Internship Site Handbook

SBS 4033 & SBS 4043
Community Counseling, Environmental Studies,
Psychology and Sociology

Internship Program Coordinators

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Introduction

An internship in Social and Behavioral Sciences provides students an opportunity to experience the type of work and settings that they may pursue upon graduation. Two internships are required of every student pursuing a degree in Psychology, Sociology, Environmental Studies, or Community Counseling. Each internship experience is completed in one semester; internship courses are provided in the fall, spring, and summer semesters. The course objectives for both courses are as follows:

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<td>Resume Preparation</td>
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<td>Search Strategies</td>
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<td>Goals/Objectives</td>
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Partnering agencies report many positive outcomes including increased productivity, development of skills for potential hires, providing opportunities for employee growth, and receiving new ideas that lead to process improvement and program development.

What is an Internship?

According to the National Association of Colleges and Employers (NACE), all the following criteria must be included to be defined as an internship:

1. *An extension of the classroom*: A learning experience that provides for applying the knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
2. *Skills or knowledge learned must be transferable to other employment settings*.
3. *Experience has a defined beginning and end*, and a job description with desired qualifications.
4. *Clearly defined learning objectives/goals* related to the professional goals of the student’s academic coursework.
5. *Supervision by a professional* with expertise and educational and/or professional background in the field of the experience.
7. *Resources, equipment, and facilities* provided by the host employer that support learning objectives/goals.
Preparing your Organization

Below are steps you may use to prepare your organization to host an intern.

**Step 1: Identify an Internship Site Coordinator**

An Internship Site Coordinator is responsible for completing preparatory work in anticipation of the internship. This includes performing the needs assessment (step 2), setting goals and writing an internship position description (step 3), looking at resources the intern may need (step 4), assigning a mentor/supervisor (step 5), and assessing the value of the internship program at the agency.

When identifying the Internship Site Coordinator, it is important to remember that students completing an internship are required to achieve a predetermined list of learning outcomes. Learning outcomes are written statements that describe what the student will learn, be able to do or be able to demonstrate upon completion of the internship. These outcomes are advantageous for employers because they help establish a framework to determine intern projects and responsibilities, as well as clear expectations and outcomes for the experience.

For the experience to be mutually beneficial, we recommend selecting a site supervisor who is interested in the learning outcomes and/or has a specific skill set that will foster a positive learning environment. Learning outcomes should be formulated in collaboration with the student and site supervisor. The discussion should include best methods for completing each personal learning outcome.

Examples of learning outcomes are as follows. As a result of participating in an internship experience the student will:

- Develop self-confidence and professionalism as well as gain crucial workplace skills
- Enhance and develop communication skills, cultivate flexibility and strengthen creative thinking.
- Be able to better determine if the particular field is a good match for the strengths, skills and interests of the intern
- Be able to easily draw parallels between the curricular and co-curricular experience

**Step 2: Assess Internal Needs**

Some questions to ask in consideration of an internship may include:

- What are the ongoing projects?
- What special or extra projects need to be developed or updated?
- What is the workload and how can we ease the workload of our department/organization?
- How many interns can we support? It is suggested, depending on agency size, that no more than three interns be accepted per semester.
- Do we have a need for part-time interns?
- How long will the internship last (8 weeks, 16 weeks, etc.)?

For a more detailed internal needs assessment, you may select to use Appendix G, the Internal Needs Assessment Form.
Step 3: Set Goals and Develop a Position Description

The goals of the internships should almost write themselves based on the Internal Needs Assessment. Be sure that everyone, including management, agrees on the same goals and level of commitment to the internship program so that it is successful.

Once goals have been defined, work responsibilities may be determined. Challenging work assignments that complement and focus on a student’s major or area of interest will sell the experience to students. Students who perform only menial tasks may learn little about applying their expertise to a professional environment. While many students have worked to finance their education, an internship does not classify as a job. The internship is part of an academic program and should offer opportunities to link classroom learning to workplace environment.

Creating a list of work activities that fit your department and a detailed description of typical tasks will help the university to accurately promote your internship and attract the appropriate candidates. The activities and goals may be adjusted after you have selected an intern.

