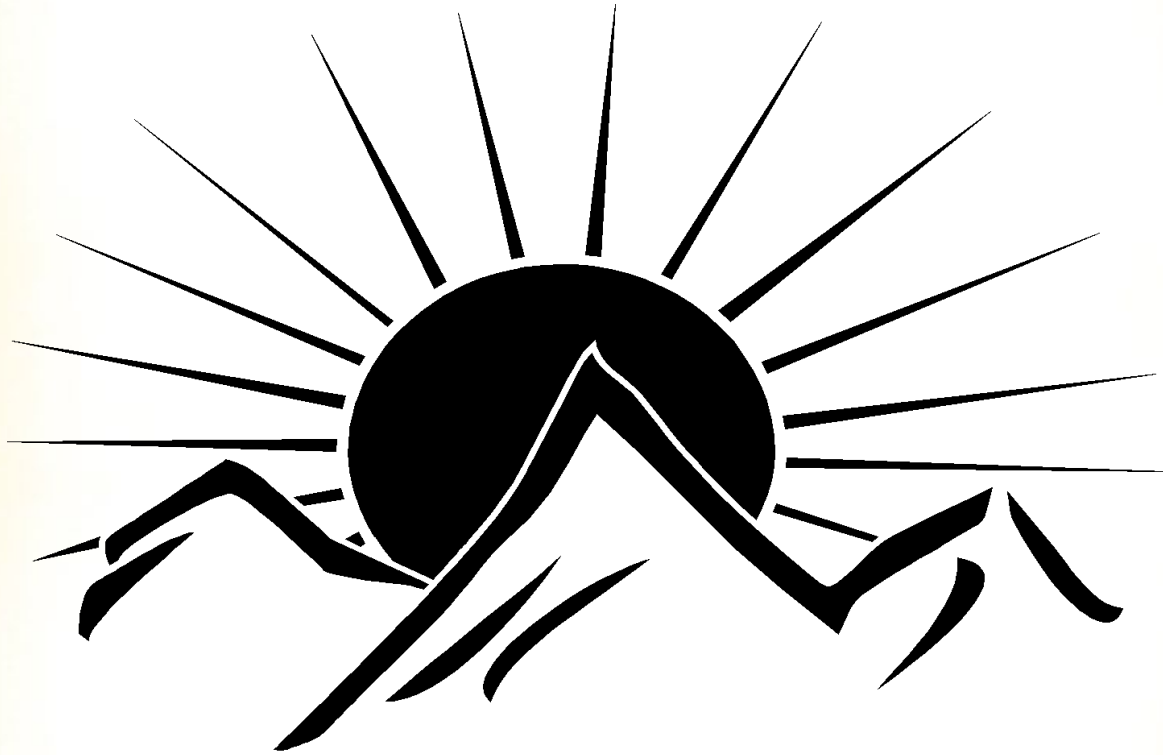


Department of Sports & Exercise Science

SES 4053: Internship, Practicum

Site Supervisor Manual



**CAMERON
UNIVERSITY**

TM

Introduction

The internship experience is an integral part of the students' education and has been specifically designed to bridge the knowledge and skills acquired in the classroom and clinical settings to those required in the professional realm. Therefore, this manual should serve as a guide for site supervisors to use in referencing objectives and expectations of the internship experience while also helping supervisors to develop a timeline for interns to follow in order to accomplish learning goals assigned throughout the internship experience.

Should you have any questions or feedback regarding an intern, please feel free to contact me by phone or email and I will reply within 24 hours.

Melissa Thacker: Assistant Professor, Department Chair

Phone: 580-581-2401

Email: mthacker@cameron.edu

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Internship Objectives

1. For the Student
 - a) observe, practice, and apply theories and techniques learned in the classroom.
 - b) recognize leadership strengths and limitations and to help alleviate weaknesses through concentrated work experience.
 - c) develop an interest in health/sports/fitness promotion and related professions.

2. For the University
 - a) improve the educational process and enlarge the scope of the curriculum within the Sports & Exercise Science Degree Program.
 - b) provide a laboratory where real world experiences can occur through application of theoretical knowledge.
 - c) network with professional health, sports, and fitness leaders and organizations.
 - d) on-going evaluation of the health, sports, and fitness promotion curriculum.

3. For the Internship Site
 - a) assist in the preparation of future health, sports, and fitness professionals by providing firsthand experience and knowledge that applies to their area of specialization.
 - b) recruit trained leaders and to evaluate interns for later employment.
 - c) Facilitate the exchange of ideas between practicing professionals and students.

Internship Responsibilities

1. For the Student

- a) Accept responsibility for all duties, commitments, and arrangements outlined with the site supervisor.
- b) Become familiar with the regulations pertaining to the internship site and conform to them.
- c) Accept the philosophy, methods, leadership, and programs of your internship site. Offer constructive suggestions when asked.
- d) Construct mutually satisfactory goals and objectives with the site supervisor.
- e) Plan thoroughly and in advance for all assignments.
- f) Notify the site supervisor when it is necessary to be absent from work.
- g) Prepare for periodic conferences with site supervisor and be ready to ask questions and present constructive ideas.
- h) Dress appropriately for all assignments and maintain a well-groomed appearance.
- i) Be tactful, friendly, courteous, and respectful to everyone which includes projecting a professional image not only to staff but participants and patrons as well.
- j) Consult with the site supervisor when confronted with problems that cannot be resolved.
- k) Express your appreciation to the site staff for providing an opportunity to participate in the internship experience.
- l) Complete and submit assignments to the practicum instructor as scheduled.

2. For the Practicum Instructor

- a) Assist the student in selecting an internship site which will **meet his/her career needs** and interests.
- b) Keep an updated file of internship sites.
- c) Review internship sites and give final approval.
- d) Conduct a pre-internship seminar to inform students of responsibilities, requirements, and reporting procedures.
- e) Provide the internship site with information concerning its responsibilities as a participant in the internship program.
- f) Supervise the student's experiences and be available for consultation with student and/or site supervisor.
- g) Schedule periodic visits and conferences with the student and the site supervisor to observe procedures and programs. If a student cannot be

visited on-site due to travel distance, the supervisor will monitor the student's progress by telephone, or electronic mail.

- h) Remove the student from a site when the internship site supervisor or the practicum instructor feels that a different assignment would be in the best interest of the student (department chair approval).
- i) Serve as a resource for the cooperating site and the student.
- j) Evaluate **all assignments, internship project**, and submit final grade for student.

3. For the Site Supervisor

The site supervisor serves as a site-based facilitator who offers instruction, guidance, constructive feedback, and overall supervision to the intern while utilizing the site's facility to further enhance the student's professional competence.

- a) Challenge the student with meaningful and appropriate experiences which meet both the student and site needs.
- b) Work with the student on his/her learning goals and sign each learning goal after it is **completely finished**.
- c) Inform the student of all personnel policies and procedures.
- d) Serve as a liaison between the Cameron University, Sports & Exercise Science Degree Program and the internship site.
- e) Monitor the student to protect and enhance the quality of services provided as well as the student's well-being and safety.
- f) Schedule periodic conferences with the student to discuss schedules, work performance, and future assignments.
- g) Evaluate and review with the student his/her performance and submit the results on the forms provided (see Appendix E for mid-term and Appendix F for final evaluation forms).
- h) The internship site supervisor may 1) request a conference with the practicum instructor, and 2) outline and administer disciplinary action including requesting removal of an intern if necessary.
- i) Provide the student reasonable freedom to participate in staff meetings, activities, projects, and programs.
- j) Assist the student in determining a program or project for which he/she will be responsible for planning, conducting, and evaluating.
- k) Provide an opportunity for the student to learn and if possible gain experience in the following areas:

1. Administration- (policies & procedures, legal issues, advisory board and/ or staff relations, budgeting, record keeping, personnel and supervisory practices)
2. Programs- (planning procedures, leadership, operation and evaluation)
3. Operations- (long range planning and design of physical facilities, maintenance, purchasing of equipment and office management)
4. Public Relations- (citizen involvement, publicity, reporting, speaking and coordination with other agencies)

Criteria for Qualified Internship Sites

As the internship experience is one of the most important steps in professional preparation of students during their last semester, an agreement from the site supervisor to complete the following criteria is needed for approval to be granted.

