**Guidelines and Expectations for**

**SYA 4949: Sociological Internship & ISS 4940: ISS Internship**

Internships are among the “high impact practices” undergraduate students can undertake to establish the foundation for their future career. Students who complete internships are significantly more likely to secure employment after graduation and to earn a higher starting salary.

According to the National Association of Colleges and Employers (NACE), internships can be defined as a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skill development in a professional setting. An important element that distinguishes an internship from a short-term job or volunteer position is that intentional “learning objectives” and mentoring are incorporated into the experience. This structure allows for a balance between the intern’s learning objectives and the specific work of the agency. During an internship, students have the chance to work alongside professionals in the real world, apply what they have learned in the classroom, make connections with local community members, develop relationships with professionals in the fields of their career interests, and potentially find a future employer. The student intern is monitored and evaluated by both a faculty mentor and a sponsor/internship supervisor.

Students who have previously completed a social science elective course whose themes are related to the mission and work of an agency in the local community are eligible to register for one of the variable-credit-hour internship courses -- **SYA 4949: Sociological Internship** or **ISS 4940: ISS Internship** -- which are graded on an S/U basis. The credits earned in this course count toward the major or minor as long as the student hasn’t already taken the maximum number of credits permitted outside of regularly scheduled classes. (Students should consult with their academic advisor to make this determination).

The goal of our internship courses (i.e., SYA 4949: Sociological Internship for Sociology majors, or ISS 4940: ISS Internship for ISS majors) is to provide students with a professional experience at a local agency whose mission and work relate to themes covered in one or more social science elective courses. The internship should be mutually beneficial for the student and the agency. It is hoped that students will develop professional skills related to their career goals, learn more about the populations the agency serves, and critically and constructively reflect upon the work of the agency and the needs of its clients from a sociological perspective. It is hoped, too, that the agency will benefit in concrete ways.

**Preliminary Steps**

Students wishing to undertake an internship should follow these steps early in the semester prior to the semester of the anticipated internship:

**Step 1**: Identify a variety of agencies in the local community whose mission and work not only relate to themes covered in one or more of the social science elective courses you've taken, but also match your values, interests, and career goals. The accompanying list of potential community agencies can get you started, but you will want to visit the agencies' websites or call their offices to learn more about their mission and work.

**Step 2**: If you do not already have a faculty mentor in mind, ask the Undergraduate Director or your academic advisor which faculty members they would recommend you speak to about guiding your internship at one of these potential agencies. Ideally, the faculty mentor should be one whose area of teaching or research interests intersects with the mission and work of the agencies. A student who aspires to work at an agency that provides services to people with disabilities, for instance, will want to take our course SYO 4430: Disability and Society, and then ask our faculty member(s) who teaches that course to consider serving as their faculty mentor for either SYA 4949: Sociological Internship or ISS 4940: ISS Internship. The Undergraduate Director can assist you in finding a suitable faculty mentor who is available to guide you.

**Step 3**: The student should work with the faculty mentor to narrow the list of potential agencies. The final selection will likely require conducting informational interviews with the directors or internship supervisors of the agencies to determine their suitability for an internship. Before conducting these interviews, you and your faculty mentor will want to review the expectations for internships established by The U.S. Department of Labor, the National Association of Colleges and Employers (NACE), and USF (see references below).

**Step 4**: After receiving the verbal agreements of a faculty mentor and an agency staff member who are willing to guide you in the internship, arrange for everyone to meet (preferably in person) to discuss and agree to the terms of the internship. After everyone signs the forms agreeing to the terms of the internship (see below), the faculty member will request the Academic Program Specialist, Fransheska Andaluz, to open a section of SYA 4949 or ISS 4940 under the faculty’s name and issue a permit for the student to enroll in that course section for the following semester.

**Step 5**: The student should enroll for the number of credit hours that corresponds to the amount of time he/she anticipates working at the agency. It is expected that the student will work at least thirty hours at the agency per credit hour enrolled (i.e. 30 hours for 1 credit, 60 hours for 2 credits, 90 hours for 3 credits,… 180 hours for 6 credits).

Among the items that the faculty mentor, agency staff supervisor, and student intern will want to discuss and agree upon ***in advance*** are: (a) the learning objectives; (b) the orientation and/or trainings that will be necessary; (c) the specific tasks that will be performed to fulfill the learning objectives; and (d) the number of hours to be worked. After agreeing to these things, they should document them on the accompanying pages, and sign the agreement. The faculty mentor may also wish to compose a course syllabus specific to internship to share with the student before the semester begins (see attached syllabus template).

