PUBLIC SERVICE INTERNSHIPS
2014-2015 Student Handbook

Center for Public Service
TULANE UNIVERSITY
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Instituted in 2006, the Center for Public Service reflects Tulane University's renewed sense of purpose within a city and region rising from devastation. Recognizing that active, civic engagement builds strong, healthy communities and responsible citizens, the Center merges academic inquiry with sustained civic engagement. The Center is a forum for students, faculty, and community partners to work together to address urgent and long-term social challenges and opportunities. Its approach to learning prepares students to participate more fully in today's complex society in intellectually rigorous ways. The Center supports a university curriculum and research agenda by uniting academics and action, classroom and communities through which students, faculty and community partners dedicate themselves to the transformation of civic life.

I. The Public Service Internship Program

The Tulane Center for Public Service Internship program provides students the opportunity to bridge academic learning with service in the community. Our internships foster professional development, promote practical application of knowledge acquired in the classroom, and encourage civic engagement.

Here is an overview of the Public Service Internship Program:

A. Program Benefits

- Fulfill the 2nd tier of the Public Service Graduation Requirement
- Build academic and professional credentials
- Earn up to 3 credit hours at the 4000-level
- Connect with one of 400 CPS community partners
- Engage in your local community

B. Participation Requirements

- Sophomore, Junior, or Senior status
- Must have completed the 1st tier of the Public Service Graduation Requirement
- 3.0 GPA (2.7 GPAs will be considered with a letter of recommendation from a faculty)
- Unpaid public service internship placement
- Internship must support academic major/minor
- Complete 60 to 70 hours of service within the semester
- Take the internship seminar
C. Program Information

Students completing an independent, not-for-credit internship outside of the Tulane program may also count their experience towards the Public Service Graduation Requirement by petitioning to secure the approval of the Center and their major or minor academic department.

The internship program differs from Academic Service Learning and Capstone Service Learning courses in several ways. To be eligible for the program, prospective students must have already completed the 1st tier of their public service graduation requirement, have at least a 3.0 cumulative GPA, and have sophomore, junior, or senior status as determined by completed semesters. Students with a 2.7-3.0 GPA will be considered for the program with a letter of recommendation from a faculty member and a signed GPA waiver form. Depending on their major/minor students are required to complete 60/70 hours at their site, as opposed to the 20 to 40-hour requirement in service-learning courses. Also, the internship program is offered in conjunction with a weekly topical seminar rather than an academic course.

Each of our community partner organizations at Tulane’s Center for Public Service goes through a vetting process that determines whether or not their work falls within our public service criteria. The majority of our partners are community-based organizations, including schools, nonprofits, hospitals, governmental agencies, and neighborhood associations. In addition, some for-profit businesses are considered if their work provides a service for the public good that makes a significant impact in the community. Another important criterion is that the internship benefit members of the non-Tulane community.

During the summer semester, students may complete their public service internship anywhere in the United States as long as they have reliable internet access to participate in the online seminar. Students may use stipends for living accommodations and transportation expenses. If they have been offered compensation for their internship, they may still qualify for the Public Service Internship Program so long as the initial 60 or 70 hours are unpaid, pending a statement from the supervisor. This needs to be reviewed and approved by the Public Service Internship Team. In cases where students will do service abroad over the summer but are not participating in a program that offers an academic component, they may be eligible for 2nd tier public service credit through completion of an independent study. Such cases need to be pre-approved by the Public Service Internship Team.
D. Participating Departments

The following academic departments award credit for participation in the public service internship program. Students must participate in the program to receive credit from an academic department in which they have a declared major or minor. The work of the intern at the participating organization must be demonstrably support their field of study.

Specific requirements and information for each academic department follows the list. Please note that these elective credits earned do not fulfill core requirements for academic majors.

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E. Departmental Information:

- African and African Diaspora Studies; Anthropology; Earth and Environmental Sciences; English; Environmental Studies; Gender Studies; International Development; Jewish Studies; Latin American Studies; Music; Philosophy; Political Economy; Political Science; Sociology; Spanish
- Students must complete a minimum of 60 internship hours.
- Students participate in the Topics in Community Engagement seminar through CPS.
- Students receive 3 elective credits in their major or minor department.
Architecture
- Students must complete a minimum of 60 internship hours.
- Students receive 3 ISTU elective credits.
- Students participate in the Topics in Community Engagement seminar through CPS.

Art
- The Department of Art directs its own public service internship program. Please directly contact the department for more information.

Business
- Students must complete a minimum of 60 internship hours.
- Students receive 1 PERS elective credit.
- Students participate in the Topics in Community Engagement Seminar through CPS.

Cell and Molecular Biology
- Students must complete a minimum of 70 internship hours.
- Students receive 3 CELL elective credits.
- Students participate in the Careers in Health Services internship seminar.
- Cell and Molecular Biology internships are generally restricted to hospital and clinical placements.

Communication
- Offered during summer and spring semesters.
- Students must complete a minimum of 100 internship hours.
- Students receive 3 COMM elective credits.
- Students participate in the Communication Internship seminar with Dr. Mary Blue of the Department of Communication.
- Students must receive internship approval from Dr. Blue before their application can be accepted and processed.

Ecology and Evolutionary Biology
- Students must complete a minimum of 60 internship hours.
- Students receive 3 EBIO elective credits.
- Students participate in the Topics in Community Engagement seminar through CPS.
- The Department of Ecology and Evolutionary Biology maintains a list of approved internship sites.
Economics
- Students must complete a minimum of 60 internship hours.
- Students receive 1 ECON elective credit.
- Students participate in the Topics in Community Engagement seminar through CPS.

French
- Students must complete a minimum of 60 internship hours.
- Students receive 1 FREN elective credit.
- Students participate in the Topics in Community Engagement seminar through CPS.
- Students must receive internship approval from Dr. Michael Syrimis in the Department of French and Italian before their application can be accepted and processed.

History
- Students must complete a minimum of 60 internship hours.
- Students receive 3 HIST elective credits.
- Students enroll in HIST 4570 which functions as an independent study. Students must identify a professor to supervise their academic work.
- The Department of History maintains a list of approved internship sites. Any potential site not listed must be approved by Dr. Emily Clark, Director of Undergraduate Studies in the Department of History.
- Dr. Clark must approve out-of-town summer history internships by April 15.

Italian
- The Department of Italian directs its own public service internship program. Please directly contact the department for more information.

Linguistics
- Students must complete a minimum of 60 internship hours.
- Students receive 3 LING elective credits.
- Students participate in the Topics in Community Engagement seminar through CPS.
- Linguistics students must work with a faculty member in the Interdisciplinary Program in Linguistics for 3 weeks at the beginning of the semester, doing readings that relate to the internship placement, grounding themselves within current linguistic theory, and becoming familiar with related research.
- Interested students may approach a faculty member on their own or Dr. Olanike Orie for more information.
Neuroscience

- Students must complete a minimum of 70 internship hours.
- Students receive 3 NSCI elective credits.
- Students participate in the Careers in Health Services internship seminar.
- Neuroscience internships are generally restricted to hospital and clinical placements.

Psychology

- Students must complete a minimum of 70 internship hours.
- Students receive 3 PSYC elective credits.
- Students participate in the Psychology Internship seminar taught by a faculty member in the Department of Psychology.
- Students may concurrently fulfill their Psychology capstone with their internship if they are at least a second-semester junior.
- Psychology students enrolled in the public service internship program in the summer will participate in the Topics in Community Engagement seminar through CPS, which may not be used to fulfill the Psychology capstone.

