related programs to requests about 1,800 plus recreational and cultural activities which are conducted yearly. Leisure activities are available for all ages: tiny tot to senior adults.

The department is a 1994 winner of the National Gold Medal Award, which recognizes excellence in the parks and recreation field. In 1996, the department also became the first parks and recreation department in the state to become nationally accredited, and in 2001 became re-accredited. The department will be going for its third time in 2006. Accreditations are good a five-year period. To become accredited an agency must pass 36 fundamental standards of operation and 85 percent of the remaining standards—we achieved 97 percent! We pride ourselves in providing the types of leisure activities, facilities and services that the citizens of Kettering want. Citizen satisfaction is shown in the participation levels in the many programs and activities. Approximately one million citizens use the amenities of the Kettering Recreation Complex.

The department operates and maintains an arts center, a performing arts amphitheatre, one year-round swimming pool, an indoor ice arena, a water park, a community center, a senior center, a street-style skate plaza, Polen Farm banquet facility, 21 neighborhood and community parks and playfields, 19 tennis courts, 43 baseball/softball diamonds, 18 football/soccer fields, a par course, 18 miles of median areas, a BMX track, nearly 10,000 street trees and four ponds for fishing.

While many of the department's services are supported through tax dollars, a continual effort is made to balance the free services with programs to which a fee is attached. Fees and charges account for over \$5.4 million, reducing the net tax support.

THE ORGANIZATION

As an employee of the City of Kettering Parks, Recreation & Cultural Arts Department, it is important that you understand how our department functions. You will not only need to understand how your recreation section operates, but the entire Parks, Recreation and Cultural Arts Department and the City as well. As we work together as an entire department, it is most helpful to know who is responsible for various program areas. Organization charts have been included in the back of this chapter to help you understand.

MISSION STATEMENT AND AGENCY OVERVIEW SAMPLE:
Community Associations of the Woodlands
The Woodlands, TX
Community Associations of The Woodlands
Mission, Vision and Values

sample!

"Keeping the Hometown Vision Alive"

The following vision, mission and critical success factors are shared by The Woodlands Community Association, The Woodlands Association and The Woodlands Commercial Owners Association:

Vision

We will keep the hometown vision alive and lead the community in perpetuating the values that make The Woodlands the most desirable community in which to live and work.

Mission

We provide our members superior services, representation, programs and amenities to preserve the vision and enhance the quality of life that attracted all of us to The Woodlands.

Values

Preserve the natural environment and master plan. Promote safe and healthy neighborhoods. Provide attentive service with the best value. Foster a sense of community

Critical Success Factors

- Community Relations and Communications
- Financial Stability
- Quality Services and Facilities
- Healthy Vibrant Neighborhoods
- Professional Work Force
- Innovative Leadership and Strategic Planning
- Strategic Alliances



Parks and Recreation Purpose and Mission

The purpose of the Parks and Recreation Department is to maintain, contribute to and enhance the quality of life in The Woodlands. This purpose is achieved through the provision and facilitation of recreational programs for residents of all ages with a special emphasis on teen programming, the protection and restoration of our native and forested environment, and stewardship of common areas of the associations including parks, swimming pools, facilities, pathways, athletic fields, roadsides and medians.

Parks and Recreation Mission: To preserve, maintain and improve the quality of life in The Woodlands through the provision of quality recreational opportunities and programs, through the protection of the natural environment, and through stewardship of existing open spaces, parks, facilities, pathways, roadsides and medians.

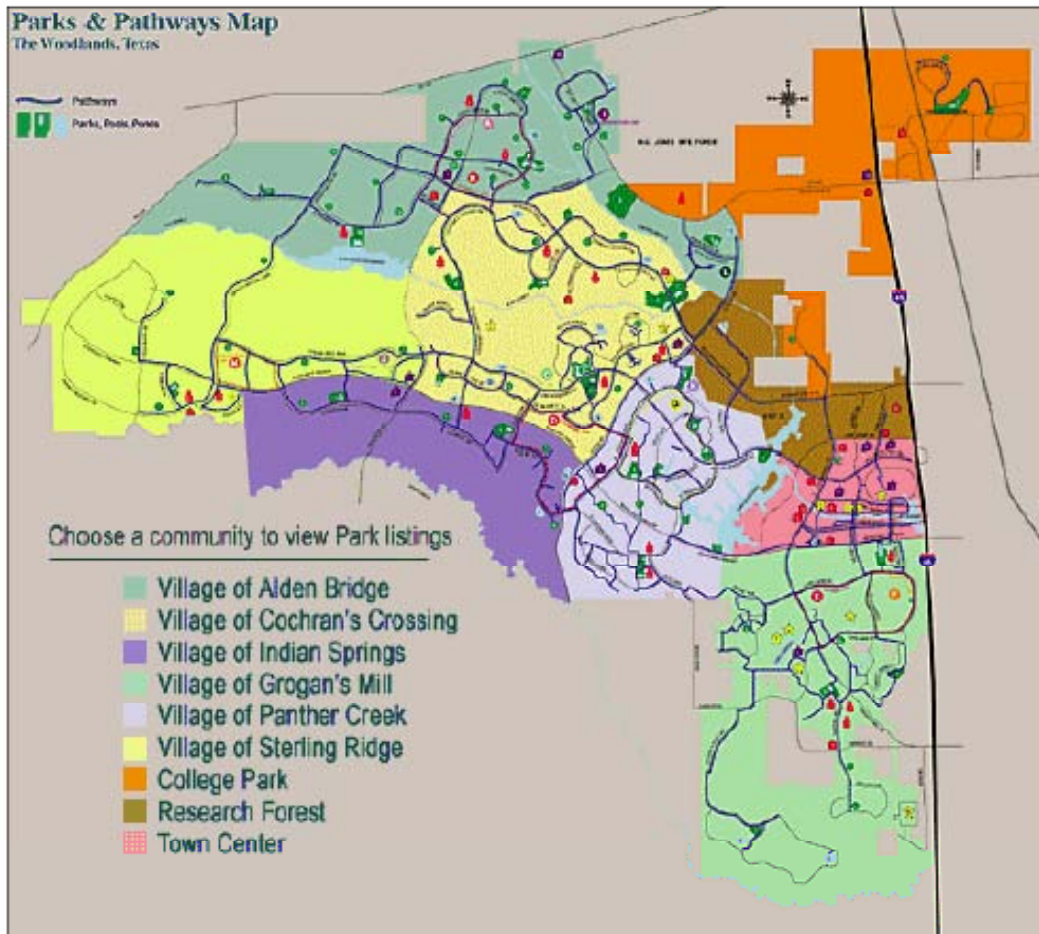
The Community Associations of The Woodlands Parks and Recreation

Community Associations of The Woodlands, Texas, Parks and Recreation Department, operates and maintains more than 140 miles of hike and bike paths, nearly 105 parks, 12 swimming pools, more than 1,800 acres of open space, The Woodlands Recreation Center, and a variety of amenities for residents to enjoy.

Hike and bike pathways are for non-motorized use and are located throughout the villages of The Woodlands so residents can enjoy a variety of activities, such as walking, jogging, bicycling and roller-blading. Pathways are also conveniently linked throughout neighborhoods to parks and area shopping centers.

Parks offer residents opportunities for recreation and socializing, and contain various amenities such as swimming pools, picnic pavilions with barbecue grills, basketball courts, playground equipment, sports fields, volleyball and tennis courts.

A goal of the Parks and Recreation Department is to be timely and responsive in addressing the needs and concerns of citizens of The Woodlands. We, the parks and recreation team, recognize that our customers want solutions to their problems, quality and reliability, and most importantly to be valued and understood. We also recognize that every customer is different and strive to treat customers the way they want to be treated. We welcome and accept the responsibility and accountability for providing the best quality customer service possible.