**Internship Requirements**

During the internship experience itself, students should:

1. Complete thirty hours of work at the agency per credit hour enrolled (i.e. 30 hours for 1 credit, 60 hours for 2 credits, 90 hours for 3 credits,… 180 hours for 6 credits). This means that a student wishing to receive 3 credit hours should anticipate working approximately 6-7 hours/week, and a student wishing to receive 6 credit hours should anticipate working approximately 12-14 hours/week. The university requires that the expected effort (including volunteer time and reflection) be equivalent to time spent (in and out of class) for a regular class of the same credit hours. The expectation for a three credit course is 150 hours of effort. If 90 hours is spent on active service, that leaves 60 hours for reflection and writing.
2. Complete a log of work hours, similar to the one attached, signed by your agency’s internship supervisor. Computerized time sheets may also be used for this purpose.
3. Complete a “learning log”/journal and/or whatever alternative or additional projects/products are agreed to by the faculty mentor, the internship supervisor, and the student. The “learning log”/journal is a good option because it is designed as a way for the student to reflect critically and constructively on the work of the agency and the issues and needs of its clients from a sociological perspective. He/she should do this by drawing upon sociological concepts, theories, and research presented in their coursework or discovered through supplemental readings, film documentaries, or public lectures. One tool that the student intern might use to guide his/her reflections is the United Nations’ Sustainable Development Goals (see below), because these global goals have local applications and are particularly relevant to the Tampa Bay area.
4. Meet with the faculty mentor at least every other week throughout the semester (either in person, over the phone, or through Canvas discussion) to discuss how the internship experience is going, share the entries in the “learning log” (or alternative assignments) since the previous meeting, and discuss the insights gained through critical reflection on the internship experience.
5. At the end of the semester, submit to the faculty mentor the completed “learning log” containing at least 15 entries (and/or alternative or additional projects/products), and a signed statement from the internship supervisor attesting to the student’s satisfactory performance and completion of the required number of hours (see attached form).

**Guidelines for Internship Programs in General**

The faculty mentor, internship supervisor, and student are advised to review USF’s and the U.S. Department of Labor’s guidelines/expectations for internship programs, as found at <https://www.usf.edu/career-services/employer-relations/internships/index.aspx>, before or during their initial meeting to ensure that everyone is on the same page. By initialing each of the expectations listed below, the faculty mentor, internship supervisor, and student attest to their agreement to these terms.

|  |  |
| --- | --- |
| **Expectations of U.S. Department of Labor** | Initials of… |
| Faculty | Supervisor | Student |
| The intern will be supervised by a professional employee of the agency who has appropriate expertise and educational and/or professional background. |  |  |  |
| The internship will be mutually beneficial to the agency and to the student. |  |  |  |
| The agency will provide the intern with a meaningful learning experience that allows for the application of academic knowledge. |  |  |  |
| The agency will avoid assigning tasks to the intern that do not enhance the intern’s learning experience or achieve the agreed upon learning objectives. |  |  |  |
| The internship will correspond to the academic calendar. It will not begin before, or continue after, the dates of the academic semester. |  |  |  |
| The agency (will / will not) provide monetary compensation to the intern. |  |  |  |
| The agency (does / does not) anticipate offering a job to the intern upon completion of the internship. |  |  |  |
| The intern (does / does not) anticipate being offered a job by the agency upon completion of the internship. |  |  |  |

(Sources: <https://www.dol.gov/whd/regs/compliance/whdfs71.htm>;

<http://www.naceweb.org/about-us/advocacy/position-statements/position-statement-us-internships/>)

**Expectations for this Particular Internship**

Because internships are intended to be mutually beneficial to the agency and the student, the student will be asked to complete tasks or projects that simultaneously advance the mission of the agency and provide the student with opportunities to develop their professional skills, learn about the populations the agency serves, and critically reflect upon the work of the agency and the needs of its clients from a sociological perspective.

The intern is typically asked to write weekly reflections in a “learning log”/journal as a way to process their experiences and link them to their sociological knowledge and training. In these reflections, the intern will explore his/her values and beliefs, challenge and deconstruct stereotypes, document what he/she learns about the agency and its approach to addressing the challenges faced by the populations it serves. The intern should also report on any new discoveries he/she makes about those populations, the sources of their struggles, and the most agreed upon solutions.

In addition to (or as a substitute for) this “learning log,” the intern may be asked to complete a particular project or make a presentation that will be beneficial for the agency. Some examples of this include: 1) completing a research project for the agency and presenting the findings in the form of a written report or public presentation; 2) creating promotional materials for the agency to aid in volunteer recruitment; 3) conducting a survey of the agency’s clients to help evaluate the effectiveness of one or more of its programs; etc.