Public Health

- Students must complete a minimum of 60 internship hours.
- Students receive 3 SPHU elective credits.
- Students participate in the Leadership and Ethics in Public Health internship seminar.
- Students may concurrently fulfill their Public Health capstone with their internship if they are at least a second-semester junior.

STEM majors

- Offered in spring semester.
- Students must complete a minimum of 70 internship hours.
- Students receive 3 SCEN elective credits.
- Students participate in the STEM Education Internship seminar with Dr. Beth Wee.
- Open to students with majors in natural sciences, engineering, and mathematics.
- STEM internships provide opportunities for science, engineering, and math students in the field of education. Internship placements must be in educational settings.

Theatre and Dance majors

- Students must complete a minimum of 60 internship hours.
- Students receive 3 DANC or THEA credits.
- Students participate in the Topics in Community Engagement seminar through CPS.
- Students must receive internship approval before their applications can be processed and accepted. Dance students should contact Dr. Barbara Hayley, while theatre students should contact Dr. Marty Sachs.
II. Guidelines for Interns

As interns in the New Orleans community and beyond, you are representatives of Tulane University, the Center, its administrators, faculty, staff, and your peers. Exercise courtesy and maturity at all times, and seek assistance immediately from the Internship Coordinator should any questions or problems arise at your site. The quality of your internship experience is largely dependent upon your level of personal responsibility.

A. Goals of the Public Service Internship Program

- Provide a distinct and intensive community-based learning experience;
- Promote civic engagement while incorporating academic experiences with experiential learning;
- Build on the academic training that students are gaining in their major/minor by doing an internship related to their field of study;
- Increase commitment to service in their future professional and personal life.
- Encourage self-directed learning;
- Raise social consciousness and self-awareness (Who am I? What stereotypes or biases do I have? What do I want to explore? How can these interests affect my community? What is my role in social change?);
- Provide opportunities for vocational reflection and preparation.

B. Internship Schedule

Interns must complete the number of hours noted above over the course of the semester to satisfactorily complete the requirements of the program. Interns are responsible for meeting with their Site Supervisor to establish a regular weekly schedule.

C. Internship Seminar SRVC 4890 and Departmental Course xxxx 4570/4560

To successfully complete their internship, students must concurrently participate in a weekly, one-hour academic seminar listed as SRVC 4890. During the fall and spring semesters, the internship seminar meets just as a regular class would. During the summer semester, the seminar is offered as an online course through Blackboard. The goal of the seminar is to offer opportunities for students to discuss issues relating to their internship experience. The seminar provides a directed and reflective academic component that helps interns think critically about the cultural, socio-political, and environmental factors affecting both individuals and communities. Certain departments and schools noted above offer their own theme-based seminar sections. Students in other majors/minors enroll in sections run by CPS.
The internship seminar is graded on an S/U basis. It does not bear credit but fulfills the 2\textsuperscript{nd} tier of Tulane’s service graduation requirement. Refer to your seminar syllabus for further information about specific requirements. \textbf{Once CPS clears interns for the SRVC 4890 seminar, they are responsible for registering themselves for their respective section.}

Students must also be registered in a departmental course (xxxx 4570 or 4560), through which they will receive a letter grade and earn 3 credit hours from all participating departments, except the Departments of Business, Economics, and French, which offer 1 credit hour. \textbf{At the beginning of the semester, it is the responsibility of students to check that their department has registered them properly based on the recommendation of CPS staff.}

\textit{Note:} for summer internships, grades for all majors/minors, except Communication, will be posted in the following fall semester so that students do not pay summer tuition. Graduating students may have their grades posted on their summer transcript, but they will be required to pay summer tuition.

\textbf{D. Internship Contribution}

The Internship Contribution is aimed at benefitting the partner organization with which students are interning by leaving a tangible trace of their work, even if they contribute to a long-term undertaking that is not completed by the time their internship ends. Internship Contributions can take on many different forms. It is up to the Site Supervisor and the intern to discuss and identify a need that can be addressed through the creation of a tangible product. In the past, interns have developed resource directories, teaching manuals, press packages, databases, newspaper articles, after-school programming and outreach brochures. It could even be a report on the work that interns accomplish during their internship. This provides a learning experience for the intern, as well as providing their partner site with something of value. In addition to creating this tangible product, students are also responsible for presenting this product to their seminar class. You may refer to the seminar syllabus for more guidelines about the Internship Contribution.

\textbf{E. Timesheet}

\textbf{Tracking the number of internship hours you have completed is your responsibility.} A sample timesheet is included in the Appendix. It is your responsibility to know the sign-in procedures at your site and to keep up with your hours. See your seminar syllabus for the specific timesheet due dates.
F. Supervisor’s Evaluation

At the end of the semester, you will be evaluated by your Site Supervisor, who will be asked to submit a comprehensive evaluation form to your seminar instructor. This evaluation counts as a significant part of your final grade for the credit-earning course that you are enrolled in through the department of your major or minor. It will be your responsibility to make sure that the evaluation is completed and turned in on time by your supervisor. A copy of the Supervisor’s Evaluation form is included in the Appendix of this handbook. See your seminar syllabus for specific due dates and submission guidelines.

G. Professional Behavior

In exchange for the supervision and experience that students receive, interns are expected to act in a professional manner appropriate to the setting. Once you arrive at your placement, you are no longer "just a student." You will demonstrate your professionalism by your dress, telephone etiquette, written work, accuracy, reliability, punctuality, attendance, and commitment. Interns are expected to be well organized in order to complete all assigned work. Having an exam the next day is not an adequate excuse for not carrying out your responsibilities as an intern. The internship and academic work should take equal priority, which means being responsible for completing both on time. In addition to the best practices that have been stated above, general guidelines regarding appropriate behavior in schools, health settings, and community settings have also been provided in the Appendix. Please review the appropriate guidelines in accordance with your specific setting.

H. Professional Appearance

Clothing should always be neat and professional. Consult with your Site Supervisor about the agency’s policies on appropriate attire. Items of clothing that would cause a distraction in the everyday function of your placement site are inappropriate. Such items include, but are not limited to: low rise pants, midriff shirts, short skirts, tank tops, form fitting clothing, open-toed shoes, or shirts with inappropriate slogans.

I. Confidentiality

As you may already know, professionals in law, social work, psychology, and certain other fields are obligated to maintain confidentiality between themselves and their clients. Whatever they learn from or about their clients is privileged information and cannot be revealed to others without permission from the client. As an intern in your organization,
you may have access to this privileged information. Interns are also often given access to information about their organization that is not necessarily public. Confidentiality is extremely important! Interns are expected to respect the level of confidentiality required by their particular placement. Supervisors who treat interns as professionals expect that they have the degree of maturity and training necessary to be worthy of such trust. Before students engage in internship experiences, they should discuss the parameters of confidentiality to that specific site with their Site Supervisor. Site Supervisors are responsible for making student interns aware of confidentiality limitations and responsibilities. Speaking to your Site Supervisor about how the obligations of confidentiality may apply to you is important as these obligations vary from site to site. A breach of confidentiality as laid out by Site Supervisors is a breach of professional ethics that can lead to immediate termination of the internship. If you have any questions about whether certain information is classified, also be sure to ask your supervisor.

J. Observing Unethical or Illegal Conduct

As an intern, you may encounter ethically or legally questionable situations. These situations may be difficult to handle when you are bound by your responsibility to confidentiality. There are too many possible circumstances to be covered in this handbook, but the one rule you should always follow is “Do not try to resolve the problem alone.” Consult with your Site Supervisor or the Public Service Internship Coordinator. These situations will not be new to the professionals with whom you work. They have dealt with similar situations before and can almost always give good advice, even if it is just advice about who to talk to. As an intern, you should never act on your own judgment call about a potentially unethical or illegal act.