1. The site must have a desire to participate in an educational program for the purpose of improving the preparation of health, sports, or fitness promotion personnel.
2. There must be evidence of sound professional philosophy in the site's operational policies and procedures.
3. The site must have sound administrative procedures including adequate financial budget and personnel policies.
4. The site must have adequate facilities and equipment to conduct a broad and varied program.
5. The site must have capable staff qualified through both education and experience to supervise student interns.
6. The site should provide the student with a desk and/or work space.
7. The site is not required to pay a monetary stipend to the intern; however, due to the small supply of students versus the number of potential internship sites, a stipend would be a very helpful recruiting tool.

Signature Verification & Contact Information

To be completed by the site supervisor

Primary Site Supervisor (print name) _____

Primary Site Supervisor (signature) _____

Position _____

Office Phone _____

Email Address _____

Secondary Supervisor (print name) _____

Secondary Supervisor (signature) _____

Position _____

Office Phone _____

Email Address _____

Internship Agreement

Agreement of internship site (hereafter referred to as “The Site”), University, and Student consists of the following:

1. The site, university, and student intern agree to adhere to all guidelines and policies outlined within the Syllabus and Internship Guide.
2. The student agrees to complete all university assignments as described in the Internship Guide as well as responsibilities assigned by the site supervisor.
3. The site agrees to provide 120 hours of internship hours to include supervision and periodic conferences to evaluate the progress of the student.
4. The site agrees to provide a quality learning experience that will help prepare the student for a professional career in health, sports, and/or fitness related fields. “Quality learning experience” implies that students will have the chance to learn in a growth promoting environment and will be assigned duties and responsibilities that correspond with knowledge and experience of a non-degreed, pre-professional.

Below is a list of performance standards and an ethical code of conduct that students will be expected to live by during their internship experience:

1. It is the responsibility of the student to report to the practicum instructor once a week to discuss internship progress, ask questions, and/or to address any problems. **This must be done in writing**, however, please feel free to call or email your practicum instructor for any reason.
2. It is the responsibility of the student intern to make certain that both intern evaluation forms are completed by the site supervisor and handed into your practicum instructor. The student mid-term evaluation should be completed mid-way

through your internship experience. At the completion of the internship, you should have the final evaluation form completed. Your site supervisor should review both of these forms with you and may request that you mail/ hand deliver them back to your practicum supervisor.

3. During the internship, the student will be considered as a staff member and will therefore be subject to the individual rules, regulations, and holiday schedules of each internship site. Student interns are responsible for demonstrating perfect attendance except in the case of illness or a legitimate emergency. Any other reason for absence must be approved by your site supervisor. Tardiness is not acceptable. You should plan to arrive each morning/ afternoon/evening at the time specified by your site supervisor. You are responsible to communicate any exceptions of this policy to your site supervisor.
4. Students are to adhere to the “Professional Ethics for Student Interns” listed below:
 - a) All information about participants is to be kept confidential.
 - b) Show high regard for each participant; show enthusiasm for each area of the program that you work or teach in.
 - c) Be sympathetic and courteous toward all participants.
 - d) Be concerned with what your participants are achieving rather than with impressions being made on your internship site supervisor or your practicum instructor.
 - e) Consider yourself a member of the community in which you are working and act accordingly.
 - f) Be a good example to your participants in every way- physically, mentally, socially, emotionally, and ethically.
 - g) Recognize that each participant is an individual; take into consideration individual abilities, interests, and capacities for learning.