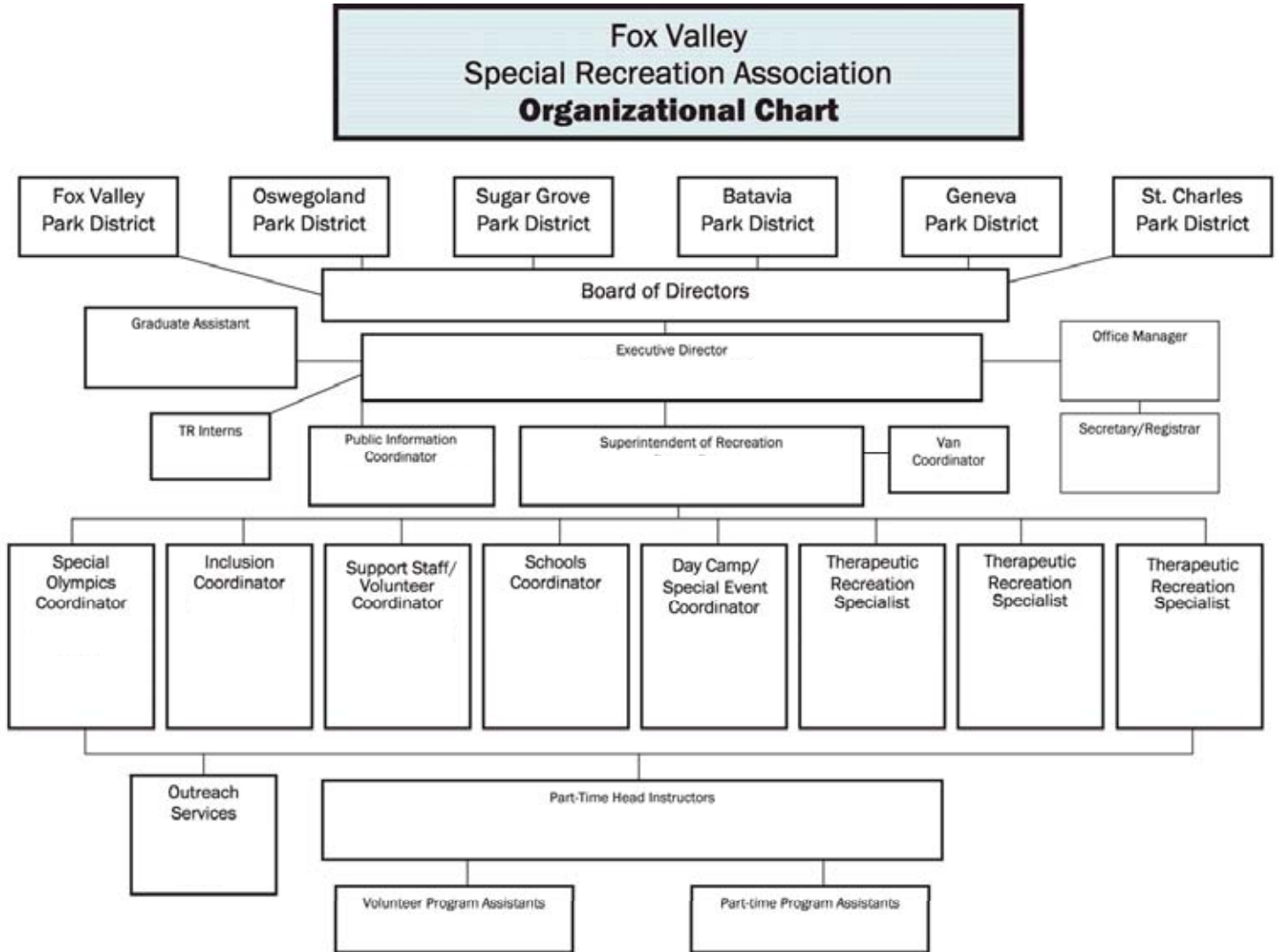


ORGANIZATIONAL CHARTS/ADMINISTRATIVE LISTS

The inclusion of the organizational chart provides an overview of the administrative and personnel structure. A description of each position and the names of those who hold them, provides a complete overview of the chain of command.

**ORGANIZATIONAL CHART SAMPLE:
Fox Valley Special Recreation Association
Aurora, IL**

sample!



ADMINISTRATIVE LIST SAMPLE*:

**Vernon Hills Park District
Vernon Hills, IL**

sample!

Vernon Hills Park District

Board of Park Commissioners

Names

President
Vice-President
Commissioner
Commissioner
Commissioner

Administrative Staff

Names

Executive Director
Communications Manager
Superintendent of Parks
Supt of Finance & Human Rsrc
Superintendent of Recreation

Phone Numbers

Staff

Names

Office Manager – SCC
Athletic Supervisor
Aquatic/Facilities Supervisor
Receptionist/Customer Service
Receptionist/Customer Service
Early Childhood Supervisor
Building Maintenance – SCC
Office Manager – LCC
Building Maintenance – LCC
Executive Administrative Asst
Recreation Supervisor
Fitness Supervisor

Phone Numbers

Parks Staff

Names

Park Maintenance
Park Maintenance
Park Maintenance
Park Maintenance
Park Maintenance

Phone Numbers

*Names and phone numbers deleted for personnel privacy.

INTERNSHIP OVERVIEW

The internship overview is an opportunity for the agency to list the goals and objectives for the student. The internship overview can be used to communicate expectations and potential experiences throughout the internship.

**INTERNSHIP OVERVIEW SAMPLE:
Roanoke County Parks, Recreation, and Tourism
Roanoke, VA**

sample!

I. GOALS

The extent of the Internship Program conducted at the Roanoke County Parks, Recreation and Tourism Department is determined in cooperation with the goals and objectives of the specific college or university and the department. The university sets the guidelines and the Parks, Recreation & Tourism Department provides the details of the program to best reach the goals set by the university and the intern and provide the intern with a well-rounded experience.

The chief purpose of internship is to provide the student with practical background experience in a setting where learning is the chief objective of that experience. The goal of this experience is to enhance the professional growth of the student by furthering their understanding and appreciation of the role of the parks and recreation professional through actual experience. Internship provides a means for determining the student's strengths and weaknesses and an opportunity for the university, the agency, and the student to expand, practice, improve, and evaluate skills, techniques, principles, and theories.

Internship also enhances the educational process and enlarges the scope of the university's professional curriculum in recreation and parks. It provides a laboratory for the application of theoretical knowledge and for faculty contact with professional leaders and agencies on a cooperative basis.

In accepting an intern, Roanoke County is helping to meet the challenge of preparing leaders in the field of recreation and helping the university produce better-qualified persons for responsible positions in the profession. A cooperative working relationship between the agency and the university assures contact between trained practitioners and professional recreation educators, which serves to stimulate both.

II. OBJECTIVES

The intern will have a complete job experience in a wide range of responsibilities. The intern should gain a broad experience in agency and community functions, which will involve him in observing, reporting, participating, leading, assisting, supervising, and managing. The following elements will be emphasized:

Administration and Management - The Department will schedule and assign the intern in such a way to give him practical experience in the skills, techniques, and practices involved in the administration and management of a Parks, Recreation, and Tourism Department. This assignment will include, in as far as possible, experiences in office procedures, staff relations and responsibilities, record keeping, programming, planning, fiscal operations, public relations, and community agency relationships.

Organization and Supervision - The intern will be scheduled and assigned to participate in experiences involving the organization and supervision of various programs, events, and to some extent, personnel.

Maintenance and Operation - The intern will be scheduled and assigned to various operations in such a way as to provide him with a reasonable number of learning experiences in the area of maintenance, operation, and planning.

Observation - The intern will be given the opportunity to observe the work and working relationships of the department within the organization and the community.

**INTERNSHIP OVERVIEW SAMPLE:
Dallas Park and Recreation Department
Dallas, TX**

sample!

Dallas Park and Recreation Department Goals for Student Internships:

1. To provide an opportunity for students to collect and use resource materials and information pertinent to present academic responsibilities and future professional experiences.
2. To provide the student with an opportunity to assess their ability to function as a “park and recreation professional.”
3. To provide the student with experiences unique to the DPARP that would complement and supplement the curriculum competencies.
4. To provide an opportunity for students to enhance and expand their awareness of professional activities and contacts through programs and visitations.
5. To provide an opportunity for students to acquire knowledge and skills related to specific park and recreation divisions.
6. To expose the student to all divisions within the Parks and Recreation Department.
7. To provide an opportunity for students to apply academic information to management and delivery of park and recreation services.
8. To provide an opportunity for students to acquire information on the organization and administration of Municipal Park and recreation services.
9. To provide an opportunity for students to become aware of the direct line personnel and supportive services involved in the delivery of service in a municipal setting.
10. To provide an opportunity for students to be exposed to and gain skills in practical research.
11. To provide the student with a financial overview of the expenses and revenues generated from the operation of a municipal entity.
12. To provide an opportunity for the students to become familiar with public relations techniques.
13. To provide an opportunity for students to explore the responsibilities and roles of the various professionals in the department.
14. To provide the students an opportunity to be exposed to the political system and how it directly affects the Parks and Recreation Department.

AGENCY SUPERVISOR GUIDELINES

This section provides guidelines for the supervisor and commitments made between each party in the internship relationship. A signed agreement should be enacted between all parties involved. The agreement acts as a binding contract specifying the range of dates, hours to be served by the intern, and compensation information.

AGENCY SUPERVISOR GUIDELINES

Supervision of the intern is critical to ensuring a successful internship. The agency supervisor should be assigned according to his or her experience, and should have the interest, desire, and time for the internship oversight responsibility.