The following learning objectives and their corresponding tasks or projects were discussed by the faculty mentor, internship supervisor, and student intern:

|  |  |
| --- | --- |
| Learning Objective | Corresponding Training, Task, or Project |
| 1. |  |
| 2.  |  |
| 3.  |  |
| 4.  |  |
| 5.  |  |

By signing below, the faculty mentor, internship supervisor, and student agree to the terms above, and formally request that…

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ U #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

be permitted to enroll in \_\_\_\_\_ credit hours of SYA 4949, which carries with it the expectation of \_\_\_\_\_ hours of work during the semester, or approximately \_\_\_\_\_ hours/week, at…

Agency Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Supervisor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Mentor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Guidelines for “Learning Log”/Journal**

(if chosen as the method for reflecting on the internship experience)

Reflection is a critical element of any internship experience. It illustrates that you can make connections between your internship experiences and your sociological knowledge and training. It also helps you to monitor your activities to ensure that they are fulfilling the goals of the internship.

***Initial Descriptive Entries***

Before you begin your first official day at your internship site, you should describe why you chose the internship site that you chose. How did you learn about the agency? What do you find attractive about its mission and work? What do you hope to accomplish by working as an intern there? What do you hope to learn by working as an intern there? Does the mission or work of the agency correspond with your personal values? …with your future career goals?

For these initial entries, you may want to present information you’ve learned about the agency from reading its website or newsletters, from having conversations with its volunteers or staff members, or from reading newspaper articles.

During the initial week or weeks of your internship, use your learning log to describe in depth what you experience and learn. Are there differences between your expectations of the internship site and the reality of the site? How many people does it serve, and what are their characteristics? What kinds of challenges do the clients of the agency face? What kinds of challenges does the agency face in serving its clients? What are the characteristics of the people who volunteer at the agency? What are the characteristics of its staff members? Do the volunteers and staff share similar values? Do you share similar values with them?

***Entries that Examine, Explore, and Document New Discoveries***

After you’ve become familiar with the agency, its volunteers, and its clients, expand the topics of your entries to examine and explore topics that you find to be of sociological interest. Among the questions you might want to address are:

1. Who benefits the most from what the agency does? How and why? Are there any individuals that don’t seem to benefit that much? How and why? As unlikely as it might seem, do you think anyone would ever feel harmed in any way by a particular approach or decision that the agency might make?
2. What are the sources or causes of the various problems faced by the populations served by the agency? Is the agency more (or less) effective in providing services to meet the daily needs of its clients than in addressing the root causes of the problems they face? Do you think the agency’s chief contributions are in providing services to its clients, or in advocating for changes in policies and institutions that will relieve the causes of its clients’ problems?
3. What changes, if any, would have to take place in our society – in its policies or in its institutions – to alleviate the problems faced by the clients of the agency? How might these changes be initiated or implemented? What are the barriers to making these changes? Does the agency itself engage in any advocacy to bring about changes in policies or institutions? If so, what form does that take, and has it been effective?
4. Can one envision a society (or a context within our own society) in which this agency and its work are unnecessary? What would that society (or context) look like? Is it achievable? What would have to be done to make it achievable?
5. Are there any governmental or non-governmental institutions that the agency has to report to? For instance, if the agency receives grants from federal, state, county, or city governments, is it obligated to report to them? Do they exercise any power or control over the agency or its programs? How is that power or control exercised? Is the agency ever limited by mandates or regulations imposed or enforced by governmental or non-governmental institutions with which it has affiliations or interactions?
6. How do various forms of social inequality (e.g., based on race, class, gender, age, sexual orientation, etc.) bear on the work of this organization, on volunteers’ or employees’ work within it, on the delivery of services to clients, etc.?
7. Do the staff, volunteers, and clients tend to agree on the best ways to solve the problems or issues they address? Are there times when they may disagree about the best approaches? If so, what are the sources of those disagreements?
8. Have there been any recent sociological discoveries about the populations the agency serves or about the causes of the problems/inequalities those populations face? If so, is the agency aware of these discoveries? Is there anything you’ve learned from your courses in sociology or from your own independent sociological research that you think would be important for the staff of the agency to know (if it doesn’t already)?
9. Are there other agencies – either locally or in other cities – that provide very similar services (or engage in very similar types of work) as your agency? If so, do they seem to take similar approaches? Do they ever approach things differently? If so, do you notice any differences in the outcomes of their varying approaches?
10. How does the work of the agency relate to the United Nations’ 17 Sustainable Development Goals? Which goals are promoted most by the agency?

(see <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>)

**SYA 4949: SOCIOLOGIAL INTERNSHIP / ISS 4940: ISS INTERNSHIP**

**TIME SHEET**

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID#:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Supervisor Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Time (from-to)** | **Total Hours Worked** | **Description of Training, Task, or Project** | **Internship Supervisor****(initials)** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Date** | **Time (from-to)** | **Total Hours Worked** | **Description of Training, Task, or Project** | **Internship Supervisor****(initials)** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

NOTE: make additional copies of this page as needed

**Total hours worked: \_\_\_\_\_\_\_\_\_\_\_**

**Statement of Satisfactory Performance**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The above named student intern has performed the duties associated with his/her internship in a satisfactory manner. I verify that the number of hours presented on his/her timesheet is accurate.

Internship Supervisor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Internship Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: