

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism  
PRLS 490—Internship (12) (001)  
Fall 2015

DAY/TIME:	TBA	LOCATION:	TBA
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#### PREREQUISITES

**Parks and Outdoor Recreation** - 90 hours, including HEAL 205 or ATEP 120, HEAL 323 or PRLS 323, PHED 200 or SRST 200, PRLS 210, PRLS 241, PRLS 310, PRLS 316, and PRLS 317.

**Therapeutic Recreation** - 90 hours, including HEAL 205 or ATEP 120, HEAL 323 or PRLS 323, PHED 200 or SRST 200, PRLS 210, PRLS 241, PRLS 310, PRLS 316, and PRLS 317.

#### COURSE DESCRIPTION

Paid or voluntary work experience in a park and recreation agency for 400 hours for POR and 560 for TR students. Applies course work, theories, and research to work settings. Work sites are chosen by students after approval of faculty supervisors. Includes meetings and assignments before and during internship.

#### COURSE OBJECTIVES

At the conclusion of this course, students should be able to:

1. Apply, in an appropriate and professional work setting, theories, concepts, and philosophies learned through previous academic and other experiences;
2. Demonstrate skills and competencies in routine business administration (e.g., accounting and record keeping, planning, public relations, assessments, and staff relations);
3. Apply decision-making and problem-solving skills through the formulation, evaluation and implementation of alternative solutions to problems and approaches to issues;
4. Attend or participate in professional board and committee meetings, conferences, hearings, state meetings, training sessions and workshops in order to acquire practical career enhancing skills;
5. Describe and evaluate the overall agency/company organizational structure and its management philosophy (or corporate culture) and clientele base, as well as the agency's relative position to other local, national and/or global competition in the market place;
6. Assess personal strengths and weaknesses in light of demands and expectations of employment in the various roles and responsibilities assigned in a work setting;
7. Set personal objectives for a career in health promotion and exercise science field utilizing both personal assessment and evaluation by the academic institution and the internship agency; and
8. Compile a list of industry professionals that can be used when seeking full-time employment.

Further, upon completion of this course, students will meet the following professional accreditation standard for the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT):

**7.04** *Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.*

#### COURSE OVERVIEW

This course satisfies the University general education requirement for the synthesis course. The purpose of the synthesis course is to provide students with the opportunity to synthesize the knowledge, skills and values gained from the general education curriculum. Synthesis courses strive to expand students' ability to master new content, think critically, and develop life-long learning skills across the disciplines. While it is not feasible to design

courses that cover “all” areas of general education, synthesis courses should function as a careful alignment of disciplinary goals with a range of general education learning outcomes.

Students are held to the standards of the George Mason University Honor Code. You are expected to meet all course requirements as listed below as well as fulfill your duties and responsibilities as stipulated by the on-site supervisor.

It is a student responsibility to work with organization outside, and in no relation to, George Mason University regarding certification program requirements (i.e. Certified Therapeutic Recreation Specialist (CTRS) Certified Park and Recreation Professional (CPRP), Certified Park and Recreation Executive (CPRE), Certified Playground Safety Inspector (CPSI) Aquatic Facility Operator (AFO), etc.). Certifications requirements change frequently and may differ from coursework that is required for degree conferral with George Mason University. We encourage students to be proactive and contact outside organizations for the most up to date certification requirements.

#### REQUIRED READINGS

Updated *Internship manual: A guide for students, faculty and agencies participating in the HFRR internship program.*

#### NATURE OF COURSE DELIVERY

Field experience

#### EVALUATION

During the internship, students must fulfill specific requirements and complete specified forms and assignments in order to be evaluated and receive a grade for their internship. These include:

- Attending mandatory internship seminars or complying with other arrangements such as telephone conferencing and/or GMU Town Hall conferencing.
- Working full-time at an approved agency for a minimum of 400 hours (560 for therapeutic recreation students) of professional practice over a period of 10 to 15 consecutive weeks, for no less than 30 hours per week/no more than 40 hours per week.
- Completing *Weekly Progress Reports*.
- Submitting signed copies of the *Midpoint and Final Internship Performance Assessment Forms* completed by the Agency Supervisor after discussion with and agreement by the intern.
- Developing and completing a *Special Project* in cooperation with their Agency Supervisor.
- Meeting with their Agency Supervisor and the University Supervisor during a routine visit at their placement agency. Alternative arrangements are made for those interns based outside the Washington, D.C. metropolitan area.
- Presenting an overview of their internship site work experience and special project at a mandatory closing panel session attended by all working interns, University Supervisor(s), Departmental Internship Program Coordinator, relevant faculty advisors and other staff members, as warranted toward the end of the synthesis course. Other arrangements may be made if the placement site is located outside the Washington D.C. metropolitan area.
- Submitting a *Final Internship Portfolio* which encapsulates the cumulative experience of their internship.

In addition, the Weekly Progress Reports, Special Project, Final Presentation, and Final Internship Portfolio have associated rubrics utilized for evaluation.

#### **Weekly Reports Rubric PRLS 490**

The internship student will be able to identify, analyze and attempt to resolve challenges experienced during their internship as evidenced in the internship portfolio weekly reports.

