

student)

1. To acquire first-hand experience observing and working with professionals.

Percentage of Time Spent: 50%

2. _____

Percentage of Time Spent: _____

3. _____

Percentage of Time Spent: _____

4. _____

Percentage of Time Spent: _____

5. _____

Percentage of Time Spent: _____

Course Instructor's Signature of Approval

Date

Student Intern's Signature of Approval

Date

CONDITIONS OF AGREEMENT

The Department and Sponsoring Organization, in finalizing this agreement, shall make no distinctions or discriminate against any applicant for internship credit on the basis of sex, race, creed, national origin, age, or handicap.

In consideration of the opportunity to participate in this internship, the undersigned Student and Sponsoring Organization do for themselves, their heirs, administrators and assigns, hereby release, discharge, and indemnify the University of Arizona, the College/School of Humanities / SILLC, the Department of German, its representatives, administrators, employees, and students from any and all liabilities, losses, damages, claims,

finances, suits or actions of any kind and nature, resulting from or arising out of any actions, omissions, or negligence of the performance of this agreement. Furthermore, the Sponsoring Organization will provide the student intern with safety procedures and information as is customarily provided regular employees of the Sponsoring Organization.

INFORMED LIABILITY STATEMENT

I understand that The University of Arizona and its representatives have arranged to establish an internship position with the Sponsoring Organization, which complies with academic, and employment regulations, policies, and procedures of The University of Arizona.

The daily managerial control and working conditions of the internship are under the sole discretion of the Sponsoring Organization and its designated agents. Consequently, I understand that The University of Arizona, College/School of Humanities / SILLC, the Department of German Studies, its deans, directors, administrators, and employees, do not assume and cannot assume any liabilities, losses, or damages to me or others resulting from or connection with acts, judgments, omissions, or negligence occurring during my work for and with the direction of the Sponsoring Organization or its agents. In consideration of this, I have been informed of the importance of securing employer benefits or making my own arrangements for personal and professional liability.

This agreement can be terminated at any time by mutual consent of the Sponsoring Organization, course instructor, and the student.

Student intern agrees to notify the Sponsoring Organization and the College/School Department two weeks prior to the end of the internship.

I have read and understand this document.

_____	_____
Student Signature	Date
_____	_____
Sponsoring Organization Supervisor	Date
_____	_____
Department Course Instructor	Date
_____	_____
Academic Advisor	Date

**University of Arizona
SUPERVISOR'S INTERNSHIP EVALUATION FORM**

This form, **to be completed by the intern's on-site supervisor**, is meant to provide constructive feedback to the student and course instructor about the student's relative strengths and weaknesses as demonstrated in the internship. Unless the evaluation is extremely positive or negative, it will not significantly affect the student's grade for the internship, which is primarily based on the quality of the related academic coursework.

Student Name: _____ **Semester(s) of Internship:** _____

Sponsoring Organization: _____

Organization Supervisor: _____

The supervisor should evaluate the intern as objectively as possible by circling the number in each range that best describes the intern's performance for that characteristic. If the quality in question is irrelevant to the work the student has been performing, please circle "N/A" (not applicable).

Attitude	Excellent	5	4	3	2	1	Poor	N/A
Dependability	Excellent	5	4	3	2	1	Poor	N/A
Ability to Learn	Excellent	5	4	3	2	1	Poor	N/A
Skills and Accuracy in Work	Excellent	5	4	3	2	1	Poor	N/A
Quantity of Work	Excellent	5	4	3	2	1	Poor	N/A
Quality of Work	Excellent	5	4	3	2	1	Poor	N/A
Relations with Others	Excellent	5	4	3	2	1	Poor	N/A
Initiative	Excellent	5	4	3	2	1	Poor	N/A
Communication Skills - Written	Excellent	5	4	3	2	1	Poor	N/A
Communication Skills - Oral	Excellent	5	4	3	2	1	Poor	N/A
Organizational Skills	Excellent	5	4	3	2	1	Poor	N/A
Attendance	Excellent	5	4	3	2	1	Poor	N/A
Punctuality	Excellent	5	4	3	2	1	Poor	N/A
Flexibility	Excellent	5	4	3	2	1	Poor	N/A

Observance of Rules, Policies and Procedures	Excellent	5	4	3	2	1	Poor	N/A	
Leadership	Excellent	5	4	3	2	1	Poor	N/A	
Creativity	Excellent	5	4	3	2	1	Poor	N/A	
Responsiveness to Criticism	Excellent	5	4	3	2	1	Poor	N/A	
Other Skills Unique to Position									
1.	Excellent	5	4	3	2	1	Poor	N/A	
2.	Excellent	5	4	3	2	1	Poor	N/A	
3.	Excellent	5	4	3	2	1	Poor	N/A	

What are the student's outstanding STRENGTHS? _____

In what areas does the student need IMPROVEMENT? _____

How often did you provide feedback to the intern about his/her work?