- h) Refrain from imposing your own religious or political views upon participants; exhibit a broad-minded, tolerant attitude toward other groups and individuals.
 - i) Student interns must dress in a manner that is exemplary of a Health, Sports, or Fitness related professional who not only represents the Department of Sports & Exercise Science but Cameron University.
5. Student interns must demonstrate the ability to accept suggestions and/or constructive criticism expressed by the internship site supervisor and the practicum instructor, and subsequently, makes an effort to overcome identified weaknesses or deficiencies.
6. Student interns should willingly accept assignments given to them and should demonstrate initiative to complete the learning goals included in their notebook. Direct any questions or concerns regarding assignments to your site supervisor or to your practicum instructor.

Sanction Procedures

Failure to adhere to any of these expectations will result in the following two step process:

- 1. First Occurrence
The student intern will be scheduled for a conference with both the Department Chair and practicum instructor to discuss the problem and to receive a letter stating that he/she is on probation. A letter and phone conversation will suffice if the student intern is out of state.
- 2. Second Occurrence
The student intern will be removed from the student internship experience and an “F” will be reported as the final grade.

I, (print name) _____ understand the student internship expectations presented above as well as the sanctioning procedures that will be followed if I fail to adhere to these expectations.

Student signature _____ Date _____

Site Supervisor signature _____ Date _____

Business/Non-Profit Client, If Applicable

Expectations of the Business/Non-Profit Client

A. Why Should Businesses or Official Non-Profit Organizations Get Involved? Throughout the nation, business and non-profit organizations are recognizing a public duty and a self-serving need to support the efforts of universities to improve the quality of higher education. To improve the quantity and quality of their labor force in a cost-effective manner, businesses and non-profit organizations are taking more proactive approaches in cooperative ventures with universities. Businesses and non-profit organizations across the nation have voiced increasing needs for competent workers who are:

1. Well-schooled in fundamental skills;
2. Capable of adapting to change in the workplace;
3. Job-ready for work that is available now; and
4. Able to quickly learn tomorrow's job requirements.

An important part of the interaction between businesses/non-profit organizations and education is the provision of student internships. These internships are meant to provide students with a more thorough understanding of the operation of businesses and nonprofit organizations. However, in addition to the obvious long-term benefits to businesses and nonprofits—as students are more adequately instructed about the “real world of work”—there is an additional short-term benefit. Internships also provide businesses and non-profit organizations with enthusiastic employees who offer current knowledge in their field of study for short-term projects. This section of the handbook outlines what is expected of business and non-profit participants in the internship process. Questions may arise as you review its content. In that event, please feel free to contact Paula Merrifield, Cameron University Career Services Coordinator, 580-581-2209 or the internship course supervising instructor.

B. Business and Non-Profit Organization Requirements: All businesses and non-profit organizations participating in the Student Internship Program (internship hosts) are asked to provide the following:

- Internship slots for a minimum of 120 hours total for 3 credit hours
- A written job description (or descriptions) for each internship slot;
- A mentor/supervisor assigned to no more than 2 interns assigned through the program;
- Periodic communications with the Instructor of Record or the supervising professional instructor including, but not limited to:
 - On site visitation with the Instructor during internship;
 - Evaluation of internship; and
 - A follow-up visitation with the Instructor upon internship completion;
 - Participation in the exit presentation (post internship) functions.

Internship hosts are asked to provide an in-house orientation for each intern to familiarize them with the business/organization, clarify his or her work assignment, outline work expectations, finalize his or her schedule and time line, and arrange for work space and equipment needs. Periodic meetings should be held between Interns and the Mentor/Supervisor to assist in the transfer of ideas and materials for intern portfolio and final report.