K. Safety

Interns are responsible for being aware of the risks associated with the community site and neighborhood in which they will be working. Interns should familiarize themselves with their site’s policies on fire, violent intruders, and severe weather. Safety guidelines included in the Appendix should be closely examined and it is the intern’s responsibility to follow these guidelines while on site. Interns should also discuss specific risks and safety regulations with their Site Supervisors and Internship Coordinators. Safety issues, including transportation, confidentiality, professional conduct, nature of relationships, and general safety guidelines will be specifically addressed during the first day of the internship seminar and discussed throughout the semester. After interns have read the handbook and received an orientation at their internship site, interns will be required to
sign and turn in their **Student Orientation Receipt and Acknowledgement Document**. Interns should make their Site Supervisors and Internship Coordinators aware of any emergency situations or injuries that have occurred on site. Please also familiarize yourself with the Principles for Reducing Risks (see Appendix below).

**As much as around campus, please be aware of your surroundings while you are out in the community for your service work. You can check out any reported crimes near your service site, or anywhere across the city, via the city's crime map. Note – this is only for Orleans Parish: [http://www.crimemapping.com/map/la/neworleans](http://www.crimemapping.com/map/la/neworleans)**

Please also consult resources available via the Tulane Police Department at [http://tulane.edu/police/](http://tulane.edu/police/)

**L. Transportation**

As interns through the Center for Public Service, students are entitled and encouraged to schedule individual ride requests for transportation to and from their internship sites. All transportation requests should be made through Shuttles and Transportation:

160-A Diboll Parking Complex, Uptown campus, 504-314-7433

Go to [http://transportation.tulane.edu/](http://transportation.tulane.edu/) and use your Tulane login and password to reserve a shuttle. Select the trip type “Internships.”

Here is some additional information about how shuttle services work:

- Interns must submit their online request 5 days in advance;
- Shuttle rides are shared with other students;
- Interns must provide a Tulane student ID;
- Pick-ups and drop-offs are in front of the Reily Center;
- Shuttle transportation is ROUND TRIP only;
- Missed rides: “3 strikes, you’re out!” If interns can’t ride as scheduled, they must notify Tulane Transportation via their online system, email (shuttles@tulane.edu) or phone (504 314-7433).

Information on public transportation is available here: [http://norta.com](http://norta.com)

If transportation continues to be an issue, you should discuss internship placements at a site close to campus with your Internship Coordinator.
M. Self-Directed Learning

An important element of your internship experience is the opportunity to develop as a self-directed learner.

Applying self-directed learning to your internship means:

- Taking initiative, with or without the help of others, in determining your own learning needs;
- Formulating learning goals;
- Identifying human and material resources to help you accomplish your goals;
- Choosing and implementing appropriate learning strategies;
- Evaluating learning outcomes;
- Asking for feedback from your supervisor.
III. Required Forms

A. Internship Information Sheet (IIS)

Each intern MUST turn in the Internship Information Sheet (IIS) to the Internship Team at CPS by the set deadline, usually 2 to 3 weeks before classes begin. The IIS can be accessed by logging into CPSIS online. Interns are asked to fill out this form with the assistance of their Host Agency/Site Supervisor and to provide as many details as possible regarding the following:

- Student, community partner, and Site Supervisor’s contact information;
- weekly service schedule;
- travel plan;
- detailed job description;
- level of supervision in the community and with clients;
- unique risks, if any, associated with the student’s job and role as an intern, and how risks would be mitigated;
- how the internship benefits the public
- how the internship supports the student’s major or minor.

At the beginning of each semester, the Partnership Committee, which consists of Tulane faculty and staff, carefully reviews all IIS forms and must approve service activities for each intern.

When your supervisor and you discuss your job description, please refer to and be aware of the following restricted / sensitive activities:

Some activities are closely monitored and, in some cases, students are told they may not participate in activities toward public service credit.

a. Human subjects research, including but not limited to surveys involving human subjects research, unless prior approval is obtained from Tulane’s Institutional Review Board;
   i. Students are advised to carry informational cards with researcher contact information which may be handed out to residents who have questions the student might be unprepared to answer
b. Restricted physical activities that include climbing ladders, climbing on rooftops, lifting more than 60 pounds, structural work, and/or live electrical work; safety instructions must be documented and delivered to students, protective gear hard hats and steel-toe shoes are recommended.

c. Students may not assign Site’s service recipients into a certain level of programming based on Student-conducted assessments (e.g., placement of students in appropriate English as a Second Language class).

d. Political Campaigning: Voter education programs and activities are acceptable as long as they are without editorial opinion or political skew. Activities must be aimed at educating students with respect to the political process. Students can participate in campaign work, but it must be in a campaign of their choice without the university influencing which campaigns are chosen.

e. Students may not
   i. Photograph crime scenes
   ii. Write actual investigative reports
   iii. Perform background checks (unless the CPS Partnership Committee receives more information and approves this activity based on the additional information provided)
   iv. Testify in court (unless a valid subpoena has been issued)

f. Public Service credit is not issued to Tulane students for serving other members of the Tulane community (students, instructors, staff) for their or for Tulane’s benefit. Public Service benefits members of the non-Tulane community.

g. For student work within **private homes or other one-time service sites** (e.g. Green Light New Orleans), the CPS Partnership Committee reviews partners’ location vetting procedures based on the following questions:
   i. Explain how your agency screens locations before students conduct service there.
   ii. Who is liable and what students should do if they are accused of stealing or something breaks?
   iii. Explain level of supervision. Will an agency staff person/representative be present while students serve in private homes or remote locations? If not, what procedure should students take for reporting problems? Explain how many students should be present when serving in private homes. CPS Partnership Committee advises that students work in pairs or larger groups.
h. Neighborhood-based outreach/Canvassing: Students should be advised to familiarize themselves with Tulane University’s general safety guidelines. Partners are encouraged to notify neighborhood-based police officers, to inform students about the area in which they are working including “safe spots” (i.e. stores, etc.) where they may go if they are feeling uncomfortable, to provide students with informational cards including the sponsoring organization’s contact information and to involve neighborhood residents when engaging students in neighborhood outreach activities. CPS retains additional guidelines for these activities.

i. Group Counseling and Counseling Related Guidelines

- Those involved are in compliance with licensing laws of their discipline as it relates to student learning and engagement with clients, especially clients in the mental health system.
- Clients can refuse to participate in public service activities without penalties.
- Encourage therapists to discuss the student's involvement with the group prior to the student attending group so that clients could air their concerns.
- Students should participate in structured, pre-determined ways for which they are trained ahead of time.
- Undergraduate students’ contributions should be limited to observing groups and assisting the staff facilitator in material preparation, or in carrying out a specific group activity that they have been instructed on before a group session (e.g. helping clients generate a list of their known triggers for relapse).
- Unless the student has specific training in whatever treatment is being offered, undergraduates should not "co-facilitate" a group.

B. Memorandum of Understanding (MOU)

It is extremely important that your Site Supervisor understand your expectations for your internship. It is also extremely important that you understand the expectations of your Site Supervisors. Before you begin your internship, you will meet with your Site Supervisor and clarify your job description in writing. The MOU will guide the internship experience for you. It will also assist your Site Supervisor in mentoring you and evaluating your experience. In consultation with your Site Supervisor, you are to take the lead in developing the details of your MOU, as it is designed to set the stage for self-directed learning.