Weekly _____ Monthly _____ 1-2 times _____ Never _____

Verification that student has worked a minimum of _____ hours per week at this internship.

Has this report been discussed with the intern? Yes _____ No _____

Comments: _____

Organization Supervisor's Signature _____ Date _____

Student's Signature (if jointly completed) _____ Date _____

Please complete and return this form by: _____ to _____
Date Department

Course Instructor _____ Mailing Address _____ City _____ State _____ Zip _____

Appendix D

Internship Journal and Critical Reflection

You should keep a journal during the internship. Journals are not only for recording events, but also for reflecting on important activities and issues, for example: why and how particular things happened, positive and negative outcomes, how you and other people reacted, what could be learned or done differently, what assumptions needed reexamining...

You should write approximately one entry a week (in German or an agreed-upon bi-lingual format), depending on your hours and visits to the site and agreements with your instructor.

Set up due dates for journal portions with your instructor at set intervals throughout the semester. Agree on a min/max word count for your entries and the final report. Ask your instructor how to submit your journal (hard copy, email, etc.) and how the review/discussion and potential rewriting/editing of entries will be handled.

In your journal entries I need you to:

- 1) Report weekly hours
- 2) Describe the goals you are helping the supervisor at the internship site achieve and discuss strategies used.
- 3) Other questions that can guide your journal entries:
 - Did you learn a new skill or clarify an interest?
 - What are some of the pressing needs/issues in the community?
 - How does this project address those needs?
 - What seems to be the root causes of the issue addressed?
 - What other work is currently happening to address the issue?
 - What learning occurred for you in this experience?
 - How can you apply this learning?
 - About what would you like to learn more, related to this project or issue?
 - What follow-up is needed to address any challenges or difficulties?
 - What information can you share with your peers or the community?

Consider five or more of these questions while writing your Critical Reflection:

- What were your initial expectations? Have these expectations changed? How? Why?
- What about your community involvement has been an eye-opening experience?
- Describe a person you encountered in the community who made a strong impression on you, positive or negative.
- Do you see benefits of doing community work? Why or why not?
- Has your view of the population with whom you have been working changed? How?
- What institutional structures are in place at your site or in the community? How do they affect the people you work with?
- Has the experience affected your worldview? How?
- Have your career options been expanded by your service experience? Did anything about your community involvement surprise you? If so, what?
- What did you do that seemed to be effective or ineffective in the community?

- How does your understanding of the community change as a result of your participation in this project?
- What are the most difficult or satisfying parts of your work? Why?
- Talk about any disappointments or successes of your project. What did you learn from it?
- During your community work experience, have you dealt with being an "outsider" at your site? How does being an "outsider" differ from being an "insider"?
- How are your values expressed through your community work?
- What sorts of things make you feel uncomfortable when you are working in the community? Why?
- Complete this sentence: Because of my internship, I am....

Assessment Criteria for Reflection

Failing Grade

- Gives examples of observed behaviors and characteristics of the setting, but provides no insight into reasons behind the observation; observations tend to become dimensional and conventional or unassimilated repetitions of what has been heard in class or from peers.
- Tends to focus on just one aspect of the situation.
- Uses unsupported personal beliefs as frequently as "hard" evidence.
- May acknowledge differences of perspective but does not discriminate effectively among them

Passing Grade

- Observations are fairly thorough and nuanced although they tend not to be placed in a broader context.
- Provides a cogent critique from one perspective, but fails to see the broader system in which the aspect is embedded and other factors that make change difficult.
- Uses both unsupported personal belief and evidence, but is beginning to differentiate between them.
- Perceives legitimate differences of viewpoint.
- Demonstrates a beginning ability to interpret evidence.

Superior Grade

- Views things from multiple perspectives; able to observe multiple aspects of the situation and place them in context.
- Perceives conflicting goals within and among the individuals involved in a situation and recognizes that the differences can be evaluated.
- Recognizes that actions must be situationally dependent and understands many of the factors that affect their choice.
- Makes appropriate judgments based on reasoning and evidence.
- Has a reasonable assessment of the importance of the decisions facing clients/students and of his or her responsibility as a part of the client's/students' lives.