Introduction to Practicum/Internship
Experiences at Montreat College

Montreat College recognizes the importance of offering students the opportunity to enhance their education with experiential learning in appropriate professional settings through practicum and internship experiences. Experiential learning activities allow students to constructively explore the relationship between theory and practice so as to assist one in her/his spiritual, academic, social and professional development. It is our intent that these experiences will contribute to our students developing as agents of renewal and reconciliation in the world.

At the heart of the Practicum/Internship experience is the belief that learning often occurs in many, often serendipitous, ways outside the conventional classroom that are substantive meaningful, and compliment the learning that takes place in a more traditional setting. Further, student achievement in the Field Education/Internship setting can be assessed by valid and equitable methods that take fully into account the individual character of the learner, the learning experience, and the purpose of the college.

The circumstances affecting our lives are not static. Learning goes on throughout life integrating all the roles of persons’ actively engaging culture. The nature of work, leisure, and citizenship will change substantially during our lifetime. A principal purpose of education is to help each learner meet change with a firm understanding of immutable values as well as personalized ability to respond to change in creatively responsible ways.

Practicum/Internships at Montreat College are pedagogical devices designed to impact personally designed developmental goals through the institutions that shape personhood and vocational decisions. Practicum/Internships are viewed critically, functioning only in the context of the cultural mandate.

Practicum/Internships are uniquely equipped to serve the student, college and community in several ways:

1. Equipping learners to use knowledge and thought processes;
2. Helping learners apply theory to practice so they develop a holistic perspective;
3. Equipping learners to participate in labor, service and action;
4. Cultivating an understanding of the role of labor, service and action as sources of meaning and value in life.

Montreat College, whose aim is to equip students to be "agents of renewal and reconciliation in the world" takes the entire world for its campus. The purpose of the Practicum/Internship experience is to reinforce that which takes place in the classroom through the rigors of practice.

Definition of a Practicum

A practicum is supervised experiential learning opportunity, generally in an off-campus setting, that provides students with initial exposure to relevant professional activities. Practicum experiences may be taken for 1-3 credit hours and a maximum of three hours may be used to satisfy degree requirements. Each credit hour earned requires 40 hours of on-site involvement during an agreed upon length of time. Prerequisites: Permission of the student’s advisor and department chair or designee and completion of IS 310. (A fee per credit hour is assessed for Practicum’s during the academic year which is different from the tuition rate for a Practicum completed during the summer. Both rates are published in the Academic Catalog.)

Definition of an Internship

An internship is an intensive, quality, structured learning opportunity, generally in off-campus settings that immerses students in appropriate professional contexts. Internships require extensive involvement by the
students. Supervision is a shared responsibility between the academic department and the on-site supervisor. Internship experiences earn 3 to 6 credits and may be repeated once for a total of 6 credits toward degree requirements (see specific program requirements). Each credit hour earned requires 60 hours of on-site involvement during an agreed upon length of time—which should be for at least a six-week period. The internship experience can be repeated once during a separate semester from the original internship experience. Prerequisites: Junior standing, approval of the student’s advisor, department chair or designee, and completion of IS 310. (A fee per credit hour is assessed for Practicum’s during the academic year which is different from the tuition rate for a Practicum completed during the summer. Both rates are published in the Academic Catalog.)

Practicum/Internship Program Goals

1. To provide an opportunity for students to integrate theory.
2. To assist students in developing a clearer understanding of their chosen occupation.
3. To allow students to test their understanding and theories in a real-life setting.
4. To challenge students to develop a biblical as well as an experiential understanding of the role of labor, service, and action as sources of meaning in life.
5. To broaden a student's horizons.

General Guidelines

1. Student registers for the Practicum/Internship experience (with the approval of the faculty advisor.)
   - Students must register for credit during the semester the Practicum/Internship is occurring.
   - The amount of credit to be earned must be declared at the time of registration.
   - Students will receive a letter grade for the experience.