<b>The weekly report...</b>	<b>NO Credit</b>	<b>Unsatisfactory</b>	<b>Competent</b>	<b>Highly Competent</b>
... identifies and explains challenges (as reported in the Description of Principle Assignments and Responsibilities)	0	1	2	3
... analyzes challenges (as reported in Rewarding and/or Disappointing/Frustrating Experiences)	0	1	2	3
... utilizes available resources (as reported in any section of the Weekly Report)	0	1	2	3
... explains attempts to overcome challenges and resolve disappointing and/or frustrating experiences (as reported in any section of the Weekly Report)	0	1	2	3
... is written in such a way that it is clearly communicated what assignments, frustrations, challenges, and successes the student completed during the week.	0	1	2	3
... is submitted on time weekly.	0	1	2	3
<b>Total</b>	<b>0</b>	<b>1-6</b>	<b>7-12</b>	<b>13-18</b>

### **Special Project Rubric PRLS 490**

The internship student will be able to develop and complete a special project in cooperation with their agency supervisor. The intent is to provide the agency and/or its clientele with a tangible and useful finished resource or service. The project provides the intern with an opportunity to demonstrate and improve their problem solving and communication skills. The project should be realistically and reasonably “doable” and be of interest to the intern.

<b>The project...</b>	<b>NO Credit</b>	<b>Unsatisfactory</b>	<b>Competent</b>	<b>Highly Competent</b>
... is realistically and reasonably “doable” and be of interest to the intern	0	1	2	3
... provides the intern with an opportunity to demonstrate and improve their problem solving and	0	1	2	3

communication skills				
...provides agency a tangible/useful finished resource or service	0	1	2	3
...was completed in incremental stages throughout the internship	0	1	2	3
...is contained in the students' internship portfolio presented by relevant supporting documentation	0	1	2	3
<b>Total</b>	<b>0</b>	<b>1-5</b>	<b>6-10</b>	<b>11-15</b>

**Final Panel Presentation Rubric PRLS 490**

<b>CRITERIA</b>	<b>High Competence 3</b>	<b>Competence 2</b>	<b>Poor 1</b>	<b>No Credit 0</b>
Presents the nature and scope of the site (services, personnel, onsite supervisor, etc.)				
Describes the operations and strategic admin/mngt of the site				
Presents responsibilities and challenges faced during the internship				
Describes completely the special project				
Demonstrates techniques and processes used by the professionals there				
Identifies foundation of the profession in history, science, and/or philosophy				
Describes design, implementation, and evaluation of a service provided while interning				
Demonstrates good oral presentation skills				
Other: (e.g., use of technology, Powerpoint slides)				

Comments:

## Portfolio Rubric PRLS 490

The internship student will complete a portfolio which, at a minimum, encompasses the following areas that the intern has completed throughout their internship experience (*additional information can be found on Appendix 10*):

Section A: Cover Sheet

Section B: Agency Overview

Section C: Overview of Internship Experience

Section D: Special Project

Section E: Report Section

Section F: Final Presentation

In addition, the final portfolio should be submitted on time (*due date to be determined each semester based upon when final grades are to be submitted via Patriotweb by the internship supervisor*) and should exemplify appropriate grammar and writing techniques. The final portfolio is a capstone project, which should reflect evidence of preparation, effort and depth of reflection. Final portfolio presentation to the internship supervisor should be clean and professional (i.e. in an organized 3 ring binder, bound, and/or orderly when submitted via blackboard).

<b>The final portfolio...</b>	<b>NO Credit</b>	<b>Unsatisfactory</b>	<b>Competent</b>	<b>Highly Competent</b>
... encompasses Section A: Coversheet, of the above mentioned areas.	0	1	2	3
... encompasses Section B: Agency Overview, of the above mentioned areas.	0	1	2	3
... encompasses Section C: Overview of Internship Experience, of the above mentioned areas.	0	1	2	3
... encompasses Section D: Special Project, of the above mentioned areas.	0	1	2	3
... encompasses Section E: Report Section, of the above mentioned areas.	0	1	2	3
... encompasses Section F: Final Presentation, of the above mentioned areas.	0	1	2	3
... exemplifies appropriate grammar and writing techniques	0	1	2	3
... is submitted on time.	0	1	2	3
... reflects evidence of preparation, effort and depth of reflection.	0	1	2	3
... is clean and professional looking.	0	1	2	3

<b>Total</b>	<b>0</b>	<b>1-10</b>	<b>11-20</b>	<b>21-30</b>
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### **Grading Scale**

The University Supervisor assigns the grade based on the intern meeting the above course requirements. The grade will be either ‘Satisfactory’ (S) (reflecting a C grade or better for undergraduates) or a ‘No Credit’ (NC, which is equivalent to a failing grade). Any intern receiving a NC grade for their overall performance in their internship program will be required to begin a new internship, including re-enrollment and repayment for the 12-credit hours. All coursework and requirements must be completed before the conferral date for graduating seniors.

### TENTATIVE COURSE SCHEDULE

Mondays throughout the Internship – Submit weekly reports on Blackboard “Discussion Board” each week

200 (POR) or 280 (TR) hours into the internship –

1) Fax or email scanned **Mid-point Evaluation** after the Site Supervisor goes over the report with you and both of you sign it.

2) Contact me to set up a **Site Visit** for approximately one hour with your site supervisor if you are local and by telephone if you are out of the area.

**Panel Session** to faculty reviewing the internship site work and discussing on Powerpoint about the special project (15 minutes per presentation) and how the learning outcomes in PRLS classes were applied in their internship experience. See **Final Panel Presentation Rubric PRLS 490 above**.

*Note: Faculty reserves the right to alter the schedule as necessary.*

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**CORE VALUES COMMITMENT:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