1. Have the appropriate credentials to be an intern supervisor with professional involvement as a member of appropriate professional organizations (e.g. Illinois Park and Recreation Association, National Recreation and Park Association, National Therapeutic Recreation Society, etc.)
2. To interpret the internship program to the agency board or controlling body and to the community, and to obtain official approval of the internship program.
3. Design a learning experience with the student intern with agreed upon goals, objectives, job duties, and responsibilities, projects and experience that are challenging and professionally developmental in nature for the student.
4. Provide the opportunity to supplement or complement the student's classroom experience.
5. Help the student understand his or her work as it relates the agency and the community it serves, and provide the expectations in writing.
6. Provide the student with an agency orientation.
7. Complete paperwork provide by the university or college in a timely fashion.
8. Critique written reports with constructive goals and feedback.
9. Keep communication open between agency and academic supervisor.
10. Assign the student a special project.
11. Maintain office hours accessible to the student's primary work location.
12. Permit the student a minimum of one hour per day for student paperwork and/or training.
13. Meet weekly to discuss problems, leadership techniques, operational methods.
14. Coordinate the approval for attendance of important meetings, allowing the student to see different functions of administrative levels.
15. Facilitate the accomplishments of student goals.
16. Allow for professional growth and development.
17. Strive to introduce the full range of certification knowledge areas to assist the student with successful preparation for the certification examination.
18. Prepare the student for an entry level position within the field.

Adapted from Western Washington University (n.d.), Frostburg State University (n.d.), University of St. Francis (2006), Dallas Park and Recreation Department (n.d.).

TOP 10 BEST PRACTICES FOR THE INTERNSHIP SUPERVISOR

1. **Access.** Allow access to meeting, events, and staff.
2. **Variety.** Provide various projects and participatory experiences.
3. **Flexibility.** Meet interns' needs and interests, and enable input from various departments and agencies.
4. **Education.** Educate people in the community, including university contacts, about the internship program in order to secure a steady applicant pool and to foster a relationship with student networks.
5. **Front-Line Experience.** Appreciate and respect the work of service providers who exhibit good management practices. Encourage interns to take part in these valuable learning experiences.
6. **Mentoring.** Provide interns with guidance and encouragement or a person who can be a mentor. Remember, today's interns are tomorrow's leaders.
7. **Have supervisors supervise.** Avoid having interns report to supervisors who may lack the experience and authority to provide the intern with tools for learning.
8. **Meaningful Work.** Provide a task that is important to the goals of the organization and will attract quality interns. Resume-building experiences often are more valuable.
9. **Evaluate.** Give the intern feedback throughout their tenure and have them evaluate their own experience before leaving.
10. **Assimilate.** Make the program a routine part of agency operations. Continue to seek out qualified candidates and to share enthusiasm for the agency.

Adapted from Jordan, J. (2002).

AGENCY SUPERVISOR COMMITMENT TO THE INTERN

The points listed below are suggestions to help define the supervisor's role in the agency-intern relationship. Making these commitments to interns, and following through with each point, increases the probability of a successful internship for the agency and the student.

1. Prepare staff for the arrival of the student intern.
2. Provide the student intern with one consistent supervisor to provide consistent communication.
3. Confer with the student intern to determine a mutual plan of internship goals and objectives; project and work assignments that will ensure these objectives are met.
4. Introduce an overview of the agency's purposes, policies, administration, programs, and facilities.
5. Inform the student intern of all regulations with which she or he must abide.
6. Provide opportunities for the student intern to be challenged.
7. Provide student intern with a timeline of duties.
8. Present the student intern to the agency staff as a co-worker in a manner that acknowledges his or her professional status.
9. Orient the student intern to the community, including its political, religious, economic, social, and ethnic background.
10. Acquaint the student intern with resources and materials used in the administration of the agency's recreation programs.
11. Encourage the highest of standards and praise the student intern for work well done; and counsel the student intern in areas in which she or he does not meet professional entry-level standards.
12. Give the student intern opportunities that will lead to feelings of growth, achievement, and success.
13. Have scheduled conferences with the student intern and conduct intermittent evaluations allowing the student intern to monitor his or her progress.
14. Present criticism in a constructive, objective, and tactful manner. The student intern should be reminded that evaluations are for professional improvement.
15. Keep continuous records of the student intern's work and progress; be objective in the student intern evaluation; facilitate the conferences with the student intern and the college supervisor; and complete the final evaluation report.
16. Encourage self-evaluation by the student intern.
17. Assist student interns in networking opportunities and provide assistance on resume writing, interviewing and professional issues related to securing an entry-level professional position.

Adapted from Skokie Park District (n.d.), Charleston Park District (n.d.).

INTERN COMMITMENT TO THE AGENCY

The points listed below can be used to define the agency's expectations of the intern and the intern's commitment to the agency. The intern should:

1. Familiarize oneself with the regulations pertaining to the agency and conform to them.
2. Perform all work assignments to the best of his or her ability.
3. Develop 5 – 7 personal goals.
4. Report to an assignment at least 15 minutes prior to the time due.
5. Plan thoroughly and in advance all assignments.
6. Be free to stay 10-15 minutes after an assignment.
7. Evaluate each meeting or activity that has been planned and conducted.
8. Prepare for weekly agency supervisor- student intern conferences. Ask questions and present constructive ideas.
9. Be well groomed and appropriately dressed for all assignments.
10. Notify agency supervisor well in advance in cases of absence from work.
11. Be tactful, friendly, courteous, and respectful to all, (Remember: the people working here have jobs to do. They will be happy to help if you use good judgment in what you ask of them).
12. Be cheerful and praising of good work.
13. Consult the supervisor when confronted with problems you cannot satisfactorily solve oneself.
14. Consider oneself an employee of the agency, not someone with special privileges.
15. Pay for own meals and expenses when attending professional meetings, unless otherwise stated.
16. Visit, observe, and participate in phases of agency's operations other than this agency.
17. Attend assigned meetings.
18. Practice excellence in his or her work.
19. Assist others when he or she has "down time" and ask how he or she can help.
20. Maintain professional attitude at all times.
21. Perform work assignments in a safe manner as to not injure oneself or others.
22. Be willing to offer new ideas and suggestions to the supervisor.
23. Communicate openly, honestly, and professionally at all times.
24. Prepare for weekly agency supervisor-student conference.

Adapted from Glen Ellyn Park District (n.d.), Fox Valley Special Recreation Association, (2007), and Skokie Park District (n.d.).

AGENCY COMMITMENT TO THE UNIVERSITY/COLLEGE

1. To coordinate an exchange of information with the student intern.
2. To meet with or write to the college supervisor periodically to discuss the student intern's progress.
3. To send evaluations of the student interns work, on time.
4. To evaluate the field experience and make suggestions when necessary for student intern improvement.
5. To discuss curriculum offerings as they are related to the student intern.

Adapted from Maine-Niles Special Recreation Association (n.d.) and Skokie Park District (n.d.)

**AGENCY, STUDENT, AND UNIVERSITY AGREEMENT SAMPLE:
Savoy Parks and Recreation
Savoy, IL**

sample!

Savoy Recreation Center Internship Agreement

This agreement is made and entered by and between _____ (Intern's name) of _____ (College/University) and the Savoy Recreation Center on this _____ (day) of _____ (Month /Year)

Terms of Agreement

_____ (Intern name) agrees to complete and internship experience with the Savoy Recreation Center for a minimum of _____ (weeks) at 40 hours/ week. The internship will commence on _____ (date) and will conclude _____ (Date)

Compensation

The intern will receive an hourly wage or stipend of \$ _____ per hour/week

Obligations and Responsibilities of the University

1. Provide a faculty member to coordinate responsibility for instruction and supervision of the internship experience. Notify the agency In writing if any changes will occur
2. Provide Savoy Recreation Center (SRC) and intern with an accessibly faculty, member for questions and concerns that might arise during the internship
3. Provide (SRC) and the intern wit ha copy if the University intern manual, all deadlines, and appropriate evaluation forms
4. Assist intern for and internship experience through instruction and education at the University
5. Reasonable prepare the Intern for an internship experience through instruction and education at the University

Obligations and Responsibilities of the Intern

1. Complete all necessary pre-internship requirements: Applications, cover letters, resume references and tax forms (if paid, there will be no cost incurred to the intern for completing these requirements)
2. Provide SRC supervisor with a University manual, deadlines and evaluation forms
3. Complete all University assignments and evaluations on designate dates
4. Adhere to all policies, regulations, and assignments outlines by SRC and the University
5. Assume the responsibility for their own medical care and insurance coverage, SRC will not assume any financial liability for such care

Obligation and Responsibility of the Savoy Recreation Center

1. Provide the intern, if allowed by the University, with a stipend
2. Share the responsibility of the education, evaluation, and guidance of the Intern in accordance with own policies and the University guidelines
3. Provide the intern with a complete orientation to agency, staff, and participants
4. Provide a supervised program of applied experience under the guidance of professional staff
5. Complete all performance evaluations under the deadlines provide by the Intern
6. Provide Intern with SRC Internship Manual and access to all other departmental manuals

This agreement constitutes the entire agreement between the parties and supersedes all other agreements, whether oral or written, with respect to the previous subject matter. The agreement may not be altered, amended or modified except in writing and by agreement of all involved parties.