The MOU includes the description of your responsibilities, learning objectives, strategies to achieve your goals, and your contribution to the community partner. The
MOU also includes information regarding general guidelines and limitations, as well as acknowledgement of risks. Review these guidelines and keep them in mind throughout your time at your internship placement.

You MUST turn in the completed MOU, signed by your supervisor and yourself, by the deadline set by the Public Service Internship Program—generally 2 to 3 weeks before classes begin. Check with CPS for specific details. See the MOU form in the Appendix below. You may not begin logging internship hours until you’ve submitted the MOU.

1. Job Description
Before you begin your internship, you are to meet with your Site Supervisor and clarify your job description in writing. Elements to consider include how the internship position supports your major/minor, past courses you have taken that are relevant to your internship placement, specific theories and skills that may be applicable to the position, and other skills you would like to further develop. Questions that you might want to consider are:

- What responsibilities will I have?
- What am I expected to accomplish by the end of the semester?
- How will my work be evaluated?

Be as specific as possible when listing duties, projects, meetings, training, etc. Use this job description to not only identify your goals, but also strategies to achieve those goals.

2. Learning Objectives
Goals may be described as desired knowledge, understanding, skills, attitudes or values. Begin your goals with a verb using phrases such as “to develop . . .,” “to apply . . .,” “to observe . . .,” and “to demonstrate . . .” Remember to keep your goals realistic and appropriate to the site. When completing this section, consider what you hope to gain from the internship.

3. Strategies to Achieve Your Goals
Translate your goals into specific activities that are congruent with both your aspirations and the needs of your site. Describe the specific process for what you will do to achieve your goals. This translation is crucial because it is the ground for linking theory into practice. Identifying learning strategies and activities enables you and your Site Supervisor to identify appropriate available resources.
Once you are satisfied with your learning plan, both you and your supervisor should sign it. Keep a copy for yourself and give one to your Site Supervisor and internship coordinator. It should be reviewed at mid-semester to determine if your goals are being achieved, expectations met, and to determine if changes need to be made or new goals need to be set.

4. Internship Contribution
The Internship Contribution is aimed at benefitting the partner organization with which students are interning by leaving a tangible trace of their work, even if they contribute to a long-term undertaking that is not completed by the time their internship ends. Internship Contributions can take on many different forms. It is up to the Site Supervisor and the intern to discuss and identify a need that can be addressed through the creation of a tangible product. In the past, interns have developed resource directories, teaching manuals, press packages, databases, newspaper articles, after-school programming and outreach brochures. It could even be a report on the work that interns accomplish during their internship. This provides a learning experience for interns and something of value to partners. In addition to creating this tangible product, students are responsible for presenting this product to their seminar class. Refer to the seminar syllabus for more guidelines about the Internship Contribution.
IV. Stages of an Internship

Each intern’s experience is unique. You will most likely have a different experience from other interns, even if you are placed at the same organization. Sites are different and you will be in a seminar with other interns doing very different work with different groups of people.

Although there are definite differences, there are also similarities that cut across various experiences. Some of the concerns and challenges that interns face seem to occur in five predictable stages. These stages are: **anticipation, disillusionment, confrontation, competence, and culmination.** There are concerns you will have at each stage and, to some extent, these concerns must be resolved before you can move forward. The stages are not completely separate. Concerns from earlier and subsequent stages are often noticed. Your rate of progress through the stages is affected by many factors, including the number of hours spent at the site, previous experiences, your personality, the personal issues and levels of support you bring to the experience, the style of supervision, and the nature of the work you do at the site.

**Stage 1: Anticipation**

As you begin your internship, there is a lot to look forward to. The internship is your chance to actually get out into the field, apply what you have learned in the classroom, and make a contribution to others. For many interns, there is anxiety associated with this eagerness. It may not be visible, but there are enough unknowns in the experience to cause some concern and anxiety in anyone.

This stage is often called the “what if” stage because interns wonder about things such as: What if I can’t handle it? What if they won’t listen to me? What if they don’t like me? What if my supervisor thinks I know more than I really do? What if I can’t do what is expected of me? You will probably be concerned about what you will get from the experience and what it is like to work at this particular site. You may fear that you are not competent but have gotten this far only by luck and you will be found out. You may also wonder about your role; you are not in a student role while at the site, but you are not a full-fledged staff member either. Most interns are concerned about the reception and treatment received from the site staff. You may also be wondering how you are going to manage the other responsibilities in your life and who is going to be there to support you.

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At this stage, you may not be learning the specific things you went there to learn and that can be frustrating. What is important at this stage is that you learn to define your goals clearly and specifically and begin considering what skills you will need to reach them. You must also develop a realistic set of expectations from the experience.

Stage 2: Disillusionment
At some point, you are probably going to reach a stage when you are not as certain or positive about your internship as you would like to be. You may find that you are having some trouble going to the internship or that you are complaining about the experience. This is normal! In fact, it is an unusual intern who does not experience some kind of disappointment during the internship. One reason for this change is that there is almost always a difference between what you anticipated about your internship and what you really experience. The size of your gap will depend on how successfully you accomplished the tasks of the anticipation stage, but it cannot be avoided altogether. The disillusionment stage is often referred to as the “what’s wrong?” stage. Concerns at this stage center on many of the same areas as earlier in the placement: supervision, co-workers, the site, the “system”, clients, or yourself. Feelings associated with these concerns may include frustration, anger, disappointment and discouragement. You may find yourself directing any or all of these feelings at your Site Supervisor, co-workers, clients or even yourself.

Some interns resist acknowledging their concerns, even when their level of task accomplishment is dropping. You may fear that any problems must somehow be your fault or that you will be blamed for them. You may think that “really good” interns would never have these problems. In fact, it is the failure to acknowledge and discuss problems that can diminish your learning experience. To move through this stage, you need to acknowledge the gap between your expectations and what is actually occurring at your internship site. You need to accept the fact that it is okay to be disappointed and to clarify the specific areas in which you are having problems.

Stage 3: Confrontation
It is possible to become stuck in the disillusionment stage and that can have unfortunate consequences; at best, learning and growth can be limited, and at worst, the placement may have to be renegotiated or even terminated. On the other hand, confronting and working through the problematic issues can present opportunities for personal and professional growth.
Moving through the confrontation stage involves taking another look at your expectations, goals, and skills. The goals you originally set may have seemed to be reasonable at the time you made them, but experience may have shown that some of them are not realistic or opportunities may have changed. As you reassess your goals, you will need to develop new strategies as well. As the issues raised in the disillusionment stage are resolved, morale begins to rise as does your task accomplishment. As you reassess your goals and strategies, you will feel more independent, more effective, and more empowered as an intern. You will also have a sense of confidence that comes from effectively confronting and resolving problems.

**Stage 4: Competence**

As your confidence grows, you will move into a period of excitement and accomplishment. Morale is high, as is your sense of investment in your work. Your trust level in yourself, your Site Supervisor, and your co-workers often increases as well. You may find yourself thinking less of yourself as an intern and more as a professional. You may find that you want more than you are getting from your assignments or your Site Supervisor. Many interns report that during this time they are better able to appreciate the ethical issues that arise in their placement and are more willing to confront them. These are all positive developments, but you want to be sure not to take them too far, which can lead to perfectionism. It is important to share your concerns openly with your Site Supervisor. Excellence, not perfection, is your goal in this stage.