Compensation Issues - For Profit Employers: Cameron University is not involved in any negotiations between a business and an intern regarding the payment of compensation. Internships may be offered with or without compensation; however, the Department of Labor provides specific criteria for determining whether an employment relationship exists with interns for purposes of complying with minimum wage compensation laws. The criteria are listed in FLSA Fact Sheet #71, which is attached at Appendix B8-9. Please review the rules provided by the Department of Labor to determine whether the internship qualifies for an exemption from minimum wage compensation.

Equal Opportunity Compliance: In the event a business wants Cameron University to assist in recruiting interns, Cameron must advertise the opportunities in order to ensure compliance with Equal Opportunity laws. Faculty and staff may not hand-select students to complete internships or other opportunities, regardless of whether such positions are paid or unpaid.

**U.S. Department of Labor
Wage and Hour Division**



Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

This fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to “for-profit” private sector employers.

Background

The Fair Labor Standards Act (FLSA) defines the term “employ” very broadly as including to “suffer or permit to work.” Covered and non-exempt individuals who are “suffered or permitted” to work must be compensated under the law for the services they perform for an employer. Internships in the “for-profit” private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the “for-profit” private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.*

The Test For Unpaid Interns

There are some circumstances under which individuals who participate in “for-profit” private sector internships or training programs may do so without compensation. The Supreme Court has held that the term “suffer or permit to work” cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.

The following six criteria must be applied when making this determination:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act’s minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA’s definition of “employ” is very broad. Some of the most commonly discussed factors for “for-profit” private sector internship programs are considered below.

FS 71

Similar To An Education Environment And The Primary Beneficiary Of The Activity

In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer's actual operations, the more likely the internship will be viewed as an extension of the individual's educational experience (this often occurs where a college or university exercises oversight over the internship program and provides educational credit). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer's operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA's minimum wage and overtime requirements because the employer benefits from the interns' work.

Displacement And Supervision Issues

If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer's regular workforce, this would suggest an employment relationship, rather than training.

Job Entitlement

The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that he or she will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.

Where to Obtain Additional Information

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

For additional information, visit our Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210

1-866-4-USWAGE
TTY: 1-866-487-9243
[Contact Us](#)

* The FLSA makes a special exception under certain circumstances for individuals who volunteer to perform services for a state or local government agency and for individuals who volunteer for humanitarian purposes for private non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships in the public sector and for non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible. WHD is reviewing the need for additional guidance on internships in the public and non-profit sectors.

Cameron University

Department of Sports & Exercise Science

Sample, Internship Orientation Checklist

Non-Compliant ✓	In Compliance ✓	Topics	Items
		Welcome and Introduction	<ul style="list-style-type: none"> ▪ Company philosophy ▪ Goals and purpose ▪ Other _____
		Tour of Workplace	<ul style="list-style-type: none"> ▪ A tour of the workplace ▪ An overview of the company safety plan ▪ Introductions to co-workers ▪ Other _____
		Tour of Employee Facilities	<ul style="list-style-type: none"> ▪ Rest rooms ▪ Lunch room ▪ Where to store personal belongings ▪ Other _____
		About the Company	<ul style="list-style-type: none"> ▪ Discuss company organizational structure ▪ Review type of business, products, services ▪ Overview of who the customers are ▪ Other _____
		Internship Procedures	<ul style="list-style-type: none"> ▪ Explanation of work schedule ▪ Review of dress and conduct code ▪ Review of hours, breaks and lunch policies ▪ Location of time clock or sign-in sheet ▪ Attendance requirements ▪ Procedures for calling in when absent ▪ Relationship to working with other departments or co-workers ▪ Cell phone use ▪ Other _____
		Internship Specifics	<ul style="list-style-type: none"> ▪ How to use the phones and office equipment ▪ Supplies, paper, pens ▪ Work-Based Learning Plan ▪ Evaluation process ▪ Practicum requirements and timeline ▪ Other _____
		Safety Training	<ul style="list-style-type: none"> ▪ Safety plan ▪ Special hazards ▪ Accident prevention ▪ Location of emergency supplies ▪ Other _____
		Supervisor Expectations	<ul style="list-style-type: none"> ▪ Dress code including clothing, hair and jewelry ▪ Work performance including productivity and work habits ▪ Company culture ▪ Other _____
		Materials	<ul style="list-style-type: none"> ▪ Copy of personnel/employee handbook ▪ Organizational chart ▪ Telephone directory ▪ Security procedures ▪ Other _____