Intern Signature _____ Date _____

Agency Signature _____ Date _____

University Signature _____ Date _____

INTERNSHIP SCHEDULES AND TIMELINES

The interns' schedule/timeline can be very general as in the examples of the Community Association of the Woodlands in Texas, or very detailed, as in the example provided by Western DuPage Special Recreation Association. The schedule/timeline can be agency specific and take time to create.

The supervisor should determine what this schedule/timeline would entail, and seek input from other staff that will be assigned the intern (clerical, athletic, park maintenance, special events, etc.). If a goal for the internship program is to cover the requirements for certification eligibility, the timeline can work as a series of checkpoints to ensure necessary skill items are being covered. The benefit of the schedule/timeline to the intern is to confirm that specific duties will be in place for the duration of the internship.

**INTERNSHIP SCHEDULE/TIMELINE SAMPLE:
Community Association of the Woodlands
The Woodlands, TX**

sample!

“Example” Intern Schedule



Week 1- General orientation to The Community Associations of The Woodlands, Discussion of Goals, Objectives, and major projects. Review policies and procedures

Week 2- Site Visit- Aquatic Superintendent, Assist with set up for Gorilla Hole

Week 3- Site Visit- Recreation Superintendent, Purchase small capital items (way finding signs or bleachers) using the correct procedures.

- Week 4- Attend Board of Director Meeting, Develop promotional material
- Week 5- Assist with the development of budget materials, review materials for external funding
- Week 6- Evaluation #1, Prepare Board of Director communication
- Week 7- Research a specific trend in parks and recreation
- Week 8- Create customer services satisfaction, special event preparation
- Week 9- Work on a Parks Department crew, Special Event implementation
- Week 10- Present subject matter to the Parks Advisory Council, Prepare script for the parks and recreation action guide
- Week 11- Major Project Due
- Week 12- Oversee one night of Gorilla Hole or one week of summer camp
- Week 13- Work at the Recreation Center/Camp activities, assist with the preparation of summer activities.
- Week 14- Site Visit to the Conroe Parks and Recreation, assist with the preparation of summer activities.
- Week 15- Assist with the preparation of summer activities
- Week 16- Final Evaluation, Review status of projects with Supervisor, Portfolio due.



**INTERNSHIP SCHEDULE OR TIMELINE SAMPLE:
Western DuPage Special Recreation Association
Carol Stream, IL**

sample!

I. Week 1-2

Focus: Orientation/Safety/Policies/Procedure/Observation

A. Welcome to WDSRA

1. Tour of WDSRA Offices/introduce to staff
 - a. In/out board
 - b. Mailboxes
 - c. Office and van keys checked out
 - d. WDSRA staff
 - e. Desk and supplies

B. Overview of structure & mission of WDSRA

1. Mission statement
2. Board of Directors and Staff
3. Who is eligible?
4. Program information
5. Leisure education
6. Day camp
7. Transportation
8. Inter-Agency cooperation
9. Funding
10. Organizational chart
11. Map of service area

C. Internship Requirements

1. Goals
 - a. Develop 5-7 goals for the internship/strive to develop areas in and out of your 'comfort' zone turn into supervisor
2. Objectives
3. Methods of Accomplishment
4. Responsibilities
 - a. Intern to Agency
 - b. Agency to Intern
 - c. Intern to University
 - d. Agency to University
 - e. Weekly and final responsibilities
5. Special Project
 - a. Developing ideas for
 1. What will benefit WDSRA
 2. In what areas do you want to improve
 - b. Practice presentation with supervisor.

- c. Prepare a written proposal for this project
 - 6. Programmatic responsibilities/specific programs on attached list
 - a. Observation
 - b. Assistance
 - c. Leadership
 - d. Development
- D. Internship Manual (Read and sign form in back to acknowledge receipt)
- E. Policies and Procedures
 - 1. Attendance/weekly schedule/professionalism
 - 2. Call-Ins
 - 3. Mileage Reimbursement
 - 4. Dress code/staff shirts
 - 5. Confidentiality
 - 6. Receipt of Guidelines
 - 7. Incident Report Forms
 - 8. First Aid
 - 9. Emergency Reporting Procedures
 - 10. Need copies of following:
 - a. Driver's License
 - b. Social Security card
 - c. First Aid Card
 - d. Illinois Driver's Abstract (obtain from license facility)
 - 11. Utilization of Person First language
- F. Completion of employment forms
- G. Weekly Schedule completion
- H. Intern will write a press release to announce arrival to public
- I. Write a Board report to include:
 - 1. Intern's expectations
 - 2. Intern's background and experience
- J. Staff meeting Schedule/Board meeting schedule
 - 1. Staff meetings- every week on Wednesdays.
 - a. share at least 2 thoughts/questions/comments each week
 - 2. Board meetings- third Wednesday of the month
 - 3. Board reports due into Supervisor on 2nd Tuesday of each month
- K. Schedule visits with WDSRA Staff
 - 1. Executive Director
 - a. Chief Administer
 - b. Agency Development
 - c. Member Development
 - 2. Superintendent Of Recreation
 - a. Oversees All WDSRA Programs
 - b. Supervises Recreation And Inclusion Managers
 - c. Develops And Evaluates Seasonal Program Schedule

3. Superintendent Of Communications And Development
 - a. Oversees WDSRA Foundation And Fundraising Efforts
 - b. Supervises Public Relations Department
4. Superintendent Of Finance
 - a. Oversees Financial Information
 - b. Payroll Procedures
 - c. Oversees Purchases And Banking Activities
 - d. Supervises Front Office Staff
5. Inclusion Manager
 - a. Supervise, Train And Evaluate Inclusion Support Staff
 - b. Development, Implementation & Evaluation Of Inclusion Services
 - c. Supervises Inclusion Coordinator
6. Manager Of Support Services
 - a. Recruit, Supervise And Train Part-Time Staff And Volunteers
 - b. Schedule Program Staff
 - c. Maintain Vehicle Fleet
 - d. Supervise Interns And Vehicle Porter
7. Manager Of Athletics
 - a. Supervises Special Olympic And Low Incidence Coordinators
 - b. Oversees Special Olympic And Adapted Sports Programs
 - c. Safety And Risk Management Coordinator
8. Manager Of Special Events And Day Programming
 - a. Supervises Special Event And Day Camp Coordinators
 - b. Oversees Special Event, Day Camps And Adult Day Programs
 - c. Facility Management And Community Liaison
9. Manager Of Cultural Arts And Social Programs
 - a. Supervises Cultural Arts And Social Program Coordinators
 - b. Oversees Cultural Arts And Social Programs
 - c. Facility Management And Community Liaison
10. Program Coordinators (6 Recreation and 1 Inclusion)
 - a. Coordinate, Plan, Implement And Evaluate Agency Programs
 - b. Perform Budget And Cost Sheet Analysis
 - c. Brochure Development
11. Public Information Manager
 - a. Develops And Implements Effective Public Relations Programs
 - b. Preparation Of Publications (newsletter, brochures & Flyers)
 - c. Supervises Public Relations And Communication Interns
 - d. Leads Technology Committee
12. Development Manager
 - a. Plans And Coordinates Foundation Special Events And Fundraisers
13. Special Project Manager
 - a. Seeks And Develops Grant Proposals And Other Donations

- 14. Office Staff
 - a. Program Registration
 - b. Responsive To Customer Service Responsibilities
 - c. Support WDSRA Staff In Office Related Responsibilities
- L. Driver Training
 - 1. Driver orientation
 - 2. Accessible Vehicle: Wheelchair And Lift procedures
 - 3. Driver road test
 - 4. Tour of transportation route & member agencies
- M. Schedule other meetings and site visits
 - 1. SRANI / ITRS meeting- 1st Thursday each month
 - 2. Site visitations (choose from attached list or generate own ideas)
 - 3. Leisure Education observations
 - 4. Assessments with Mental Health Coordinator
 - 5. Day Programming / Senior Trip Observation
- N. Schedule weekly meeting time with Manager of Support Services
- O. Preparation of a program folder
 - 1. Program roster and attendance
 - 2. Participant Information Forms
 - 3. Program Planning Sheet
 - 4. Facility confirmation
 - 5. Van requests/confirmation
 - 6. Program evaluation forms
 - 7. Program facility safety checklist
 - 8. Incident report forms
 - 9. Medication permission and logs
 - 10. Program goals, objectives, program plans and interventions
- P. Begin observation of programs as assigned
- Q. Participate in directed readings of information routed to staff
- R. Continue to participate in weekly staff meetings
- S. Begin to observe Assessments with CTRS
- T. Complete any additional assignments as directed in focus area checklist
- II. **Weeks 3-6 Focus:**
 - Presentation Skills/Disability Awareness/Program Planning
 - A. Continue to complete scheduled site visits and meetings.
 - 1. Complete journal entry of site visit observations when completed.
 - B. Formulate a proposal for special project/turn into Supervisor.
 - C. Finalize and begin work on special project.
 - D. Begin partial leadership of programs already in session.
 - 1. Under direction of full-time staff
 - 2. Participate in evaluation and critique of programs participated in
 - E. Continue weekly reports for WDSRA and University.
 - F. Program Brochure Development meeting with Superintendent.
 - 1. Program planning
 - 2. Budgeting
 - 3. Program Blurb writing