2. Prerequisites
   - A student registering for a Practicum must secure permission of the department chair or designee. In order to register for an Internship, the student must have junior status, completed IS 310 (Pre-Internship), and obtain permission of the department chair or designee.
   - The student should be familiar with the Learning Contract (syllabus) and be aware of:
     1. Placement Opportunities or Criteria for an Appropriate Experience;
     2. Strategies for securing placement;
     3. Agency roles and relations;
     4. How to monitor progress;
     5. Preparation of assessment materials;
     6. Experiential learning skills;
     7. Conflict management;
     8. Problem solving;
     9. etc.
   - The Practicum experience must include a minimum of forty (40) hours of onsite involvement for each hour of credit. Internships must consist of at least 180 hours of on-site involvement during at least a six week period.
   - The Learning Contract must be completed and approved before participating in the Practicum/Internship Experience. The academic advisor is responsible for assessing the appropriateness of each experience; approving the Learning Contract; and evaluation of the assessment portfolio. The on-site supervisor may also be required to sign the learning contract, if appropriate.
3. Student participates in the Practicum/Internship experience completing all activities and assessment materials as approved in the “Learning Contract.”

4. Student prepares and submits an assessment notebook to the faculty advisor by the date specified. Assessment materials are to be prepared on 8 1/2 x 11 paper, 3-hole punched, and organized in a 3-ring, loose-leaf binder using the following tabs/dividers:
   1. “Learning Contract”
   2. “Log”
   3. “Journal and Sketch Book”
   4. “Summary Paper”
   5. “Evaluation Forms”
   6. “Other”

5. The faculty advisor will be responsible for reviewing the assessment notebook and assigning the final grade.

Supervisor’s Responsibilities

- Print and review the manual each year for any changes or updates that have been made.
- Contact students who are required to sign up for a practicum/internship or be available for those who may want to have a practicum/internship that may not be required.
- Print a manual for each student and their practicum/internship supervisor.
- Work with students to identify a practicum/internship that best meets their career goals at least one semester before they plan to go on the experience.
- Complete the application form for practicum/internship with the student once they have identified where they want to conduct their practicum/internship and know who their on-site supervisor will be. Professional and personal goals should be written and approved by the faculty supervisor before this form is submitted to the Office of Records and Registration.
- Determine when the mid-term and final papers will be due. Add any extra departmental requirements to the application. In essence this is the faculty member’s contract with the student that he/she will complete before the instructor will award a grade.
- Students sign up for practicum/internship by handing in the practicum/internship form from the manual and a registration form declaring the number of the course and the number of credit hours. Students pay the fees, as stated in the Academic Catalog.

Faculty Member’s Responsibilities

Once the practicum/internship form is handed in, the work of the professor of the class begins.

- Check in with students and on-site supervisors on a regular basis to ensure things are going as planned.
- Optional: If practical, visit the student and the on-site supervisor (this often entails travel, possibly an overnight visit and a meal with the student and on-site supervisor).
- Intervene as necessary, if things are not going well. Change placement of the student, if necessary.
- Review midterm and final reports and evaluations.
- Hand in final grade (A-F) based on the criteria defined in the intern manual.

**On-site Supervisor’s Responsibilities**

- Assisting the student in crafting appropriate learning goals for the experience.
- Facilitating experiences that will allow the student to achieve his/her goals.
- Submitting a mid-term and final-evaluation of the student’s experience.
- Serving as a mentor to the student during the experience by providing appropriate feedback.
- Communicating with the faculty supervisor and, if an on-site visit is conducted meet with him/her, to assess the student’s experience.
Name: _____________________________________________________________

Home Phone: (      ) ____________________ Cell Phone: (    ) ________________

E-Mail: _____________________________________________________________

Contact # during internship: __________________________________________

Academic Major (area of study for the internship): _______________________

Course:
   □ Internship, Check # of credit hours: □3 □6
   □ Practicum, Check # of credit hours: □1 □2 □3

Pre-requisite IS 310 has been completed: □yes □no
   (IS 310 MUST be completed prior to registering for a practicum or internship.)

This Practicum/Internship will be completed during: ☐ Fall ☐ Spring ☐ Summer

Faculty Supervisor:____________________________________________________

On-Site Supervisor:___________________________________________________

Organization:________________________________________________________

Address: _____________________________________________________________

City: _____________________________ State: _________ Zip: ______________

Phone #: (      ) ____________________ FAX #:_____________________________

Mid-Experience Report Due: ____________ On Site Visit Date (Proposed):________

Mid-Experience Evaluation Due: ____________ Final Debriefing Date (Proposed):_____

Final Assessment Materials Due: ____________

*A copy of the signed Learning Contract must be submitted to the Registrar’s Office in order to officially register for the practicum or internship.
General description of the Practicum/Internship Experience (Type):

Personal Developmental Goals (Be Specific):

1.

2.

3.

4.