**Stage 5: Culmination**

This stage occurs as your internship draws to an end. It seems that just as you are feeling fully integrated into the work setting, you become aware that your internship will only last for a few more weeks. If you are working with clients, now is when you begin the process of ending your relationship. This is the time in which your relationship with your co-workers and supervisor changes. For obvious reasons, this is the “saying good-bye” stage, whether it is to just your internship experience or to both your internship experience and your college experience. It is important to finalize any projects you are working on and to provide your co-workers and supervisor a summary of where you ended. This is also the time in which your final evaluation with your Site Supervisor is held. Good-byes are not easy and many people find them difficult to do. To address the concerns of this stage, it is important to recognize any feelings and reactions you are having, and find satisfying ways to say good-bye to your Site Supervisor, co-workers and anyone else you have worked with during your internship.
Center for Public Service Contact Information

Hours: 8:30AM - 4:30PM

Alcee Fortier Hall
6823 St Charles Ave.
New Orleans, LA 70118

cpsinternships@tulane.edu
Phone: (504) 862-8060
Fax: (504) 862-8061

Sarah Berger
Senior Program Coordinator
Phone: 862-3355
sberger7@tulane.edu

Zachary Hobbs
Senior Program Coordinator
Phone: 862-3350
zhobbs@tulane.edu

Myriam Huet
Program Manager
Phone: 862-3357
mhuet@tulane.edu

Agnieszka Nance
Interim Executive Director
Center for Public Service
Phone: 862-3348
anance@tulane.edu
V. Appendix

I. Letter to Students Interning Outside of Metro New Orleans

II. Guidelines for Students Interning in Education Settings

III. Guidelines for Students Interning in Health Settings

IV. Guidelines for Students Interning in Community Settings

V. Memorandum of Understanding

VI. Internship Information Sheet*

VII. Time Sheet

VIII. Student Feedback Form**

IX. Site Supervisor Evaluation**

X. Student Orientation Checklist

XI. Principles to Reduce Risks in Service Learning

XII. TU Photo Waiver Form

XIII. Student Orientation Receipt and Acknowledgment

*Completed by student at cpsis.tulane.edu

**Distributed as online survey to be completed and submitted electronically
Dear student,

Congratulations on identifying an out-of-state internship placement for completing your public service requirements. The Center for Public Service’s (CPS) Partnership Committee has reviewed your internship activity and has approved the activity portion of your internship as being eligible to meet the academic criteria of Tulane’s public service requirement. You will receive your academic credit upon completion of this internship.

To approve physical internship sites, CPS typically conducts a site visit to review local internship sites for helping the partner and the student in identifying and addressing risks associated with both the activity and/or its site. Unfortunately, the geographical locations of out-of-state internship sites does not allow CPS to conduct such a site visit to review the safety and security of your chosen site. Although CPS cannot approve the physical site, this does not affect your ability to receive your academic credit for the activity. This information is to inform you of your responsibility in vetting the internship site for safety and security risks you may encounter and provide awareness that students assume the risks associated with such. CPS encourages you to meet with your internship site supervisor or coordinator to request an orientation on risks that could affect your safety and security at your chosen site.

If at any time, you wish to discontinue your service for this reason or if you have any questions regarding this matter, please do not hesitate to call or email me to discuss alternative options.
II. Guidelines for Students Interning in Educational Settings

In addition to the guidelines and best practices outlined above, students working in schools should read this section for additional suggestions and regulations.

Background Checks and Fingerprinting

Your site may require you to obtain a background check and fingerprinting before you begin working on-site. Many schools require this to protect their students. Please understand that you may be asked to do this for the safety of the students. For background checks, you must:

- PRINT in BLACK ink
- Not scratch anything out on your paper
- Submit with a copy of a photo ID and something with your social security number (anything with their student ID, tax forms, social security cards, etc.)
- Provide your local and permanent address.

Your CPS coordinator will provide you with additional information about where to complete background checks and fingerprinting.

Attendance

Since both the students and the classroom teacher (if applicable) will be expecting you to arrive at the same time each week, it is imperative that you show up on time each week to your school. Students absolutely look forward to your visits each week, and when you don’t show up, it sends the message that you don’t care. If an emergency (extreme illness or family emergency) arises, you must contact your Site Supervisor and/or classroom teacher with as much advance notice as possible. It is never acceptable to not show up and not call anyone on-site in advance.

Safety On-Site at Schools

In addition to the safety information outlined earlier in this handbook, there are other safety issues that you should be mindful of:

- You should NEVER be left alone in a classroom with students. You might be liable for anything that happens when the teacher is gone.
  - If a teacher indicates that he/she is going to leave the classroom, you should remind him/her that for liability reasons, you cannot be left alone with students.
  - If the teacher leaves anyway, you should proceed immediately to the office to alert the staff that the teacher left. This may seem counterintuitive, especially with younger students, but you must abide by this procedure. After you have alerted the office staff, you should follow up with the Site Supervisor and CPS coordinator immediately to address the issue with the classroom teacher.
- If you are engaged in tutoring activities at a school, you should try to tutor in open areas observed by adults (i.e., in the hallway or in one of the special rooms set aside for For the Children).
  - Under NO circumstances should you be alone with a student in a room with the door closed. Again, this is a liability issue.
• Discipline is NOT your responsibility. At the orientation, the on-Site Supervisor will describe protocol for working with disruptive students.
  o Under NO circumstances should you break up a fight. Even when small children fight, there is the potential for someone to get hurt. You should follow the protocol outlined by the Site Supervisor if you come across students fighting.

**Professional Dress**
No matter the activity or grade level of students, we expect you to look professional and respectable while working at a school. Revealing, inappropriate or sloppy clothing is distracting to students and sends the message that you are not taking your service learning assignment seriously. Van drivers, Site Supervisors, and classroom teachers all have the right to send you home for the day if you are not dressed appropriately.

**Tips for Working with Students**
• Remember that children are not always perfectly behaved. Exercise patience and don’t take things personally. Consider the child’s context and viewpoint: what may be affecting his/her behavior? Look at the situation as an opportunity to develop your skills in interacting with children.
• Students will look up to you; what you do and say, as well as your nonverbal cues, have a big influence on them. Be careful not to make promises that you cannot keep. If you would like to start a new project or activity with a student, check with the teacher to make sure it is appropriate.
• Encourage students to do their own thinking and problem solving (i.e., refrain from simply giving students the answer). Give students plenty of time to answer. Silence can mean that they are thinking or organizing what they want to say or write. However, don’t leave a student hanging if he/she doesn’t know the answer.
• If you don’t know an answer or are unsure of what to do, admit it to the student and work it out together.
• Respect students’ ideas; give positive and specific feedback (i.e., “I like how you checked your division on that problem by using multiplication.”).
• Tailor activities to incorporate students’ interests; look for ways to motivate the student.
• Work through problems or assignments with the student, modeling different approaches to the same problem. Different people learn in different ways; your preferred approach may not work best for the students you are tutoring.
• Maintain a sense of humor, and enjoy yourself!

**Resources**
Use the resources around you! Your professor, CPS Internship Coordinator, Site Supervisor, and/or classroom teacher are all excellent resources if you need ideas on working with students effectively.

It is also a good idea to familiarize yourself with education in New Orleans. The Times-Picayune regularly has articles about education: [http://www.nola.com/education](http://www.nola.com/education). If you are interested in other resources related to public education, poverty, the achievement gap, etc., please contact the Internship Coordinator at CPS.
Creating Closure with Students
Because students will come to expect your visits, it is important to have a special way to mark your last time at the school with them. Talk with your teacher/Site Supervisor about activities for your final day.

You should let your student(s) know a few weeks in advance when your last day will be, so you don’t just disappear (i.e., On your third-to-last visit, you could say, “After today we will only have two more days together!”). For smaller students, it’s a good idea to show them a calendar and have them point to the remaining days that you will be on-site.