- G. Participate in WDSRA Inclusion program as a program aide when possible.
- H. Continue to participate in directed readings as assigned to staff for discussion.
- I. Continue to participate in weekly staff meetings.
- J. Complete an Intern's Report for the monthly Board packet.
- K. Work cooperatively with Day Camp Coordinator to develop a presentation for day camp orientation incorporating an area of expertise (i.e. disability awareness, behavior management, arts, and crafts etc.) (summer interns only)
- L. Present at day camp orientation when appropriate. (Summer only)
- M. Complete a 1-2 page paper on suggested teaching techniques on a specific disability that you have observed in a program.
- N. Plan and implement weekly special program for assigned day camps. (Summer only)
- O. Complete any additional assignments as directed in focus area checklist.

III. Weeks 7-12

Focus: Assessments/Program Leadership

- A. Begin complete leadership of programs already in session
 1. Under direction of full-time staff
 2. Participate in evaluation and critique of programs participated in
- B. Continue weekly reports for WDSRA and University
- C. Continue developing program information for next brochure
- D. Continue active participation as an Inclusion Aide
- E. Continue to participate in directed readings as assigned to staff for discussion
- F. Continue to participate in weekly staff meetings
- G. Complete an Intern's Report for the monthly board packet
- H. Assist and conduct an assessment with CTRS.
- I. Complete remaining site visit observation summary
- J. Complete assignments as detailed under Weekly focus area checklist.
- K. Complete a mid-term self-evaluation of performance.
- L. Continue planning and implementation of day camp activities as assigned.
- M. Continue work on special project.
- N. Prepare presentation to supervisor of special project.

IV. Weeks 12-14

Focus: Program Planning/Organization/Evaluation

- A. Practice presentation at weekly staff meeting of your final project
- B. Actively participate in final evaluation process of programs.
- C. Timely completion of final evaluation for university
- D. Complete WDSRA evaluation from internship manual
- E. Continue to participate in weekly staff meetings
- F. Complete exit interview with Supervisor
- G. Complete an Intern's Report for the monthly Board packet
- H. Complete assignments as detailed under Weekly focus area checklist
- I. Turn in completed weekly checklists
- J. Terminate relationships with participants

CERTIFIED PARK AND RECREATION PROFESSIONAL EXAMINATION CONTENT OUTLINE

The Certified Park and Recreation Professional (CPRP) examination is a primary requirement to obtain the CPRP credential. The practical experiences offered by the internship experience will help to prepare students to sit for the certification exam and become certified professionals. The internship supervisor should do his or her best to ensure interns/prospective certificates receive sufficient exposure to the range of job knowledge areas tested by the exam.

The Illinois Park and Recreation Certification Board (IPRCB) currently administers the certification exam within the state of Illinois. However, the test is ultimately administered under the auspices of the National Recreation and Park Association (NRPA) National Certification Board (NCB), which has provided a complete examination candidate handbook available on the NRPA website at www.nrpa.org/certification.

According to the IPRCB, there are three major elements to obtaining certification: 1) education, 2) experience, and 3) examination. Once the student completes the internship, the first two elements are considered complete and only the examination remains.

An examination content outline is provided in the candidate handbook. The outline reflects professional knowledge areas identified through the NCB job analyses conducted in 1989, 1999, and 2006. We recommend agencies developing internship manuals utilize the content outline to help structure a comprehensive internship program that will prepare students for the examination. Likewise, internship supervisors should become familiar with the content outline as it can be utilized to guide professional learning experiences of individual interns.

The following is an abbreviated list of the general knowledge areas tested by the CPRP exam. We recommend internship supervisors go directly to the source for the comprehensive list and most current information on the CPRP exam at www.nrpa.org/certification.

CPRP TEST CONTENT OUTLINE

General Administration

- Planning
- Budget and Finance
- Supervision
- Policy Formulation and Interpretation
- Customer Service and Marketing

Programming

- Assessment

- Planning
- Implementation
- Evaluative

Operations

- Planning and Management
- Maintenance Management
- Facility Operations

NATIONAL COUNCIL ON THERAPEUTIC RECREATION CERTIFICATION INTERNSHIP GUIDELINES

The National Council for Therapeutic Recreation Certification (NCTRC) administers the NCTRC examination for the therapeutic recreation professionals wishing to become Certified Therapeutic Recreation Specialists (CTRS). Students who wish to become certified must complete their internships under the supervision of a CTRS. An intern who applies for the NCTRC examination must also provide evidence that his or her internship has met specific criteria set forth by NCTRC.

There are 10 knowledge areas developed from the NCTRC Job Analysis in which interns are expected to gain and document their experience. The examination application has a section in which the intern must verify his or her experience within each of the following knowledge areas:

- Agency and TR Service Plan
- Assessment for TR Intervention
- Individualized Intervention Plan
- Implementation of TR Services
- Evaluation of Individualized Intervention Plan
- Documentation
- Treatment/Service Teams
- Organizing and Managing Services
- Outreach, Advocacy and Public Relations
- Professional Development

NCTRC does not pre-review or pre-approve internships. Therefore, it is important for the internship agency to ensure the student's experience sufficiently covers the content areas required to qualify for the exam. The most current version of the NCTRC National Job Analysis, which provides the basis for internship standards, can be found in Part V of the NCTRC Certification Standards. Supervisors should review the current job analysis, as well as the current examination application, and use these guidelines to structure the internship experience for therapeutic recreation students. Both documents can be found at www.nctrc.org.

Note: NCTRC does not review or approve external educational materials pertaining to certification, and this guide has not been reviewed by NCTRC. Additionally, this internship guide does not cover the full criteria for therapeutic recreation internships as set forth by NCTRC. Therefore, it is the responsibility of the internship agency to ensure therapeutic recreation internships meet NCTRC criteria for certification exam eligibility.

EVALUATIONS

The evaluation process is an essential element to a comprehensive internship program. Although evaluation may occur in several forms, it is ultimately a feedback and accountability tool that provides important information to the intern, the agency, and the academic supervisor.

Research for this guide revealed three aspects of evaluation that collectively complete the evaluation spectrum. The first, and most obvious, is the supervisor's evaluation of the intern. Typically, there will be a midterm and final evaluation. The supervisor's evaluation provides the intern feedback from a true-to-life perspective on job performance, strengths, and needs for further development. Additionally, in cases where the intern works a number of days with other staff from the agency, secondary supervisor evaluation can be completed. The secondary supervisor's evaluation can alert the primary supervisor to intern strengths or weaknesses observed while under the direction of other staff. The secondary supervisor evaluation form can be a modification of the regular intern evaluation.

Intern evaluation of both the agency and the supervisor is a second aspect of evaluation that should not be overlooked. A review of existing internship manuals revealed that Illinois park and recreation agencies often exclude these two important elements of evaluation. The benefit of both is to inform the agency and supervisor of areas of strength and needs for improvement to the internship program. As it is the agency's responsibility to offer a well-structured, quality internship program, the agency should not pass up the opportunity to gain feedback for the purpose of quality improvement.

Finally, an intern pre and post self-evaluation can be utilized as a feedback tool enabling the intern to gauge progress and growth from start to finish. Having the intern evaluate oneself on a number of topics will assist the student in realizing strengths and weaknesses he or she possesses at the start of the internship. The post-internship evaluation can be used to measure progress against the initial self-evaluation, giving the supervisor and intern quantifiable feedback on the intern's progress.

Conducting Effective Intern Performance Appraisals: Tips for the Supervisor

Gather:

- The job description and performance standards
- Goals and objectives of the internship
- Work rules and procedures
- Your documentation notes
- Any feedback from customers/staff members/co-workers
- Intern self-appraisal

(Provide the intern a draft of your appraisal, to review ahead of time)

Before filling out the appraisal form, take a moment to:

- List the main areas of responsibility
- What the intern has done well
- What the intern needs to improve in
- What you can do to help the intern do a better job

Remember to avoid:

- Halo Effect: tendency to overrate intern higher than circumstances warrant
- Horn Effect: tendency to rate intern lower than circumstances warrant
- Recent Performance Error: letting outstanding work (or satisfactory work) immediately prior to the evaluation offset an entire internship performance
- Cookie Cutter Effect: failing to focus on individual specific performance and rating all interns the same.