Occupational/Professional Development Goals (Be Specific):

1.

2.

3.

4.

Outline of Schedules/Responsibilities:
SIGNATURES OF AGREEMENT
Practicum/Internship
Montreat College

By means of the resources bestowed upon us, we endeavor to execute and complete a meaningful Practicum/Internship experience through the provisions described in this learning contract. The student also acknowledges by signing this contract that an additional fee of $50.00 per credit hour will be charged when registering for either a Practicum or Internship during the fall/spring Academic Year. The tuition rate for Practicum and Internships during the summer will be charged at the rate specified in the Academic Catalog. Payment is due before the start of each semester/term. The student acknowledges that he/she has successfully completed IS 310, Pre-Internship.

______________________________________________  _____________________
Student                                      Date

______________________________________________  _____________________
Faculty Advisor                             Date

______________________________________________  _____________________
Faculty Supervisor (if different than advisor) Date

______________________________________________  _____________________
Internship Supervisor                        Date

______________________________________________  _____________________
Academic Affairs                           Date
INSURANCE: Workers’ compensation coverage is provided only if the student is being paid for the internship. Montreat College provides only health insurance (for a fee) to its students. Medical Professional Liability in Student Practicum Agreement: Professional Liability: $5 Mil Occurrence

Student read statement below and initial that you read and understand here: __________________________

I understand that Montreat College provides health insurance at student rates. I may elect out of the insurance if I have other health insurance coverage. I also know that Montreat College will not provide professional liability or workers’ compensation coverage for me. I will be responsible for providing my own insurance if it is not provided by the agency for which I am performing my practicum. If federal work-study monies are paying me while on this practicum, I will be covered by workers’ compensation insurance through the College. I must secure the signature of the Financial Aid Director/Counselor to verify that I am being paid on work-study funds.

Financial Aid Director/Counselor: __________________________

AGENCY RESPONSIBILITIES: The agency will provide a learning/working site where the student will be able to accomplish the agreed upon learning objectives in a safe free of discrimination and harassment.

DISCRIMINATION: The parties listed on the first page shall not engage in discrimination in the treatment of any participant connected with the internship/practicum. Discrimination means any act that unreasonably differentiates selection and treatment intended or unintended based on age, handicap, national origin, race, marital status, religion, sex, or sexual orientation.

SEXUAL HARASSMENT: Sexual harassment is illegal. Sexual harassment includes unwelcome sexual advances and requests for sexual favors. It also includes other verbal or physical conduct of a sexual nature. Sexual harassment is prohibited between the student and any client and is prohibited between the student and the supervisor, and the student and the faculty member.

TERMINATION PRIOR TO END OF THE PLACEMENT: The agency may request Montreat College to withdraw the student who is not performing satisfactorily or who refuses to follow the organization’s administrative and operating policies, procedures, rules, and regulations. The student may request to leave the practicum/internship if he/she believes there are irreconcilable differences or if the student believes he/she is in any danger. In both instances, the professor should be notified immediately and an attempt at resolution should be made.

MONTREAT COLLEGE RESPONSIBILITIES: Montreat College is responsible for working with the supervisor and/or agency to place a student who is at the level needed by the agency. The faculty member will make a mid-term contact to discuss how the practicum is progressing. Should there be an issue, the faculty member will attempt to resolve the issue immediately or place the student into another placement and work through any credit hour issues.

STUDENT RESPONSIBILITIES: The student will sign up for credit for the internship if that is what the faculty member and the student have agreed upon. The student will treat the position as any job, will complete the assignments as spelled out in this contract, will keep the hours agreed upon by the student and the supervisor, and will notify that supervisor should he/she be absent. The student will keep the advisor informed if there is a potential problem developing. The student will conduct him/herself in a professional manner remembering that this may be a confidential site and treat is as such. In addition to the requirements for the course, the student will keep and sign a time sheet and turn it in to the professor at the end of the term.

PUBLIC RELEASE AUTHORIZATION: In order for the agency to use your name, photograph or quotes you must sign a release form and vice-versa. With a signed consent the agency may use these in any form of publicity. If the student is to use information from or about the agency, he/she must have the appropriate consent forms signed by the agency and or student.
Activity Log
Each student will keep an accounting of the time committed and activities involved in during their Practicum/Internship experience. The following format should be followed. (See Appendix C for master activity log that can be duplicated.)