Some tasks that undergraduate students have completed in the past:

- Observing counseling sessions
- Assisting with program planning
- Conducting studies, creating surveys, or compiling research
- Participating in awareness and fundraising campaigns
- Attending court proceedings
- Working with animals and aiding in sample collection

Step 4: Allocate Resources

- **Financial** – if you cannot pay your intern an hourly wage, try to explore other ways of providing monetary compensation such as a small stipend, reimbursement for mileage/parking, lunch, or assistance with housing and other costs. This is especially important in the summer when students generally work full-time to earn money to return to school in the fall. Please see Appendix I – Legal Issues for more information on paid vs. unpaid internships and FLSA regulations as well as the Department of Labor’s Fact Sheet #71 regarding internships in the “for profit” private sector: [www.dol.gov/whd/regs/compliance/whdfs71.htm](http://www.dol.gov/whd/regs/compliance/whdfs71.htm).
- **Time** – Be prepared for the intern to take some time away from supervisors or co-workers. The intern will have questions and there should be an orientation process as well as regular supervisor meetings. Supervisors should expect to spend a minimum of 30 minutes in direct supervision per every 10 hours worked by an intern.
- **Material Resources** – Give your intern the resources they need. An intern that is constantly transferred from desk to desk senses that he/she is not really valuable.

After steps 3 and 4 have been successfully completed, please review Appendix A-F, these forms must be completed before the internship begins.
Step 5: Identify a Mentor/Supervisor

The internship mentor should be someone with knowledge of the project and the organization, who is willing to train or teach and is committed to helping the student achieve the learning outcomes (see Step 1 for full details). The success of the internship is grounded in planning and having an on-site person to mentor and supervise the intern on a daily basis. The mentor will monitor and evaluate the intern’s tasks and responsibilities.

Tips for mentors:

- **Communicate** – give constructive feedback on a regular basis.
- **Be prepared** – have tasks ready. When an intern is successful with one project, give him/her another task that uses the same skills on a larger scale or adds new skills.
- **Include the intern** – Make the intern feel part of the group. Take him/her to meetings/lunches.
- **Be sensitive** – Interns do not always possess the everyday knowledge you take for granted, such as office etiquette and appropriate dress. Provide coaching on these topics when needed.
- **Be interested** – Listen to the intern’s ideas. He/she wants to contribute to the organization.

Step 6: Recruit, Select and Interview Candidates

- **Recruit** – Contact Christi Mackey or Lori O’Malley, Internship Program Coordinators for the Department of Psychology and Sociology to highlight your interest in hosting an intern. Provide a description of the internship position you intend to fill. You are also encouraged to advertise your internship placement at:
  - RSU’s Career, Internship & Graduate School Fair
  - Post information to Handshake, an online recruiting platform for employers
- **Screen Applicants** – One difference you will notice in evaluating potential interns as opposed to job applicants is that interns will not have the same level of work experience listed on their resumes as job candidates. Students may instead list relevant coursework or academic projects they have completed, as well as skills or experience gained through extracurricular or community activities.
- **Interview** – The interview process for interns is very similar to that of potential new employees. Use the interview to give a brief description of your organization. It’s a good opportunity for the candidate to gain a sense of whether they are a good fit for you. Sample Interview Questions can be found in Appendix H.
- **Make an offer** – Define the starting and ending dates, time required per week, and compensation (if applicable). There are legal issues to consider when hiring an intern. If considered an international student, you will want to know the legal issues involved. See Appendix I for more information on Legal Issues and Non-Discrimination and Sexual/Unlawful Harassment.
- **Write a preliminary agreement** – The supervisor, in conjunction with the intern, will complete an agreement that defines the responsibilities and learning outcomes of the internship experience. The forms must be completed and submitted to the internship coordinator prior to start of the internship.
Step 7: Orientation

The initial days on the job define the expectations for the intern – you will be making an immediate impression. When first assigning tasks, the student will learn what to expect from you. Therefore, giving the intern little or nothing to do sends the message the internship is easy and potentially boring.

Many students are unfamiliar with the activities, environment and objectives of business and industry. Even though a student may have worked part-time, the experience may not have exposed him/her to organizational politics, the need for confidentiality, the importance of teamwork, or the profit-making orientation of business. It is this training dimension of the internship experience that emphasizes the partnership role of the sponsoring organization.

The sooner the student intern understands what your agency does and how it operates, the sooner the intern will assume assigned responsibilities and become productive. Appendix J is an Orientation Checklist which will help successfully acclimate your intern to the new environment.

Step 8: Monitoring and Supervision

As an internship supervisor you will lead, motivate, delegate, communicate, train and evaluate. The student will look to the supervisor as a mentor who assists in the transition from classroom to work environment. Since the internship is an extension of the learning process, a supervisor should provide opportunities to bridge the academic with the work environment by:

- Assigning daily tasks, monitoring and evaluating the work
- Creating goals with deadlines
- Giving the intern support when needed to succeed.