Adapted from University of California, Berkley (2007).

Examples of evaluation forms from universities, park and recreation agencies and special recreation associations are displayed on the following pages. These evaluation forms include those for the supervisor to evaluate the intern, the intern to evaluate the agency and supervisor, and the intern to evaluate oneself.

AGENCY SUPERVISOR EVALUATION OF INTERN SAMPLE
 Chicago State University
 Chicago, IL

sample!

REC 375: Field Experience (Internship)
 Department of Health, Physical Education and Recreation
 Chicago State University

AGENCY SUPERVISOR'S EVALUATION OF STUDENT

Student's Full Name: _____

Agency Supervisor's Full Name: _____

Name of Agency: _____

Date: _____ Midterm/Final Evaluation – Indicate which: _____

Starting Date of Internship: _____ Ending Date of Internship: _____

Use the rating scale below to rate each of the criteria listed below. Write the appropriate number in the block to the left of the criterion. When possible, please also provide meaningful comments.

Rating Scale:

5 = exceptional, 4 = above average, 3 = average, 2 = below average, 1 = not acceptable, N/A = not applicable

General Work Performance

Rating	Criterion	Comments
	<i>Attendance:</i> Presents for all assigned work days according to pre-determined schedule	
	<i>Attitude:</i> Accepts suggestions & criticisms, courteous, enthusiastic, flexible, motivated, willing to do wide variety of tasks	
	<i>Appearance:</i> Dresses appropriately for tasks and professional status and well groomed	
	<i>Dependable:</i> Performs assigned tasks according to directions and within specified time frame	
	<i>Initiative:</i> Self-starter, able to perform independently, seeks responsibilities	
	<i>Punctual:</i> On time for work day, meetings, programs, etc. and completes work on time.	
	<i>Respectful:</i> Demonstrates respect of customers, co-workers, general public, property	
	<i>Safety:</i> Maintains safe environment, adheres to safety guidelines and procedures	
	<i>Time Management:</i> Able to set goals and objectives, prioritize work, and complete work within the time provided	

Rating Scale:

5 = exceptional, 4 = above average, 3 = average, 2 = below average, 1 = not acceptable, N/A = not applicable

Professional Performance

Rating	Criterion	Comments
	<i>Communication Skills/Oral:</i> Effective and efficient, professional	
	<i>Communication Skills/Written:</i> Effective and efficient, professional	
	<i>Computer Skills:</i> Utilizes the computer for a variety of tasks appropriately and effectively	
	<i>Interpersonal Relationships:</i> Appropriate interactions with colleagues, supervisor, administration, participants/customers/consumers, team player	
	<i>Professionalism:</i> Ethical, good/appropriate judgment, respects and maintains confidentiality, overall behavior representative of a leisure service professional	
	<i>Goals & Objectives:</i> Establishes and achieves	
	<i>Decision-making:</i> Makes appropriate decisions, consults with others first when appropriate	
	<i>Leadership Skills:</i> Appropriate for situation, demonstrates variety of leadership skills, obtains the desired results	
	<i>Supervision Skills:</i> Organizes and supervises others appropriately and effectively	
	<i>Resource Utilization:</i> Aware of resources and uses appropriately and effectively	
	<i>Program Development:</i> Able to plan programs	
	<i>Program Implementation:</i> Able to implement and lead programs	
	<i>Program Evaluation:</i> Able to evaluate programs	
	<i>Risk management:</i> Maintains safe environment for participants/customers/consumers, identifies risks and makes appropriate suggestions for elimination/ management of the risks and completes necessary reports	
	<i>Professional Development:</i> Seeks new knowledge and skill improvement and utilizes resources/opportunities for professional growth	

Rating Scale:

5 = exceptional, 4 = above average, 3 = average, 2 = below average, 1 = not acceptable, N/A = not applicable

Professional Knowledge

Rating	Criterion	Comments
	Demonstrates an understanding of the meaning and benefits of leisure	
	Demonstrates an understanding of the use of resources to facilitate participant involvement	
	Demonstrates knowledge of risk management	
	Demonstrates knowledge of professional issues and trends	
	Demonstrates knowledge of program planning, implementation, and evaluation	
	Demonstrates knowledge of operation and care of resources, areas, and facilities	
	Demonstrates knowledge of marketing, public relations, and community relations techniques and strategies	
	Demonstrates knowledge of regulations and regulatory agencies	
	Demonstrates understanding of human resource management and related issues	

JOB DESCRIPTION MAJOR RESPONSIBILITIES & DUTIES

Directions: List the student's major responsibilities and duties from the job description developed at the start of the internship in column two. Then, rate each in column one and comment on each in column three.

Rating Scale:

5 = exceptional, 4 = above average, 3 = average, 2 = below average, 1 = not acceptable, N/A = not applicable

Rating	Responsibilities/Duties	Comment

SUMMARY:

List three strengths that the student has displayed during his/her internship to date.

1. _____
2. _____
3. _____

Signature of Student: _____ Date: _____

List three weaknesses that the student has displayed during her/his internship to date.

1. _____
2. _____
3. _____

Provide suggestions for how the student might improve on his/her weaknesses.

At this time, if your agency had an entry level professional position available, would you hire this student for the position? (Place an X in front of the response that best reflects your potential action.)

- definitely, without any reservations
- possibly, depending on available applicants
- maybe but with reservations
- no

Additional Comments: _____

[Please feel free to attach an additional sheet for comments.]

Signature of Agency Supervisor: _____ Date: _____

Date Reviewed with Student: _____

My internship agency supervisor has discussed this evaluation with me and I have the following comments to offer. (If you have no comments, write "no comment" in the space provided for your comments and sign and date below.)

Student's Comments: _____

AGENCY SUPERVISOR EVALUATION OF INTERN SAMPLE:
University of North Carolina at Greensboro
Greensboro, NC

sample!

RPM 417 - Internship in Recreation and Parks Management

University Supervisor (Name)
The University of North Carolina at Greensboro
Department of Recreation, Tourism, and Hospitality Management
P.O. Box 26170
Greensboro, North Carolina 27402-6170

Internship Final Evaluation

Name of Student: _____ Date: _____

Agency Supervisor: _____

Position or Title: _____

Agency: _____

Evaluation Period From: _____ To: _____

This evaluation should be made with care and fairness for the interest of the student. Reflect carefully upon the student's strengths and weaknesses. Be as accurate and objective as possible in your appraisal. The evaluation should be based upon the total Internship experience and not upon isolated incidents alone. The evaluation form should be shared with the student through an evaluation conference with the agency supervisor.

The following categories should serve as a guide in completing the Internship evaluation report:

- 5 = Superior
- 4 = Above Average
- 3 = Satisfactory
- 2 = Needs Improvement
- 1 = Unacceptable
- 0 = Do not know

Ratings of 4 or 5 should be given only to students demonstrating above average professional competencies.

I. Professional Performance

- _____ Established work outcomes
- _____ Success in achieving outcomes
- _____ Plans work to be accomplished
- _____ Displays ability to organize people and resources
- _____ Completes assignments on or before due date
- _____ Displays a marked capacity for work and production
- _____ Possesses skills commensurate with academic degree
- _____ Has displayed an increase in skill level in all functions and areas
- _____ Is critical of own performance and quality of work
- _____ Displays capacity for motivating others
- _____ Displays ability to lead and direct
- _____ Conducts self professionally before groups
- _____ Orally communicates ideas clearly
- _____ Strives for quality in written expression
- _____ Gains and holds confidence and respect of participants
- _____ Gains and holds respect and confidence of associates
- _____ Demonstrates initiative in developing and conducting a program
- _____ Recognizes a problem and proceed on own initiative
- _____ Delegates responsibility effectively
- _____ Produces effective solutions to disciplinary problems

Other noted performance traits:

II. Professional Knowledge

- _____ Displays an initial basic knowledge and understanding of Recreation, Tourism, and Hospitality Management as a profession
- _____ Has displayed growth in knowledge and understanding of subject matter
- _____ Applies knowledge in a practical way
- _____ Thinks independently
- _____ Possesses a wide variety of interests
- _____ Displays expanding scope of interests
- _____ Understands and is sensitive to group needs

Recommended Grade on Professional Knowledge: _____

(5 = Superior, 4 = Above Average, 3 = Satisfactory, 2 = Needs Improvement, 1 = Unacceptable, and 0 = Don't Know)