Activity Log
Practicum/Internship Experience

Date: SUMMARY OF ACTIVITIES:

______________________________
______________________________
______________________________
______________________________

______________________________
______________________________
______________________________
______________________________

JOURNAL AND SKETCH BOOK

Each student is to keep a journal and sketch book.

The contents of the journal and sketch book shall include:

- **Journal Entries:** Students will submit a minimum of three other journal entries per week to the journal. The content should reflect the student’s own thinking, reactions, concerns, questions, etc. about the various aspects of the experience. Special attention should be given to one’s personal goals for the summer.

- **Weekly Summary:** At the end of each week, the student shall submit one journal entry summarizing what is going on cognitively (mentally), affectively (emotionally) and spiritually as they participated in the experience during the week.

- **Sketches:** Students will submit a minimum of a sketch per week of scenes/events relevant to their experience. Each sketch shall be followed by a brief journal entry reflective of the sketch.

- **Other:** Students may include other items in the journal (optional):
a) Log of photos taken  
b) Post cards  
c) Bulletins  
d) Program flyers and information  
e) Sample teaching outlines  
f) Other ...

IMPORTANT! Each journal entry should be as honest as you can make it, but with the understanding that someone will review it. If you feel at some point, for your own reasons, that you prefer that no one reads a specific part of your journal, simply remove (“black out”) that portion of your writing, note its removal, and submit the remainder. You are encouraged to write expressively honest, while maintaining control over what it is that you choose to record.

PRACTICUM/INTERNSHIP PAPERS

Mid-Experience Paper: This paper should be written about half-way through one’s experience. It should provide an overall evaluation of your experience, identify problem areas, articulate possible solutions, and make appropriate adjustments in your objectives. Included with in the paper should be a description and evaluation of your assignments and activities, an appraisal of your relationships with co-workers, and an assessment of your supervision. The paper should be 3-5 typed double-spaced pages.

Final Paper: This paper is an in-depth analysis and comprehensive assessment of your experience. The final paper should explore the following points:

⇒ How do you feel about the experience?
⇒ What are some of your most valuable insights?
⇒ How did this experience impact you spiritually, intellectually, emotionally, philosophically?
⇒ In what general and specific ways were you able to achieve your general and specific goals and objectives?
⇒ What Biblical themes are relevant/significant to your experience?
⇒ Did this experience make you feel more or less adequate in regard to your personal skills and abilities? Explain.
⇒ Has this experience confirmed, confused, or changes a previous career choice? Explain.
⇒ Were there areas of conflict? How were they resolved? What lessons were learned?
⇒ Did you get as much out of this experience as you could have?
⇒ What would you do differently if you were to do this all over again?

NOTE: These questions are not exhaustive nor are they listed in any particular order.

Do not include a detailed description of your activities in your summary paper. The Activity Log is a detailed description of your day-to-day activities. Specific activities may be used for illustration only.

The Final Paper should reflect personal interaction with all the assigned and negotiated reading assignments.

The Final Paper is to be 12-15 typed, double-spaced, pages in length.
**Evaluation**
Each student will submit a mid-experience and final evaluation form. In addition it is the student’s responsibility to insure that the on-site supervisor completes, reviews with the student, and returns a mid-experience and final evaluation form. The forms are located in Appendix D.

**Additional Items**
This section may include additional assignments agreed upon with your advisor or required by the department. The student should also feel free to include additional items that support goals articulated in the Learning Contract.

**Conclusion**
Montreat College’s hope is that the students will have rich and rewarding Practicum/Internship experience that fulfills the College’s mission and students goals. This manual is designed to insure that your experience will be a rich one.
APPENDIX A:
Guidelines for Writing Goals
GUIDELINES FOR DEVELOPING LEARNING OBJECTIVES

Part of the requirements of the Practicum/Internship Program is that a student pursues a planned program of work experience education which includes new or expanded learning opportunities beyond those required as part of normal job duties or regular classroom work. To this end, a Learning Objective should be a statement which describes a result the student is interested in accomplishing on the job.