The supervisor should be aware of the intern’s daily tasks. Watch for signs of the intern being bored or confused. It’s easy to be shy with new people who all know each other. Observe whether the intern is working on a project that needs another person’s input.

Meet regularly to provide feedback concerning his/her performance. During the meetings, you may coach, counsel, and reinforce positive attitudes and performance. Encourage the intern to develop teamwork and communication skills.

The internship supervisor will have some interaction with the intern’s faculty supervisor through telephone calls, on-site visits, and written evaluations. Should difficulties arise (intern attendance or punctuality problems, low motivation, unsatisfactory work, or personal conflicts), talk with the intern first and try to work out the problem(s). If issues continue, contact the student’s Internship Coordinator, at (918) 343-7683.

Some internships lend themselves to producing a portfolio of work accomplished during the experience. The portfolio could consist of documents that are created by the intern, placed on a disk. This will help fulfill the intern’s academic requirements and provide a sense of accomplishment. In addition, it will give the supervisor a basis to discuss his/her professional growth.
Keep the intern busy and directed towards his/her learning outcomes. Students rarely complain of being overworked, but they do complain if they are not challenged. Encourage professionalism by assisting the intern in developing interpersonal skills, decision-making abilities and managing office politics. Demonstrate how this work relates to overall efforts of the department or agency.

**Step 9: Ongoing Evaluation and Final Review**

**Ongoing:**

- Several weeks into the internship program, review the program’s goals. Monitor how you and the intern are meeting goals. Also look at the initial orientation to the organization. Evaluate how the intern is progressing with learning how the company functions, and review interactions with others at the work site.
- Depending on the protocol of your organization, you may want to conduct several interim evaluations. These documents are handy if you want to consider an intern later as a full-time employee. The documents are also valuable to “sell” the internship program to administration for continued support and funding.
- Communicate with the intern’s faculty advisor at the university. The faculty member should be aware of how the internship is progressing.

**Final Review:**

The final evaluation of the intern’s work should encompass both hard and soft skills learned. The hard skills pertain to the technical proficiencies and abilities required for the position related to the student’s area of study. Soft skills include communication, self-management, leadership, decision making, etc. It is important for students to know that success on the job is related to both of these skill sets. Note in the evaluation how the intern grew and developed as well as areas for improvement. The final review will be provided to the Internship Site Supervisor via email by the Internship Coordinator.

**Step 10: Evaluating the Internship Program**

Think about the ways your organization has benefited from the program.

- How well is the internship meeting your organization’s needs?
- How well is the internship meeting the needs of your intern(s)?
- Are there other projects or departments where an intern could add value?
- Was the time invested in the intern worthwhile to your organization?
Checklist of Responsibilities

Internship Site Responsibilities

Organization hosting the intern will provide, at minimum, the following:

- Assign a designated supervisor that the intern will report
- Establish goals/objectives based on organization need and student skills and abilities
- Provide professional educational experience coordinating with the agency mission
- Maintain communication with intern and discuss evaluation of performance
- Provide a final evaluation of student performance utilizing the appropriate provided form

Instructor/Coordinator Responsibilities

Internship instructors/coordinators are invested in and put energy toward the creation of a meaningful internship experience. The following outlines the responsibilities of the internship coordinator:

- Implementing policies and standards of performance by the department as well as the University
- Distributing/making available all necessary forms and agreements between the school, student, and site
- Reviewing agreements for appropriate level/type of work expected at site; approving goals and objectives for the experience
- Designing and implementing assignments to increase likelihood of selection and post graduate employment
- Contacting internship sites for check points on student achievement and work completed; includes site visits as possible
- Reviewing assignments, site supervisor evaluations, and other documents/statements to establish a final grade for each student

Student Responsibilities

Successfully completing an internship will require students to complete the following:

- Find an internship placement: All sites must be preapproved by the Internship Committee via the course instructor. A form titled “Internship Approval Form” is located in the appendix of this handbook and must be submitted for site approval.
- Promptly submit all assignments and paperwork as requested.
- Maintain an appropriate level of professionalism on site and avoid dual relationships.
- Complete sixty hours of internship experience.
Appendix A

Internship Approval Request Form

Your Name: _________________________________________________________

Proposed Internship Site:     _______________________________________________

Type of Organization      ___ Government  __Non-Profit

___ For Profit     ___ Other

Location:  _________________________________________

Website:  _________________________________________

Name of Supervisor: _________________________________________

Contact Information: _________________________________________

Is this a ____ paid or ____ unpaid opportunity?

What is your major and minor?  _______________________________________

Location of prior internships:     _______________________________________

How will your work at this site relate to your major and career path?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________________

Submit this form to your internship instructor before proceeding further.
Appendix B

Site – Student Internship Agreement

The purpose of this internship is to provide a productive and beneficial experience for both the RSU student and the institution/agency agreeing to accommodate the internship student. This internship arrangement may be terminated at any time by the site supervisor, internship coordinator, or student.

Student Qualifications and Responsibilities

- Be enrolled in an Internship Course (SBS 4033 or SBS 4043) at RSU
- Complete 60 documented hours of internship experience
- Develop and maintain a set work schedule according to agency need
- Be responsible for all travel to and from site
- Inform the site supervisor immediately if unable to attend set work hours
- Fulfill all duties and responsibilities assigned by the site supervisor in a professional and ethical manner
- Comply with all policies, rules, instructions, procedures, directions and regulations of the site
- Maintain confidentiality to the strictest standards as appropriate to the agency
- Refrain from any conduct that might adversely reflect on the site or University
- Observe all rules of safety in the performance of duties

Site Responsibilities

- Provide evaluation of student performance including, but not limited to: Professionalism, initiative, interaction with staff and clients, skills development, etc.
- Complete requested forms/evaluations in a timely manner
- Share/discuss issues of performance with internship coordinator/instructor
- Provide training as appropriate for completion of internship tasks
- Assist student in development of goals/objectives for learning as appropriate to site and scope of work
- Provide a safe work environment

Your signature below indicates your understanding and agreement to these terms.

__________________________________________  __________________________________________
Student Signature   Supervisor Signature

__________________________________________
Date
Appendix C

Ethical Guidelines for Internship

Interns are expected to adhere to certain guidelines for ethical and responsible conduct. This is necessary for the benefit and protection of the interns, clients, agencies, instructors, supervisors and RSU in general. Interns are expected to abide by the code of conduct of the particular site (e.g. APA, NASW, ACA, etc.) as well as those in their field of study. If, at any time, interns have questions about ethics or responsible conduct, they should contact their site supervisor or course instructor. At minimum, the following guidelines apply:

- **Confidentiality:** The identity of clients, or information that would reveal the identity of clients cannot be revealed without the specific permission of the client and the agency. The only exception to this are cases in which the client may be a danger to themselves or in the case of child abuse. In such situations, the intern should follow the agency policy. Case materials discussed in class must be presented in a way to maintain confidentiality.

- **Recognition of qualifications and limitations:** Interns must recognize the limitations to their training and abilities and must not exceed these in working with clients. If a situation presents that is beyond the training/scope of the internship, the intern should immediately seek assistance from their site supervisor or instructor.

- **Identification as interns:** Interns will identify themselves as interns to clients in the agency, in reports, and in other professional activities. They will not misrepresent their training, qualifications, or status. Interns will consider their limited time in internship and consider this in working with clients of the host agency.

- **Record keeping:** Interns will accurately and reliably maintain written and other records as required by the agency and/or instructor.

- **Dual relationships:** Interns will refrain from clinical work with persons with whom they already have other types of relationships. These dual relationships inhibit the effectiveness of the intervention and may jeopardize the client and the intern.

- **Prohibition of sexual conduct or harassment:** Under no circumstances will interns become involved in sexual or romantic relationships of any sort with clients of their host agency. Interns will refrain also from sexual/gender harassment and will respect the sensitivity of others regarding sexual or gender matters.

- **Self-awareness and monitoring:** Interns will monitor their own emotional and physical status and should be aware of any conditions that might adversely impact their ability to serve the clients of host agencies. If such conditions arise, interns should inform the site supervisor and instructor immediately.

- **Ethics discussion with supervisor:** Interns must discuss the ethical standard of their host agency before performing in clinical work or having client contact.

By signing this form, the intern and host agency agree to the guidelines above and have discussed agency confidentiality and ethics issues.

__________________________________________  __________________________________________
Student Signature   Supervisor Signature
Appendix D

Contact Information and Schedule

Internships resulting in educational credit must be goal directed and include a measure of successful completion. Goals and activities are based on the host agency mission and need, but should also consider the level of student development as well as their goals for the process. Please use this form to establish goals for the internship and appropriate forms of measurement.