III. Professional Personality

- _____ Is enthusiastic
- _____ Is cheerful and friendly
- _____ Exhibits pleasant, tasteful personal appearance
- _____ Maintains good health habits
- _____ Is courteous and tactful
- _____ Employs quality voice and speech presentation, tone and inflection
- _____ Displays mature judgment
- _____ Displays sense of humor
- _____ Is consistent but fair in personal relationships
- _____ Is persistent but flexible
- _____ Displays concern for others
- _____ Is resourceful
- _____ Is able to adjust to situations
- _____ Displays diplomacy in relationships with colleagues
- _____ Displays evenness of disposition and absence of tension symptoms
- _____ At ease with people of different ages and status
- _____ Shows imagination and creative thinking

Other noted personality traits:

Recommended Grade on Professional Personality: _____
(5 = Superior, 4 = Above Average, 3 = Satisfactory, 2 = Needs Improvement, 1 = Unacceptable, and 0 = Don't Know)

IV. Professional Attitude

- _____ Displays initiative and imagination
- _____ Displays zeal for the profession
- _____ Demonstrates professional appearance
- _____ Accepts assignment willingly
- _____ Actively seeks and is alert to potential learning situations
- _____ Attends professional meetings
- _____ Understands, follows, and upholds agency rules and regulations
- _____ Accepts suggestions and criticisms willingly

Other noted professional attitude traits:

Recommended Grade on Professional Attitude: _____
(5 = Superior, 4 = Above Average, 3 = Satisfactory, 2 = Needs Improvement, 1 = Unacceptable, and 0 = Don't Know)

V. Agency Supervisor Comments

- A. Please make any additional comments, recommendations, etc., you may have concerning the student being evaluated.
- B. Based on your evaluation of the student's performance, please indicate your recommended grade for the Internship experience.

Pass _____ Not Pass _____

VI. Student Comments

- A. Please make any comments concerning the agency supervisor's evaluation of your performance.

Please review and sign this evaluation with the student before sending it to the University Supervisor.

VII. Signatures

I have reviewed my evaluation as completed by my agency supervisor.

Student: _____ Date: _____

I have reviewed this evaluation with the student during a personal conference.

Agency Supervisor: _____ Date: _____

The University of North Carolina at Greensboro

**INTERN EVALUATION OF AGENCY SAMPLE:
University of Oklahoma
Norman, OK**

sample!

STUDENT EVALUATION OF INTERNSHIP SITE

Instructions: Please rate the strengths and weaknesses of the site in terms of meeting your needs as an intern. Use the following scale:

- | | | |
|---------------|------------------------|-------------------------|
| 1 - Excellent | 2 - More than adequate | 3 - Adequate |
| 4 - Fair | 5 - Poor | 6 - NA (Not Applicable) |

If you feel you need to be more specific, please include comments under each area.

- _____ 1. Acceptance of you as a functional member of the staff; willingness to integrate you into all appropriate levels in activities, programs and projects.
Comments:
- _____ 2. Provision of relevant experiences in administration, supervision, and leadership.
Comments:
- _____ 3. Cooperation of agency staff to provide professional growth experiences through training programs, seminars and similar activities.
Comments:
- _____ 4. Provision of assistance in helping; you meet your personal and professional goals and objectives.
Comments:
- _____ 5. Possession of resources essential to the preparation of professionals (library, equipment, supplies, etc.).
Comments:
- _____ 6. Employment of qualified, professional staff with demonstrated capability to provide competent supervision.
Comments:
- _____ 7. Adequate scheduling of conferences with you and ongoing evaluation of your performance, followed-up by brief written progress reports.
Comments:
- _____ 8. Allowance for relating classroom theory to practical situations.
Comments:
- _____ 9. Location in reasonable proximity to campus.
Comments:
- _____ 10. Willingness to listen to whatever suggestions or recommendations you might offer, and willingness to discuss them with you, explaining the rationale for their acceptance or rejection.
Comments:

PLACE ADDITIONAL COMMENTS ON THE BACK OF THIS SHEET

**INTERN EVALUATION OF AGENCY SAMPLE:
Fox Valley Special Recreation Association
Aurora, IL**

sample!

INTERN EVALUATION OF AGENCY

Intern Name:

Dates of Internship:

Agency Supervisor:

College University Advisor:

DIRECTIONS: Please evaluate the strengths and weaknesses concerning the site in terms of meeting your needs as an intern. Use this rating scale:

1- poor 2- fair 3- adequate 4- more than adequat 5- excellent

1. Agency's willingness to cooperate with the guidelines of the field placement as provided by the university.
2. Ability of agency to provide an opportunity for the intern to experience the learning objectives and personal goals developed for the experience.
3. Acceptance of intern as a functional member of the staff; willingness to integrate intern into all appropriate levels in activities, programs, and projects.
4. Provision of relevant experiences in administration, supervision, and leadership.
5. Cooperation of staff to provide professional growth experiences through on-site training programs, seminars, and conferences.
6. Provision of assistance in helping intern meets both personal and professional goals and plan for the future.
7. The agency supervisor was willing and available to supervise intern.
8. The agency supervisor provided ongoing observation, evaluation, and constructive criticism.

9. There was allowance for relating classroom theory to practical situation.
10. The agency supervisor was willing to listen to suggestions and recommendations, to discuss them with intern, explain rationale for acceptance, rejection, use and/or modification.
11. The agency supervisor displayed interest in the individual as a person as well as an intern.
12. The agency supervisor was willing to discuss the full range of the services that FVSRA provides.
13. The agency supervisor was able to respond to personal and or professional problems and to facilitate solutions.
14. An adequate orientation and training was provided.
15. The agency supervisor provided adequate encouragement and sincerity.
16. The agency supervisor was open to change, innovations, and new techniques.
17. The agency supervisor was flexible in arranging intern tasks in light of changing situations within the internship site and within the intern.
18. The internship manual was useful to my internship experience.

Please utilize the space below for any additional comments:

INTERN EVALUATION OF SUPERVISOR SAMPLE :
University of Oklahoma
Norman, OK

sample!

STUDENT EVALUATION OF AGENCY SUPERVISOR

Instructions: Please evaluate the quality of the supervision you received during the Internship period. Please rate on the following items, but include other information you feel pertinent under Additional Comments. Use the following scale:

- | | | |
|---------------|------------------------|-------------------------|
| 1 - Excellent | 2 - More than adequate | 3 - Adequate |
| 4 - Fair | 5 - Poor | 6 - NA (Not Applicable) |

If you feel you need to be more specific, please include comments under each area.

Supervisor's Name: _____

- _____ 1. Interest in you as a person and as a student
Comments:
- _____ 2. Willingness to discuss the full range of your activities at the site.
Comments:
- _____ 3. Ability to respond to your problems and to help you work toward solutions.
Comments:
- _____ 4. Number of conferences.
Comments:
- _____ 5. Quality of conferences.
Comments:
- _____ 6. Adequacy of arrangements made to orient you to the site.
Comments:
- _____ 7. Sensitivity to your needs in accomplishing your objectives.
Comments:
- _____ 8. Expression of encouragement and sincerity.
Comments:
- _____ 9. Understanding of philosophy and practices in the profession.
Comments:
- _____ 10. Flexibility in arranging for your tasks in light of changing situations within the site and within you.
Comments:

**INTERN SELF-EVALUATION SAMPLE:
Bloomington Park District
Bloomington, IL**

sample!

To be completed by student during the orientation process. Please complete and answer questions with thought and professionalism. Use additional sheets, type a separate report if desired, or need additional space.

1. Assess your strengths both personally and professionally.
2. List areas you believe you need further development include both personal attributes and professional needs. What during this internship may assist you in this development?
3. What do you hope to achieve from this internship experience?
4. What do you hope to do after graduation?
5. What do you aspire to be doing 5 years from now?

ADDITIONAL INFORMATION

As you use the Illinois Park and Recreation Association Guide to Internships to create an agency specific internship manual, you may wish to include additional elements that do not fall into a standardized format. The next few pages provide ideas for additional information to be included in your manual. This list was compiled from items identified during research for this project.

Consider including:

- Brief history of the agency
- Facilities and locations
- Frequently used forms
 - Time sheet
 - Work request
 - Budget sheet
 - Accident/incident report
- Job Description
- Office policy and procedures
- List of past interns, their dates of service, and present positions in the field
- Verification form to confirm the intern has read and understands the manual contents
- Drug screening information
- Background check information
- Condensed internship brochure to introduce your program
- 10 Points to a successful internship
- Frequently asked questions

CONDENSED INTERNSHIP BROCHURE SAMPLE:
Bloomington Park District
Bloomington, IL

sample!

awards won

Illinois Park District Distinguished Agency Award
1998, 2004

IPRA Outstanding Facility Award 1999

Outstanding Program Award-Doggie Dip 2000

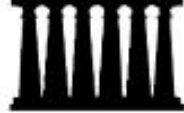
Special Program Logo Best of Show-
Kids' Place 2001

National Gold Medal Finalist - 2002 - 2005

Outstanding Website 2004



CHARACTER COUNTS!