Learning Objectives may be developed for one or more of the following categories:

1. CAREER ORIENTATION AND ROUTINE DUTIES. The student may need to “test” the choice of a major or career field or may have a need for some specific improvement in accomplishing the day-to-day functions of the job.
2. PROBLEM-SOLVING OR SKILL ACQUISITION GOALS. There may be a specific problem or challenge in the student’s work area to be solved with a measurable result.
3. SKILL APPLICATION GOALS. There may be goals where a student needs to apply or test classroom knowledge in a work environment.
4. JOB IMPLEMENTATION OR NEW ASSIGNMENTS. If the student has recently been assigned new duties, there are always many new learning experiences that can be stated as objectives.
5. PERSONAL GOALS. There may be specific personal and/or human relations problems that need to be resolved.
6. INCREASED KNOWLEDGE. There may be areas of particular interest in the work experience wherein the student may be able to develop objectives around gaining specific new knowledge.

To think about Learning Objectives, THINK ABOUT

1. WHAT you want to accomplish. What knowledge, skill, attitude, understanding or value are you seeking.
2. WHAT STEPS YOU WILL TAKE to accomplish your objectives. Which activities will you do? How will you acquire learning? Under what conditions will the learning occur?
3. WHAT METHODS OF MEASUREMENT, or evidence you will have to demonstrate that learning has taken place. What criteria will be used to evaluate your evidence?

To develop good quality objectives, this student must keep the following characteristics in mind. An objective should be stated in:

1. Terms of the realistic result you intend to achieve.
2. Language which can communicate to all interested parties, not just a limited technical group. Specific, reasonable, achievable, and measurable terms within the available time limit.
3. Terms that relate specifically to the work experience and are supported by related assignments set by the academic advisor and on-site supervisor.

Following is an example of a specific, reasonable, achievable and measurable objective:

Correctly Stated “By June 15, 1997, I will be able to facilitate the Outdoor Education Day Trip Program without supervision.”

Incorrectly Stated “I will learn how to be a more effective outdoor educator.”
APPENDIX B:
The Joy of Journaling
The Joy of Journaling -
capture the magic of life with your pen.
by
Joanne Walker

Journal writing makes us keep observers of life. We become more aware of the people and things around us, and of our feelings and reactions. People keep journals for many reasons: to preserve a bit of their personal history, to document facts, clarify ideas, and sort out emotions. Writing enables us to capture our thoughts and record them, imposing a certain order in our lives. This order helps us to gain perspective and often leads to inner peace.

When a journal writer goes back to read what he or she has written, the act becomes a form of self-awareness. It is often like sitting back and looking at ourselves from the outside. We can ask ourselves such personal questions as: Am I a good person? A good Rotarian? Do I encourage others? Am I eager to reach out a helping hand whenever needed?

A journal can become a personal celebration. It is a way of recording the milestones of family life that may become a legacy, a keepsake to pass on to future generations. You can include details of your loved ones, activities, profession, community involvement, personal philosophy, and your life as a Rotarian.

Journal writing allows you to relive the happy or significant moments in your life, over and over. First, when they happen, second when you record them, and then every time you read them thereafter.

Keeping a journal need not be a burdensome or onerous task. No one is going to correct your spelling, syntax, grammar, or punctuation. Journal writing can become an enjoyable routine, which will add a new and rewarding dimension to your life.

With a journal, you are in control. You make the rules. You can write on a daily basis, or just once a week or each month whenever you feel the need. The length of a journal entry is strictly up to you. Some days you may write one or two sentences; other days you may want to write several pages. The important point is to make writing part of your regular routine.

For the vast majority of people, the most challenging question is "What shall I write?" If beginning is difficult for you, start with a simple phrase. For example, "Today, I am..." Some people find it is easier to begin if they use the opening, "Dear Diary," or "Dear Journal," as if they are writing a letter. Another beginning phrase that works well is "It is a time..." and then go on to describe the details of your life. It is a time of frustration, joy, or sadness?

You may want to date and place each entry. It may not seem important at the time, but as you look back, you may wish you had indicated when and where.

Allow the words to tumble from the end of your pen and don't bother to edit their free flow. Many journal writers find this sense of liberty brings great personal satisfaction. The journal becomes their confidant, allowing them to release emotions often kept pent up inside.

Many people find journal writing to be an excellent way to sort through the jumble of a particularly trying time. It helps them to express and explore any feelings of confusion—and feel content and at peace when they have finished.
Another familiar concern is: "I don’t know what to include in my journal." Don’t worry about this predicament. Journal entries can be as varied as their writers. Some people choose to write about daily events and the highlights of each month. While this type of journaling makes for a good reference book, it can be a bit dry and perfunctory.

People often use their journals to talk about current events, the latest movies, or books. Your journal entries may become relaxed conversations with yourself, discussing your likes and dislikes. Many people include photographs, drawings, clippings, and quotes.