Cameron University

Department of Sports & Exercise Science

Timesheet

Ex. Mon.	Ex. 9/19	Ex. 4-7 p.m.	Ex. 3	Ex. Met with PTA- observed therapy sessions
Days	Date	Time	Total Hrs.	Documentation of Activities Completed
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Total Hrs. =

Days	Date	Time	Total Hrs.	Documentation of Activities Completed
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Total Hrs. =

Days	Date	Time	Total Hrs.	Documentation of Activities Completed
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Total Hrs. =

Days	Date	Time	Total Hrs.	Documentation of Activities Completed
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Total Hrs. =

Total Hours Per Month:	Cumulative Hours:
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Signature of Site Supervisor:

Additional Feedback (optional):

Learning Goals

Cameron University
Department of Sports & Exercise Science

Learning Goal 1: Becoming a Staff Member

Intern Assignment

1. Read the employee manual that is associated with your internship site.
2. Review the organizational chart (shows the structure of the organization- key persons and relationship of position) to determine 'chain of command' and discuss with supervisor (if and when unavailable) who you should report to when assistance is needed (i.e. questions and/or issues that arise).
3. Discuss with supervisor what his/her primary job responsibilities are at the selected site (i.e. pros, cons, hours, and additional duties outside of hired position).
4. Discuss with site supervisor the different types of services or programs offered at the assigned internship site (i.e. the cost, target population, purpose, features, restrictions, and benefits, etc...).

I _____ (supervisor) certify that the training activities for this learning goal have been satisfactorily completed by the intern.

_____ Date _____
Student signature

_____ Date _____
Site Supervisor signature

Learning Goals

Cameron University
Department of Sports & Exercise Science

Learning Goal 2: Expectations and Goals of the Intern

The supervisor and student should work together to discuss expectations of the intern and identify at least three goals that the intern should be able to achieve by the end of the internship experience.

Expectations of the intern.

- 1.
- 2.
- 3.

By the end of the internship experience, the student will...

- 1.
- 2.
- 3.

I _____ (supervisor) certify that the training activities for this learning goal have been satisfactorily completed by the intern.

Student signature

Date _____

Site Supervisor signature

Date _____

Learning Goals

Cameron University
Department of Sports & Exercise Science

Learning Goal 3: Emergency Procedures

Assignment

1. Review the emergency action plan that is in place for your assigned internship site. If a plan is not available, you will need to meet with your assigned supervisor and discuss what protocol the site uses for emergency procedures.
2. Discuss with supervisor the normal procedures for handling minor injuries.
3. Identify where emergency supplies are kept (i.e. First Aid Kit, AED devices, phone, etc..)
4. Discuss with supervisor the normal procedures for handling serious accidents or injuries.

I _____ (supervisor) certify that the training activities for this learning goal have been satisfactorily completed by the intern.

_____ Date _____
Student signature

_____ Date _____
Site Supervisor signature

Learning Goals

Cameron University

Department of Sports & Exercise Science

Learning Goal 4: Staff Meeting

Attend one staff meeting.

Provide the following:

- Date and time of meeting
- Include a handout or notes provided in the meeting
- Submit one-two paragraph summary of meeting
- Include supervisor's signature to document attendance at the meeting

I _____ (supervisor) certify that the tasks for this learning goal have been satisfactorily completed by the intern.

_____ Date _____
Student signature

_____ Date _____
Site Supervisor signature

Cameron University
Department of Sports & Exercise Science

Supervisor Mid-Term Evaluation of Intern

Student's Name _____ Date _____

Site Supervisor _____ Date _____

Site Supervisor (Please Complete)

Overall Rating of Performance (circle the appropriate category)

Excellent- indicates the very best performance you might reasonably hope for in an entry-level intern in the position concerned.

Above average- indicates a very high quality of performance on the part of the internship student.

Average- indicates a satisfactory performance that would be expected from any intern.

Below average/Inadequate- indicates a below average performance to date.

Evaluation Procedure

Please rate the performance of the student for each item using a 5-point Likert scale (1 = weakest and 5 = strongest). Write N/A for any item that does not apply or is not observed during this evaluation period.

Professional Characteristics

_____ demonstrates enthusiasm

_____ shows initiative in performing tasks

_____ dresses in a professional manner

_____ demonstrates consistent, sustained effort

_____ appears comfortable in the role as an intern

_____ flexible, able to deal with the unexpected

Interpersonal Relationships

_____ effectively communicates with supervisor

_____ receptive to suggestions/constructive criticism

_____ effectively communicates with participants

_____ appropriate rapport with participants

_____ works cooperatively with co-workers

Organization and Planning

_____ demonstrates competence in planning

_____ demonstrates a high level of preparation

_____ plans for proper and efficient use of time

_____ states clear goals and objectives

_____ notebook is kept up to date and is complete

Progress of Learning Goals

_____ timely progress towards completion of goals

_____ progress of internship project

_____ level of individual effort applied to each learning goal

_____ approaches internship supervisor to pass off learning goals

Assessment and Evaluation

_____ identifies participants or programs that need help

_____ keeps accurate and complete records

_____ uses a variety of evaluation techniques

Management Skills

_____ begins classes or workshops promptly

_____ maintains standards of organization

_____ is aware of individual participants, their interests, and attention to performance

Additional comments regarding specific strengths and/or weaknesses of the student.

Cameron University
Department of Sports & Exercise Science

Supervisor Final Evaluation

Student's Name _____ Date _____

Site Supervisor _____ Date _____

Internship Site _____

Site Supervisor (Please Complete)

Overall Rating of Performance (circle the appropriate category)

Excellent- indicates the very best performance you might reasonably hope for in an entry-level worker in the position concerned. This is a person whom you would consider hiring unreservedly and with enthusiasm.

Above average- indicates a very high quality of performance on the part of the internship student. This is a person whom you would hire without reservations.

Average- indicates a satisfactory performance that would be expected from any employee. Performance is adequate and no more. This is a person whom you would hire with some reservations.

Below average/Inadequate- indicates a below average performance to date. Improvement expected with additional training/experience. This would be a person whom you would not consider for employment.

If you had a position available within your agency, would you consider this individual as a permanent employee? _____ yes _____ no

Evaluation Procedure

Please rate each quality by circling the number which you believe best applies to the overall performance of the intern.

Using a 5-point Likert scale:

- 1 = Inadequate (very poor, must improve in this area no matter how well he/ she performed in other areas)
- 2 = Below Average (less than satisfactory)
- 3 = Average (satisfactory)
- 4 = Above Average (very good)
- 5 = Excellent (outstanding)

Characteristics	Rating	Comments
1) Reliability and Dependability	1 2 3 4 5	
2) Enthusiasm and interest in job	1 2 3 4 5	
3) Appropriate personal appearance	1 2 3 4 5	
4) Maintains good relationships	1 2 3 4 5	
5) Demonstrates qualities of leadership skills	1 2 3 4 5	
6) Receptive to others	1 2 3 4 5	
7) Accepts constructive criticism	1 2 3 4 5	
8) Physical and emotional fitness (for job)	1 2 3 4 5	
9) Quality of work	1 2 3 4 5	
10) Knowledge of work/ job	1 2 3 4 5	
11) Maturity of judgment	1 2 3 4 5	
12) Logical thinking ability	1 2 3 4 5	
13) Integrity and loyalty to employer	1 2 3 4 5	
14) Overall estimated level of performance	1 2 3 4 5	

Additional Comments