Intern Name: ____________________________________________________________

E-mail: ____________________________________________________________

Phone: ____________________________________________________________

Internship Site: ____________________________________________________________

Address: ____________________________________________________________

________________________________________________________________________

Site Supervisor: ____________________________________________________________

Title: ____________________________________________________________

E-mail: ____________________________________________________________

Phone: ____________________________________________________________

Type/description of host agency: ____________________________________________

________________________________________________________________________

Intern’s Schedule/Hours:

Sunday __________________________  Thursday __________________________

Monday __________________________  Friday __________________________

Tuesday __________________________  Saturday __________________________

Wednesday __________________________
# Appendix E

## Goals, Activities, and Evaluation

Use the chart below for your goals, activities and evaluation measures. Students should have a minimum of three goals to achieve.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>ACTIVITIES</th>
<th>EVALUATION</th>
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<tbody>
<tr>
<td>EXAMPLE</td>
<td>Read the policies and procedures manual.</td>
<td>Take a quiz over the material.</td>
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<tr>
<td>To become familiar with agency policies and procedures.</td>
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<td>Discuss material with site supervisor.</td>
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Handbook adapted from Austin Peay State University & Stetson University
I understand that completion of these goals will be discussed during the internship and/or upon meeting the 60 hour requirement.

Intern Signature: _______________________________ Date: ______________________

Supervisor Signature: _______________________________ Date: ______________________
Appendix F

Internship Program Hourly Log Sheet

Name of Intern: ___________________________ Site: ______________________________________

<table>
<thead>
<tr>
<th>Month/Day</th>
<th>Starting Time</th>
<th>Ending Time</th>
<th>Daily Total Hours</th>
<th>Total Hours</th>
<th>Activity Summary</th>
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**Total Hours for Semester:** __________

**Note:** Do not include time spent at breaks (meals, personal errands, etc.) in total hours.

__________________________________________  ________________________________
Date                                      Supervisor Signature
Appendix G

Internal Needs Assessment Form

1. How many interns can we support?
2. What will the intern’s title be?
3. To whom will the intern report? If the intern will have a mentor different from the supervisor, who will that be?
4. Will the intern work in several different areas or departments or be assigned solely to one person?
5. What will be the preliminary projects or responsibilities of the intern you select?
6. What other activities will the intern do?
7. Will there be daily tasks that the intern will be assigned to do?
8. How much general support work will the intern do?
9. What are the desired skills and qualifications?
10. Is there a specific major/minor that you require? Is there any specific course work that is essential for doing the internship?
11. What are the desired start and end dates? Are there desired times when your agency needs an intern more?
12. How many hours per week should an intern work?
13. Are there specific hours or shifts required for the intern?
14. Can you pay the intern or provide some type of monetary compensation? If so, how much?
15. If monetary compensation is not possible, are you able to meet the requirements for the intern to receive academic credit?
16. Where will you locate an intern within your facility?
17. Is there any other information needed to consider an intern?
Appendix H

Sample Interview Questions

1. Tell me briefly about your qualifications.
2. Why did you choose your current major?
3. Are you familiar with (particular software)?
4. Tell me about an experience you have in (marketing, public relations, graphic design...)
5. In what extracurricular or community activities are you involved?
6. What do you hope to gain in an internship?
7. Why are you interested in an internship with our company or organization?
8. Do you hope to obtain academic credit for your internship?
9. When are you available to start an internship, and for how long?
10. How many hours per week are you available for an internship?
11. What days of the week are you available for an internship?
12. Do you have any questions?

If you have the internship position description, share it with the student. Ask the student to describe his/her skills and experience related to the position.
Appendix I

Legal Issues

The following portion on legal issues is taken from “Staring and Maintaining a Quality Internship Program” compiled and edited by Michael True, Director of Internship Center at Messiah College.

Do you have to pay the intern?

The U.S. Fair Labor Standards Act (FLSA), which applies to all companies that have at least two employees directly engaged in interstate commerce and annual sales of at least $500,000.00 severely restricts an employer’s ability to hire paid interns.

You do not have to pay interns who qualify as leaders/trainees. The U.S. Department of Labor has outlined six criteria for determining trainee status:

1. Interns cannot displace regular employees.
2. Interns are not guaranteed a job at the end of the internship (though you may decide to hire them at the conclusion of the experience).
3. Interns are not entitled to wages during the internship.
4. Interns must receive training from your company, even if it somewhat impedes the work of your organization.
5. Interns must get hands-on experience with equipment and processes used in your industry.
6. Interns’ training must primarily benefit them, not the company.