If you find narrative writing difficult, you may want to try making lists. For example, write down all the places you would like to visit some day. List the things you would like to do before you reach a certain age. Make a list of your favorite authors, actors, or movies.

Rotarians can use journals to list ideas for improving their clubs. Jot down the names of prospective members. Brainstorm and write down several fundraising ideas for next year. When you make up at another club (especially out of town), be sure to list any important ideas that your club may use.

If you feel your writing is weak, try writing with all five of your senses—describe sights, sounds, smells, textures, and tastes. Allow your mind to take snapshots of what you are describing in vivid sensory detail. Write about the essence of a person or place, your emotions and reactions. This will bring your journal to life.

I have discovered that an index can be helpful—I can readily turn to the page of a specific event, rather than thumbing through each volume. I date all journals and keep them in numeric order. If I want to find a particular holiday from two or three years ago, I can locate it immediately.

Journals can be very specific, focusing on special dates, vacations, birthdays, nature (such as bird sightings), or Rotary events. I also keep a “quote” journal to record my favorite anecdotes, quotations, or words of wisdom.

Have you always wanted to write your life history? Autobiographies in the form of journals are becoming increasingly popular. Rotary founder Paul Harris was an avid journal writer. He described his varied travels in a diary called “Peregrinations,” and he likely drew on travel journal entries as background for his autobiography, “My Road to Rotary.”

Here are some suggestions for developing a journal that tells your life story.

Divide your life into eight or ten sections and label them accordingly. For example: childhood, school years, marriage, children, work, and the empty nest, grandchildren, or retirement. Purchase a three-ring binder and some tabbed index pages. When you have the inspiration to write about an incident from your life, insert it into the proper section. This system enables you to write your life history in a random method. So often people abandon a project because they get bogged down somewhere in the middle.

The joy of journaling is at the tip of your pen. There is no right or wrong way to keep a journal. It allows you to keep pace with the daily rhythms of your life, and gives you the chance to develop your own style and observations. Begin today to record the ongoing story of your life. Write with a child’s sense of wonder. Capture the magic!

*Joanne Walker is a free-lance writer who keeps many journals at her home in Algona, Iowa, U.S.A. She is a member of the Rotary Club of Algona.
APPENDIX C:
Activity Log Master for Duplication
## Practicum/Internship Experience
### Activity Log

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<tr>
<th>Date</th>
<th>SUMMARY OF ACTIVITIES</th>
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______________________________________________________________

Signature of Student

Date
APPENDIX D:
Evaluation Forms
Montreat College
Practicum/Internship Evaluation

*Internship Supervisor’s Mid-Experience Evaluation Form*

Please rate the following traits using this scale:

1 – Unacceptable  
2 – Below average  
3 – Average  
4 – Above average  
5 - Excellent 
N/A – Did not observe; not applicable

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<th>Personal Qualities:</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<td>Demonstrates interest/enthusiasm</td>
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<td>Responsible/dependable</td>
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<td>Tactful/courteous/pleasant</td>
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<td>Exhibits good judgment</td>
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<td>Adaptable/flexible</td>
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<td>Shows initiative</td>
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<td>Well-groomed/dressed</td>
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<td>Exhibits self-confidence</td>
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<th>Quality of Work:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
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<td>Punctual</td>
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<td>Completes assignments in timely manner</td>
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<td>Communicates effectively</td>
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<td>Handles pressure well</td>
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**Areas of strength:**

Areas where improvement is needed:

1. __________________________________________________________________________

2. __________________________________________________________________________

3. __________________________________________________________________________

Additional comments:

Signatures:

Evaluator: ___________________________________________ Date: ___/___/____

Intern: _____________________________________________ Date: ___/___/____

After reviewing this document with the intern please have the student forward it to their faculty supervisor at Montreat College.
Montreat College  
Practicum/Internship Evaluation  

**Internship Supervisor’s Final Evaluation Form**

Please rate the following traits using this scale:
- 1 – Unacceptable
- 2 – Below average
- 3 – Average
- 4 – Above average
- 5 - Excellent
- N/A – Did not observe; not applicable

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**Areas of strength:**
For Montreat’s on-going evaluation:
How well was this student prepared for this experience?