**agency
internship
coordinator**

Sandy Johnson
Director of Recreation
Bloomington Park District
172 S. Circle
Bloomington, IL 60108
Phone: 630-529-3650
Fax: 630-529-9184
sandy@bloomingtonparks.org

Bloomington Park District
**Intern
Program**



172 S. Circle, Bloomington, IL
bloomingtonparks.org

sample!



The Bloomingdale Park District offers a comprehensive Intern program which gives students the opportunity to experience all aspects of the Park District.

If you choose to complete your Internship at the Bloomingdale Park District, its history, operations, professionalism, community, facilities, programs and services, staff policy and procedures and the overall role the park district plays in Bloomingdale will all be a part of your learning experience.

The Internship program at Bloomingdale Park District can handle Internships up to 14 weeks.



OBJECTIVES

The following objectives and guidelines have been developed to define the role of the Internship student at the Bloomingdale Park District.

1. To introduce prospective park and recreation professionals to the various phases of operations.
2. To provide an opportunity for the students to apply classroom concepts in a practical, real life setting.
3. To actively assist successful students in the pursuit of full-time employment.
4. To provide the Park District with a personnel resource to assist in the efforts of its mission to the community.



Jumpstart your career today & contact **Sandy Johnson** to apply for your internship at the BPD!
630.529.3650 x24



**10 POINTS FOR A SUCCESSFUL INTERNSHIP:
Schaumburg Park District,
Schaumburg, IL**

1. Act professionally! During your internship, you are considered a member of the staff. Act accordingly. Follow all Schaumburg Park District policies and procedures and heighten professional potential by giving more than is expected.
2. Keep your mind open to new ideas. Do not be afraid to express new ideas or make suggestions, no matter how insignificant you think they might be.
3. Adequate planning and decision-making are essential.
4. Diplomatic public relations and customer service are sometimes difficult tasks, but they are the essence of our business.
5. A recreation job is generally one of peaks and valleys. There will be days when there are not enough hours in the day to finish everything; and then there are times when very little is happening. Learn to make constructive use of the valley times to ease the load during peak times.
6. Remember do not be afraid to ask questions.
7. Developing a good telephone personality is important. A good portion of your time will be spent on the phone helping customers and handling program details.
8. Make friends and good working relations with your co-workers. This will enable you to enjoy work and make it fun.
9. Many days will be filled with what might appear to be insignificant tasks. However, keep in mind, the little things are what make a program successful and maintain good public relations.
10. Friendliness, promptness, motivation, and thoroughness are important traits in all recreation personnel.

FREQUENTLY ASKED QUESTIONS
Quincy Park District
Quincy, IL

- **What about salary?** The Quincy Park District does not provide pay for their interns. There may be times where you are working in a certain program and you could be paid what an employee in that area would be paid.
- **What is deducted from my paycheck?** Deductions include Illinois State Income Tax, Federal Income Tax, and Social Security.
- **What hours do I work?** A field student will work the hours necessary to get his job successfully completed. These hours are to be set at his discretion depending on program hours and meetings.
- **What are the Park District office hours?** The Park District office is open from 8:00 AM until 5:00 PM, Monday through Friday.
- **What will my responsibilities be?** Your first responsibility is to see that your assignments are carried out to the very best of your ability.
- **Will I have any reports to do?** Yes. Each Monday morning, you will turn in a report describing the most significant event in your estimation of the previous week.
- **What about program evaluation reports?** You should prepare a written and evaluation report for the files on every program you are involved with.
- **How do I find out about Park District programs?** The recreation file is full of information on programs previously held. Secretaries will assist you in finding this information.
- **How do I find out about Park District procedure?** Take the time to ask questions before you act. Procedures in setting up special events and programs should be discussed with the Recreation Supervisor. Office procedures can be clarified with the Administrative Secretary. Administrative procedures may be discussed with the Director of Program Services.
- **Where will I be based?** A work area has been established in the Recreation office.
- **Where do I go for supplies?** There is a central storage area where you may obtain basic supplies, such as pens, paper, etc. It is located in the Administrative Office.
- **What happens if I can't make a program or attend a meeting?** Let your immediate supervisor know as soon as you know you have a conflict.
- **What if I am ill?** Call the Park District office first thing in the morning. Inform them of any commitments you have for the day so that arrangements can be made. One of our Program Staff will follow through with your assignment if necessary.
- **What about lunch?** When you take your lunch and how long depend upon your schedule and workload. Normal lunch is approximately one hour.
- **What about transportation?** It is up to you to provide transportation to and from work. Park District vehicles may be available during working hours, however, please check with your Supervisor first.
- **Will I be reimbursed for travel?** If you need to travel for your job staff will provide a park district vehicle for your use. Always check with your supervisor first before using a vehicle.
- **What does one wear?** Dress will depend upon specific assignments. When working maintenance, dress accordingly. The same thing would hold true for program assignments, office work, meetings, etc.
- **When will I be evaluated?** You will be evaluated on your performance and attitude utilizing the goals and objectives you have developed at the beginning of your internship. The evaluation will be in written form and reviewed with you, which will provide you with an opportunity to comment. You will receive a copy of the written evaluation.
- **Is there an answer to every question?** No, but just ask! We will do our utmost to provide you with the direction and answers you need.

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ABOUT THE AUTHORS

LeeAnn Fisk

LeeAnn Fisk has been in the recreation field for over 25 years, working at the Joliet Park District, Lemont Park District, Village of Orland Park Recreation and Parks Department, and Homewood-Flossmoor Park District. Her primary focus has been creating, implementing or enhancing special events. Some of those events include: co-originator of the Taste of Joliet, Keepataw Family Fun Run, Taste of Orland Park, Times of the Civil War, The Chilly Willie Chili Challenge and the Chefs' Auction. LeeAnn is active in the Illinois Park and Recreation Association through the Recreation Section and sits on the Board of Regents for the Professional Development School. She has helped implement the IPRA Illinois State Teen Battle of the Bands Competition working with the Illinois Association of Park Districts during Conservation Day at the Illinois State Fair. LeeAnn plans to graduate in May 2008 from the University of St. Francis. She shares graduation this spring, with her three daughters (Deanna, Governors State University, Accounting; Lisa, Southern Illinois University, Zoology; and Becca, Lockport East High School). Her husband Dan, of 27 years, has one big party to plan! LeeAnn is always searching for ways to improve this field and to make recreation a part of everyone's life. For leisure, she loves fishing and plays competitive softball and volleyball.

Sydney L. Sklar, Ph.D., CTRS

Sydney Sklar is an assistant professor in the Department of Recreation, Sport and Tourism Management at the University of St. Francis in Joliet, Illinois. Prior to coming to Illinois, Syd earned his Ph.D. in Health and Human Performance from the University of Florida and a M.S. in Recreation Administration from Aurora University. His professional experience includes serving as a mental health practitioner at Shands Healthcare, Gainesville, Florida, and providing community-based therapeutic recreation services at Fox Valley Special Recreation Association, Aurora, Illinois. His recent research endeavors include studying the impacts of therapeutic wilderness programming and social capital on youth development, and the involvement of park and recreation agencies in community development. Syd's professional activities include serving on the boards of directors for the National Therapeutic Recreation Society (2004-2007) and the Illinois Recreation Therapy Association (2005-present). For leisure, he enjoys playing his guitar, camping, and taking long hikes with his wife, Bev, and his two children, Frank and Etta.

Lyle L. Hicks, Ed.D.

Lyle Hicks is an associate professor in the Department of Recreation, Sport and Tourism Management at the University of St. Francis (USF) in Joliet, Illinois. Lyle is starting his 32nd year at USF. When he came to USF in August 1976 the program was a therapeutic recreation program with twenty majors. In three years, he built enrollment to seventy five majors, started public and commercial recreation programs, and under his leadership, the recreation administration program was accredited by the Council on Accreditation in 1983. Lyle earned his Ed.D. in Adult Education from the Northern Illinois University and an M.S. in Recreation Administration from Southern Illinois University. His professional experience includes serving as a recreation director, Ft. Irwin, CA, special services director, Scott Air Force Base, IL, and assistant director of recreation, Dixon State School, Dixon, IL. His professional interests are in the areas of public recreation administration, health and wellness, and sport operations management. He and his wife, Nancy, have been married for 40 years. He has two children (Kim and Kelly) and two grand children (Nicholas and Kaitlyn). For leisure, Lyle enjoys fishing in the Keys, bow hunting, and wilderness travel.