Emotions often surface for you and the students with whom you work as your time together draws to an end. It is likely that the students with whom you have worked have experienced losses, and it is never an enjoyable part of a partnership. Leaving a partnership without saying goodbye will leave the students feeling unsettled and abandoned. Please be sure to mark your last day with some activity to provide closure with the students. Refrain from promising that you will visit or return to work the next semester so as not to give students false hope.

Special Consideration for Teacher Preparation and Certification Candidates
If you are a TPCP candidate, it is up to you to ensure that your placement, whether as a classroom assistant or literacy tutor, corresponds to your certification track requirements. If you are placed with a student or class that is not in your certification track, it is up to you to notify the Site Supervisor about the grades/subjects with which you can work.
III. Guidelines for Students Interning in Health Settings

In addition to the guidelines and best practices outlined above, students working in health-related sites (hospitals, clinics, labs, etc.) should read this section for additional suggestions and regulations.

Safety in Health Settings
During the on-site orientation, your Site Supervisor will go over safety concerns specific to working at a health-related site. Be sure to abide by these regulations and ask your Site Supervisor at any time if you have questions.

Tuberculosis Testing
Many health-related sites require all volunteers to take tuberculosis (TB) tests before they can begin working on-site. The Site Supervisor will describe this process in greater detail during orientation, but it generally involves two trips to the site (once to take the test and another time to have the test results read). Most health-related sites provide this testing for free to their volunteers. Students may also be required to undergo other testing and vaccinations as well as training regarding specific health care issues, such as blood-borne pathogens, universal precautions, HIPAA, and OSHA. This training usually takes place during orientation and students will be informed of these procedures before starting their internship experience.

Appropriate Dress
Students performing service at hospitals, clinics, or labs may be required to wear scrubs or other protecting clothing. Closed-toe shoes should be worn at all times. If you have long hair, you must tie it back as a safety precaution. Your Site Supervisor will go over specific dress requirements during the on-site orientation. Failure to adhere to the site-specific dress regulations may have serious health or safety implications in these settings.
IV. Guidelines for Students Interning in Community Settings

Safety When Engaging in Projects Related to Gutting/Deconstruction/Restoration
If you are involved in any public service activities that involve gutting homes that have been flooded or have mold, you must make yourself aware of the health and safety risks you face. Your Site Supervisor will go over safety hazards and regulations regarding your work. If you are not comfortable engaging in this type of work, it is up to you to alert the Site Supervisor, professor and CPS coordinator immediately.

Wearing appropriate haz-mat suits and respirators greatly reduces the risk of many health-related dangers on-site. You should not engage in this type of work unless you have the proper safety gear.

Neighborhood Based Service: Outreach/Canvasing
Please familiarize yourself with Tulane University’s general safety guidelines (http://tulane.edu/publicsafety/upload/safe_space_41pages.pdf). Your internship site is expected to notify neighborhood-based police officers, to inform students about the area in which they are working including “safe spots” (i.e. stores, etc.) where they may go if they are feeling uncomfortable, to provide students with informational cards including the sponsoring organization’s contact information and to involve neighborhood residents when engaging students in neighborhood outreach activities.

Additional recommendations:
• CPS and participants should know location boundaries before activity takes place
• Students should be introduced to the activity, including a crime map of the area and encouraged to inform themselves about the activity location before they depart from campus
• If students are not feeling well, they should not participate in the activity
• Students are encouraged to:
  • carry a map
  • pay attention to traffic
  • dress appropriately
  • be aware of your surroundings
• Students should receive an on-site day-of activity overview, mid-activity check in with Site (via phone) and end of activity check in (in person if possible)
• Student activity should be concentrated within a neighborhood. Groups should contain four or more students and receive block by block supervision by an informed student leader, faculty member or partner
• At least one student in each group should carry a cellphone with Site contact information
• Diversity within student groups is highly recommended
• Students should plan to join up with another group rather than continue with less than a group of four (e.g. if a student leaves early)
• Students should be told that if they do not feel comfortable, they need not participate
• If students become uncomfortable while participating in the activity, they should
  1. call the site contact
  2. call TU shuttles for a ride
• A Tulane shuttle or other transportation should remain on site during neighborhood outreach activities in designated locations
V. Memorandum of Understanding

PUBLIC SERVICE INTERNSHIP MEMORANDUM OF UNDERSTANDING

Student Name: ___________________________________  Student ID#: __________________

Address: ____________________________________________________________________________

Phone #: ______________________________  Email: _________________________________________

Department Awarding Credit: __________________________  Semester: ______________________

Internship Agency/Site Name: __________________________________________________________

Address: ____________________________________________________________________________

Internship Site Supervisor Name: _______________________________________________________

Phone #: ______________________________  Email: _________________________________________

Start Date: ______________  End Date: ______________  Hours to be completed: __________

Internship Job Description: With your supervisor, please review the duties and responsibilities outlined in the job description created by the internship site. Attach a separate sheet if more space is necessary.

____________________________________________________________________________________

____________________________________________________________________________________

Service-Learning Objectives: What do you hope to learn from this service-learning experience-about the agency, about the challenges and assets of the population with whom you will be working, about yourself, about your community, and how does this connect to your course work and your career goals? Attach a separate sheet if more space is necessary.

____________________________________________________________________________________

____________________________________________________________________________________

Strategies to Achieve Above Goals: Please discuss learning strategies and activities with your supervisor and describe them below. Attach a separate sheet if necessary.

____________________________________________________________________________________

____________________________________________________________________________________

Internship Contribution: The Internship Contribution is aimed at benefitting the partner organization with which students are interning by leaving a tangible trace of their work, even if they contribute to a long-term undertaking that is not completed by the time their internship ends. Internship Contributions can take on many different forms. It is up to the Site Supervisor and the intern to discuss and identify a need that can be addressed through the creation of a tangible product. In the past, interns have developed resource directories, teaching manuals, press packages, databases, newspaper articles, after-school programming and outreach brochures. It could even be a report on the work that interns accomplish during their internship. Please discuss an appropriate, tangible internship contribution with your supervisor and describe it below. Attach a separate sheet if necessary.

____________________________________________________________________________________

____________________________________________________________________________________
Internship Supervisor and Tulane Intern acknowledge that they have read and agree to abide by the following restricted / sensitive activities:

Some activities are closely monitored and, in some cases, students are told they may not participate in activities toward public service credit.

j. Human subjects research, including but not limited to surveys involving human subjects research, unless prior approval is obtained from Tulane’s Institutional Review Board;
   i. Students are advised to carry informational cards with researcher contact information which may be handed out to residents who have questions the student might be unprepared to answer

k. Restricted physical activities that include climbing ladders, climbing on rooftops, lifting more than 60 pounds, structural work, and/or live electrical work; safety instructions must be documented and delivered to students, protective gear hard hats and steel-toe shoes are recommended

l. Students may not assign Site’s service recipients into a certain level of programming based on Student-conducted assessments (e.g., placement of students in appropriate English as a Second Language class)

m. Political Campaigning: Voter education programs and activities are acceptable as long as they are without editorial opinion or political skew. Activities must be aimed at educating students with respect to the political process. Students can participate in campaign work, but it must be in a campaign of their choice without the university influencing which campaigns are chosen.

n. Students may not
   i. Photograph crime scenes
   ii. Write actual investigative reports
   iii. Perform background checks (unless the CPS Partnership Committee receives more information and approves this activity based on the additional information provided)
   iv. Testify in court (unless a valid subpoena has been issued)

o. Public Service credit is not issued to Tulane students for serving other members of the Tulane community (students, instructors, staff) for their or for Tulane’s benefit. Public Service benefits members of the non-Tulane community.