Signatures:
Evaluator: ___________________________ Date: __/__/____
Intern: _______________________________ Date: __/__/____

After reviewing this document with the intern please forward have the student forward it to their faculty supervisor at Montreat College.
**Montreat College**
**Practicum/Internship Evaluation**

*Intern’s Mid-Experience Self-Evaluation Form*

Please rate the following traits using this scale:

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<th>1 – Unacceptable</th>
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<th>3 – Average</th>
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| Quality of Work:                     |                  |                  |             |                  |              |                                     |
| Punctual                             |                  |                  |             |                  |              |                                     |
| Completes assignments in timely manner|                  |                  |             |                  |              |                                     |
| Communicates effectively             |                  |                  |             |                  |              |                                     |
| Handles pressure well                |                  |                  |             |                  |              |                                     |
| Resourceful/creative                 |                  |                  |             |                  |              |                                     |
| Handles criticism well               |                  |                  |             |                  |              |                                     |
| A team player                        |                  |                  |             |                  |              |                                     |
| Can work independently               |                  |                  |             |                  |              |                                     |
| Accepts additional responsibility    |                  |                  |             |                  |              |                                     |
| Professional potential               |                  |                  |             |                  |              |                                     |

Please describe your relationship with your immediate supervisor:
Please describe any events which have affirmed or caused you to question your gifts working with this particular age group:

Please describe, if applicable, any difficulties you are experiencing:

Signature: ____________________________ Date: ____________

Please complete and return to your faculty supervisor.
Montreat College  
Practicum/Internship Evaluation  

**Intern’s Final Self-Evaluation Form**

Please rate the following traits using this scale:  
1 – Unacceptable  
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N/A – Did not observe; not applicable

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Areas where improvement is needed:
1. ________________________________________________________________
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3. ________________________________________________________________

Additional comments:

Signatures:
Intern: _______________________________ Date: ___/___/____

Please return this document and the exit survey to your faculty supervisor.
# Internship Experience Exit Survey

What resources did you use to find your internship? (Check all that apply)

___ Office of Work & Vocation  ___Faculty  ___Internet  ___Family/Friend  ___Previous Employer

___ Other: ________________________________________________

Please circle the number from the rating scale that best describes your evaluation of each item.  
0 = does not apply;  1 = strongly disagree;  2 = disagree;  3 = neutral;  4 = agree;  5 = strongly agree

| 1. My formal classroom instruction prepared me for my internship. | 0 1 2 3 4 5 |
| 2. As a result of my internship, I have a better understanding of concepts, theories, and skills in my course of study. | 0 1 2 3 4 5 |
| 3. This experience gave me a realistic preview of my field of interest. | 0 1 2 3 4 5 |
| 4. My on-site supervisor provided a job description of my work tasks at the beginning of my assignment. | 0 1 2 3 4 5 |
| 5. My responsibilities were appropriate to my skills and training. | 0 1 2 3 4 5 |
| 6. The work I performed was challenging and stimulating. | 0 1 2 3 4 5 |
| 7. My on-site supervisor provided an adequate orientation to the organization. | 0 1 2 3 4 5 |
| 8. My on-site supervisor was available and accessible when I had questions or concerns. | 0 1 2 3 4 5 |
| 9. My on-site supervisor provided constructive, on-going feedback about my work. | 0 1 2 3 4 5 |
| 10. I experienced a positive, respectful work environment with fellow workers. | 0 1 2 3 4 5 |
| 11. I feel I am better prepared to enter the world of work after this experience. | 0 1 2 3 4 5 |
| 12. The internship helped me use and improve my ability to work effectively on a team. | 0 1 2 3 4 5 |
| 13. The internship helped me use and develop greater creativity. | 0 1 2 3 4 5 |
| 14. The internship helped me improve my oral communication skills. | 0 1 2 3 4 5 |
| 15. The internship helped me use and develop greater creativity. | 0 1 2 3 4 5 |
| 16. The internship helped me improve my technology skills. | 0 1 2 3 4 5 |
| 17. The internship helped me improve my problem-solving skills. | 0 1 2 3 4 5 |
| 18. The internship helped me improve my reflective decision-making skills. | 0 1 2 3 4 5 |
| 19. The internship helped me improve my planning and organizational skills. | 0 1 2 3 4 5 |
| 20. Overall, the internship placement was a meaningful learning experience. | 0 1 2 3 4 5 |

21. The most valuable or helpful part of my experience at this internship site was:

22. The least valuable or helpful part of my experience at this internship site was:

23. Do you have any suggestions on how the internship or the internship program could be improved?