Workers and Unemployment Compensation

Workers’ compensation boards have found that interns contribute enough to a company to make them employees. It’s wise to cover unpaid interns under your worker’s compensation policy even though you aren’t required to do so. Interns receiving pay are required by law to be covered under your worker’s compensation insurance. Student interns are not generally eligible for unemployment compensation at the end of the internship.

Keep in Mind

Even if a student is working through a school program for which he or she is being “paid” in college credits, the student still has the right, under the FLSA, to be paid unless the employer is not deriving an immediate advantage by using him/her.

Paid interns make ideal workers – hungry to learn, eager to make a good impression and willing to perform even the most menial tasks. The relatively small amount of money employers spend on intern wages and benefits is a good investment, because it often produces future, long-term employees.
The employer should identify the specific terms and conditions of employment (e.g. dates of employment as intern, including date internship will end; compensation; organization and/or reporting relationships; principle duties, tasks, or responsibilities; working conditions; and other expectation of the employer), and should discuss these with the prospective intern, so that there is no misunderstanding regarding the relationship. Also, it may make good sense to document such a discussion with a written agreement setting forth both parties’ understanding and have it signed by both the employer and the intern.

If an intern is harassed at your organization, and you do not do anything about it, your organization opens itself to the risk of lawsuits. Take time to advise your interns of appropriate workplace behavior, the organizations’ harassment policy and complaint procedures.

For information pertaining to International Students as interns, please contact Career Development.

Policy on Non-Discrimination and Sexual/Unlawful Harassment

In an effort to provide students with a safe and comfortable educational environment in their internship, we require internship site supervisors to review and acknowledge the following standards and policies that apply to our internship program and participants.

Non-Discrimination

Rogers State University, in accordance with the EEOC, prohibits discrimination on the basis of race, color, religion, national origin, sex, age, sexual orientation, disability, or veteran status. Discrimination against any individual for the above reasons is specifically prohibited except where sex, age, or non-handicap is a bona fide occupational qualification.

Sexual and Other Unlawful Harassment

Rogers State University also adheres to Title VII of The Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. The University’s unlawful harassment policy also applies to our internship program to protect the rights of interns and provide an environment that is free from sexual and other unlawful harassment as described below:

Unwanted and unsolicited sexual advances, requests for sexual favors, and other deliberate or repeated communication of a sexual nature, whether spoken, written, physical or pictorial, shall constitute sexual harassment when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual’s employment, academic status or participation in College-sponsored activities.
2. Rejection of such conduct is used as the basis, implicitly or explicitly for imposing adverse terms and conditions of employment, academic status or participation in College-sponsored events; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile or offensive working or learning environment.

Other unlawful harassment is defined as verbal or physical harassment based on a legally protected category, and when such conduct has the purpose or effect of unreasonably interfering with and individual’s work performance or creating an intimidating, hostile or offensive environment.
Appendix J

Orientation Checklist

Experience shows that employers who take adequate time at the beginning of the internship to orient the student reap productivity and effectiveness more quickly than those who do not. To help acclimate interns, take time to initially:

- **Explain the Mission of the Organization**
  - How did the organization start? Why?
  - What is unique about your product or service?
  - Who benefits from your product or service?
  - What are the organization’s current objectives?
  - How may the intern contribute to those objectives?

- **Explain the Organization Structure**
  - Who reports to whom?
  - Who, specifically, is the intern’s supervisor?
  - What is the intern’s department responsible for?
  - How are decisions made?
  - Which personnel can answer different kinds of questions?

- **Outline Organizational Rules, Policies, Decorum, and Expectations**
  - Is there special industry jargon?
  - What are the specific work standards and procedures?
  - What access to the supervisor (days, times and duration) does the intern have?
  - How should the intern process requests?
  - How do the mail and telephone systems work?
  - What are the approved forms of correspondence?
  - What are specific safety regulations?
  - Is there a procedure for signing off complete work?
  - What periodic forms or reports need to be completed?
  - Are there security or confidentiality issues the intern should be aware of?
  - What is acceptable with regard to dress and appearance?
  - How should an intern maintain the work area?

- **Define the Intern’s Responsibilities**
  - What is the intern’s role?
  - What projects will be assigned?
  - What resources are available to the intern?
  - What training is necessary?
  - How does the organization want the intern to deal with clients and vendors?
  - What tasks can be completed without supervisory approval?
  - Do other employees understand the intern’s role?