p. For student work within **private homes or other one-time service sites** (example: Green Light New Orleans), the CPS Partnership Committee reviews partners’ location vetting procedures based on the following questions:
   i. Explain how your agency screens locations before students conduct service there.
   ii. Who is liable and what students should do if they are accused of stealing or something breaks?
   iii. Explain level of supervision. Will an agency staff person/representative be present while students serve in private homes or remote locations? If not, what procedure should students take for reporting problems? Explain how many students should be present when serving in private homes. CPS Partnership Committee advises that students work in pairs or larger groups.

q. Neighborhood-based outreach/Canvassing: Students should be advised to familiarize themselves with Tulane University’s general safety guidelines. Partners are encouraged to notify neighborhood-based police officers, to inform students about the area in which they are working including “safe spots” (i.e. stores, etc.) where they may go if they are feeling uncomfortable, to provide students with informational cards including the sponsoring organization’s contact information and to involve neighborhood residents when engaging students in neighborhood outreach activities. (CPS retains additional guidelines for these activities)

r. Group Counseling and Counseling Related Guidelines
   - Those involved are in compliance with licensing laws of their discipline as it relates to student learning and engagement with clients, especially clients in the mental health system.
   - Clients can refuse to participate in public service activities without penalties.
   - Encourage therapists to discuss the student’s involvement with the group prior to the student attending group so that clients could air their concerns.
   - Students should participate in structured, pre-determined ways for which they are trained ahead of time.
   - Undergraduate students’ contributions should be limited to observing groups and assisting the staff facilitator in material preparation, or in carrying out a specific group activity that they have been instructed on before a group session (example, helping clients generate a list of their known triggers for relapse).
   - Unless the student has specific training in whatever treatment is being offered, undergraduates should not “co-facilitate” a group.
MEMORANDUM OF UNDERSTANDING

Internship Supervisor:

Agrees to complete a full orientation with the intern, which should include: a tour of the office; an introduction to fellow workers, colleagues, upper-level management, outside contacts (anyone who you interact with daily); an explanation of the organization’s and/or department goals, functions, services, and procedures.

Agrees to clarify the expectations and role of the intern.

Agrees to discuss, with the intern, safety risks associated with the internship position.

Agrees to discuss the intern’s service-learning objectives and to help identify and describe the processes that will help him/her achieve those goals.

Agrees to discuss and help define what Internship Contribution the intern should complete by the end of the semester, which would be of importance to the organization and reflective of the internship.

Agrees to determine the intern's work schedule and to be mindful of times where the student may need to focus on exams.

Agrees to guide this intern’s work and to submit a final evaluation of his/her performance upon request.

Agrees to immediately discuss any concerns about the intern’s performance with him/her directly and with the Center for Public Service Internship Coordinator/ Internship Instructor, if necessary.

Internship Supervisor Printed Name:______________________________________________

Internship Supervisor Signature:_________________________________________________

Date:______________________________________________

MEMORANDUM OF UNDERSTANDING

Student Guidelines and Limitations:

Guidelines –

➢ Ask for help when in doubt. Your Site Supervisor understands the issues at your site and you are encouraged to approach him/her with problems or questions as they arise. He/she can assist you in determining the best way to respond to difficult or uncomfortable situations. Feel free to contact the Center for Public Service with questions concerning your placement.

➢ Be punctual and responsible. Although you are volunteering your time, you are participating in the organization as a reliable, trustworthy and contributing member of the team. Both the administrators and the person whom you serve rely on your punctuality and commitment to completing your service hours/project throughout your partnership.
Call if you anticipate lateness or absence. Call the Site Supervisor if you are unable to come in or if you anticipate being late. Be mindful of your commitment, people are counting on you.

Respect the privacy of all clients. If you are privy to confidential information with regard to the persons with whom you are working (i.e. organizational files, diagnostics, personal stories, etc.), it is vital that you treat it as privileged information. You should use pseudonyms in your course assignments if you are referring to clients or the people you work with at the service site.

Show respect for the community-based organization. Placement within community programs is an educational opportunity and a privilege. Keep in mind, not only are you serving the community, but the community is serving you by investing valuable resources in your learning and professional development.

Be appropriate. You are in a professional situation and are expected to treat your supervisor and others with courtesy, kindness and respect. Dress neatly and appropriately. Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of Tulane’s Center for Public Service.

Be flexible. The level or intensity of an internship, service or otherwise, is not always predictable. Your flexibility to changing situations can assist the internship in working smoothly and producing positive outcomes for everyone involved.

Limitations –

- DO NOT report to your service site under the influence of drugs or alcohol.
- DO NOT give or loan a client, money or other personal belongings.
- DO NOT make promises or commitments to a client you cannot keep.
- DO NOT give a client or agency representative a ride in a personal vehicle.
- DO NOT tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
- DO NOT tolerate verbal exchange or engage in behavior that might be perceived as offensive and/or inappropriate against an individual on the basis of their race, religion, age, gender, national origin, color, disability, or military or veteran status.
- DO NOT engage in any type of business with clients during the term of your service.
- DO NOT enter into personal relationships with a client or community partner representative during the term of your service.

* If you feel that your rights have been or may be violated, or that any of the above stated limitations have been violated please contact your Center for Public Service Internship Coordinator immediately.
**Intern:**

Agrees to act in a responsible manner while representing Tulane University at the internship placement site, and abide by all rules and regulations that govern the site in which he/she has been placed.

Agrees to participate in an orientation given by the internship site.

Agrees to the above stated guidelines and limitations.

Agrees to discuss his/her role as a service-learning intern working with the community partner.

Agrees to discuss and acknowledge the following risks (please elaborate below) involved with this service placement, and enters into this internship placement fully informed and aware.

Risks
1.
2.
3.
Etc...

Agrees to devote ______ hours per week for a total of ______ hours, effective from ___________ to ___________ in order to fulfill the service objectives described above.

Agrees to complete any forms, evaluations or other paperwork required by either the Center for Public Service or the internship supervisor.

Student Printed Name:__________________________________________________________

Student Signature:______________________________________________________________

Date:______________________________________________

**MEMORANDUM OF UNDERSTANDING**

**Center for Public Service Internship Coordinator/ Internship Seminar Instructor**

I have examined and approved ____________________________’s Memorandum of Understanding.

CPS Coordinator/ Seminar Instructor Printed Name:________________________________

CPS Coordinator/ Seminar Instructor Signature:____________________________________

Date:______________________________________________
VI. Internship Information Sheet (Completed Online)

Applicant Contact Details

Student Name
Tulane Email
Tulane ID Number
Cell Phone Number

Partner Agency Info

Partner Agency
Contact Name
Contact E-mail
Contact Phone

Weekly Schedule (Please describe your weekly schedule at your internship)

Job Description (Please include a detailed job description)

Interacting with vulnerable population

Will you be working with the behaviorally challenged / group counseling?
Will you work with individuals with criminal backgrounds?
Will you work with individuals with history of violent behavior?

Concerns with physical location:

Will you work with hazardous materials?
Will you work with heavy equipment?
Will you work with heavy machinery?

Are you aware of an emergency plan and or will you receive emergency training involving events of:

Fire?
Severe weather?
Violent intruder activities?

Please describe your plan for transportation

To service?
During service?
Following service?

