

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PRLS 490—Internship (12)
Fall 2012

DAY/TIME:	TBA	LOCATION:	TBA
PROFESSOR:	Brenda Wiggins, Ph.D.	EMAIL ADDRESS:	bwiggins@gmu.edu
OFFICE LOCATION:	PW - BRH #228C	PHONE NUMBER:	703-993-2028
OFFICE HOURS:	T, Th 11:00 - 1:00p.m. PW By appt. at FX on Mondays (RAC #2109)	FAX NUMBER:	703-993-2025

PREREQUISITES

Parks and Outdoor Recreation - 90 hours, including HEAL 205, HEAL 323, HEAL 350, PHED 200, PRLS 210, PRLS 241, PRLS 310, PRLS 316, and PRLS 317.

Therapeutic Recreation - 90 hours, including HEAL 205, HEAL 323, HEAL 350, PHED 200, PRLS 210, PRLS 241, PRLS 310, PRLS 316, and PRLS 327.

COURSE DESCRIPTION

Paid or voluntary work experience in a park and recreation agency for a minimum period of 10-12 weeks of full-time employment, and 480 hours for therapeutic recreation 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):

8.42 *Internship, full-time continuing experience in one appropriate professional recreation organization/agency of at least 400 (480 for TR) clock hours over an extended period of time, not less than 10 weeks.*

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.

REQUIRED READINGS

Lawton, L. J. (2004). *Internship manual: A guide for students, faculty and agencies participating in the HFRR internship program*. Manassas, Virginia: Department of Health, Fitness, and Recreation Resources, George Mason University.

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 (480 for therapeutic recreation students) of professional practice over a period of 10 to 12 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 an internship *portfolio* which encapsulates the cumulative experience of their internship.

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. An ‘Incomplete’ (IN) grade may be assigned until all course work requirements are completed and submitted to the University Supervisor, who is responsible for overseeing the internship. Once all requirements have been met, the University Supervisor changes the ‘Incomplete’ grade to ‘Satisfactory’ by submitting a *Change of Grade Form* to the Registrar. Credits for this course count toward General Education and Professional Course work for graduation requirements.

TENTATIVE COURSE SCHEDULE

Mondays throughout the Internship – Email scanned **Weekly Reports** to bwiggins@gmu.edu or fax **Weekly Reports** to 703-993-2025 or load on Blackboard **Weekly Reports**

200 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 mostly discussing on power point about the special project (15 minutes per presentation) POR and TR interns and faculty in the RHT Conference Room on Monday, Dec. 3, 2012 in my class - PRLS 416 at 1:30p.m. RAC #2203 Fairfax Campus.

Within a 15 minute period, the power point presentation should cover the following as listed below.

Criteria to be sure to include are:

- 1) Presents overview of internship agency, services, personnel, onsite supervisor, etc.
- 2) Describes internship responsibilities;
- 3) Presents challenges faced during internship;
- 4) Describes completely the special project;
- 5) Explains what was learned from this experience and how it will be applied to their career;
- 6) Demonstrates good oral presentations skills;
- 7) Other (e.g., uses of technology effectively);

Comments:

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://academicintegrity.gmu.edu/honorcode/>].
- 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/1301gen.html>].
- 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.
- Students are expected to exhibit professional behaviors and dispositions at all times.

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>].

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.