Further Questions

How will your internship benefit the public?
How is your internship supported by your major/minor?
Are there any unique risks associated with your job and role as an intern?
As an intern, will you ever work unsupervised in the community or with clients?
Describe the situation in which you may be unsupervised:
VII. Time Sheet

Public Service Internship Program

Intern Timesheet

Student Name: ____________________________
Student Phone: ____________________________
Student Email: ____________________________
Internship Site: ____________________________
Site Supervisor: ____________________________
Supervisor Phone: ____________________________

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Total Hours: ____________________________

Student Signature: ____________________________ Date: ____________
Supervisor Signature: ____________________________ Date: ____________
VIII. Student Feedback Form *(Completed Online)*

Name: _______________________

STUDENT INTERN FEEDBACK

Public Service Internship Program

*(Check your syllabus for due dates and further submission instructions.)*

*(Note: although you are required to turn in this questionnaire to earn 5% of your final grade, it is not graded for content and you are encouraged to provide truthful responses)*

1. How did you learn about the Public Service Internship Program? (mark all that apply)
   - □ CPS website
   - □ CPS Facebook page
   - □ IMPACT digital newsletter
   - □ Classmates/Friends
   - □ Academic advisor
   - □ Tulane faculty
   - □ Flyer/poster on campus
   - □ Other (please specify) __________________________________

2. □ Other (please specify) __________________________________

   The internship application process was straightforward.

   Strongly Agree    Agree    Neutral Disagree    Strongly Disagree

3. How did you find your internship placement? (mark all that apply)
   - □ CPS website/database
   - □ CPS Facebook page
   - □ IMPACT digital newsletter
   - □ Other Tulane website/database (please specify) ____________________________
   - □ Classmates/Friends
   - □ Online search
   - □ Internship Fair
   - □ Other (please specify) ____________________________

4. Finding an internship placement was an easy process.

   Strongly Agree    Agree    Neutral Disagree    Strongly Disagree

5. My academic training helped me to carry out my internship responsibilities.

   Strongly Agree    Agree    Neutral Disagree    Strongly Disagree

6. My internship contributed to my professional skills and development.

   Strongly Agree    Agree    Neutral Disagree    Strongly Disagree
7. My internship impacted my knowledge of New Orleans and communities within it.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

8. The seminar helped to put my internship experience into perspective.
   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

9. What aspect of the internship seminar did you find most useful? (mark all that apply)
   - Assigned Readings
   - Class Discussion
   - Reflection Essays
   - Site/Blog Analysis
   - Final Project
   - Guest Speakers
   - Professional Development Workshops (on resume writing and public presentations)
   - Final Presentation
   - Other (Please specify) ______________

10. What was the most challenging about my internship? (mark all that apply)
    - Hour requirement
    - Seminar assignments
    - Feeling under-skilled
    - Feeling over-skilled
    - Final Project
    - Understanding what was expected of me
    - Feeling overwhelmed by the social issues I was exposed to
    - Human relations on the job
    - Other (Please specify) ______________

11. I felt supported by my seminar instructor and/or CPS staff.
    - Strongly Agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree

12. My internship impacted my future career choice.
    - Strongly Agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree

13. My overall experience with the Public Service Internship Program has been positive.
    - Strongly Agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree

14. I would recommend this internship to another student.
    - Strongly Agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree

15. What tips would you give fellow Tulane students interested in doing an internship to make their experience a fulfilling one?

16. Additional comments
IX. Supervisor’s Evaluation of Student Intern

Public Service Internship

Supervisor’s Final Evaluation of Student Performance

Student’s Name:

Site:

Supervisor Name:

Supervisor Phone:

Should the student intern request access to your evaluation, do you allow the Center for Public Service to release it?

_____ Yes  _____ No

*This evaluation counts for 30% of the student’s academic grade. Please rate the student as accurately and as honestly as possible.*

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1) Student understands the mission, values, structure, and functions of the organization.

2) Student maintains his/her appearance and work space in accordance with the organization’s culture and expectations.

3) Student is dependable, follows through with commitments and arrives to work on time.

4) Student has a positive rapport with supervisor, fellow staff members, and the public.

5) Student demonstrates effective oral and written communication skills.

6) Student establishes priorities and meets deadlines.

7) Student produces quality work that meets or exceeds the organization’s expectations.

8) Student willingly takes on new tasks or assignments with enthusiasm.

9) Student demonstrates a willingness to learn and accepts constructive criticism.
10) Student shows signs of professional growth.

Based on your evaluations, the student would receive a grade of:

How has the intern's work benefited your organization?

Do you see your organization providing internships for Tulane students in the future?

How does the internship contribution required of each intern contribute to your organization's needs?

How do you feel that the student benefited from interning with your organization?

If you have any additional thoughts or want to give further justification for your ratings, please provide them in the space below. Your feedback is valuable.

As we continually strive to improve our program, we would appreciate your feedback and answer to the following statement:
My overall experience with the Public Service Internship Program has been positive.

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

Please add comments:

At the end of each semester, Site Supervisors will be sent a web link to the Supervisor Evaluation Form to fill out and submit online. Please let us know if you prefer to fill it out by hand and return to our office in a sealed envelope with your signature over the flap.
X. Orientation Site Guidelines

Details related to serving at the site (Before first day of service)

☐ Mission of the Community Partner (CP)?
☐ Who does the CP Serve?
☐ What programs/services does the CP Offer?
☐ Specific policies and procedures related to the service placement.
☐ Review any proof of eligibility that is needed (fingerprinting, background check). Who will cover the cost of this? Where should students go to have fingerprinting done?
☐ Discuss CP internship expectations.
☐ Provide students a job description detailing the work they will do (outlines scope of work). Explain the types of activities that are “outside” the scope of work.
☐ Give the students their Site Supervisor’s contact information
☐ Will the students need to meet with the Site Supervisor prior to beginning their service?
☐ How closely will the student be supervised? By whom?
☐ Who do the students call if they cannot make their scheduled service, or will be late?
☐ Discuss appropriate attire when providing service (based on CP standards)
☐ Provide specific training for the position.
☐ What will the student learn? What qualities or skills will the students develop?
☐ Review confidentiality rules for the site. Are pictures, cameras or video allowed?
☐ Review the risks associated with this placement. (Risks should directly reflect those listed in the Learning Plan).
☐ Explain what students should do immediately if inappropriate conduct occurs such as workplace discrimination, harassment, etc. occurs. Whom do they contact?
☐ Talk about service schedule (total number of hours, days and times of the week etc) Also discuss beginning and end of service. Students should not volunteer outside of scheduled hours until requirement is complete.
☐ Who can the students contact with questions or concerns about their placement (CP contact, and campus contact)?
☐ Is there a CP training or Orientation to attend? Where? When? How long?
☐ Where do students check in at the site on their first day?
☐ How are students’ service hours recorded? (For their course and the CP).
☐ Give location of site and directions via personal car or public transportation. Where will students park if they drive? What is the cost associated with parking or taking public transit? Emphasize that student is responsible for getting to and from the site.
☐ Who will be evaluating the students’ service? Is there a formal evaluation the CP will fill out?

Site Specific Information (On or before first day of service)

☐ Tour of site - location of restroom and break room.
☐ Where, and with whom, do students check in each time they arrive at the site?
☐ Where is the logbook kept (to record service hours)?
☐ Review safety rules (fire, violent intruder, and severe weather), location of emergency exits, and emergency procedures.
☐ Introduce students to other staff at the agency.
☐ Emergency Contact Information: ask students’ permission to share with university.
☐ Review accident procedures at the site and what to do if a student or client is hurt.
XI. Principles to Reduce Risks in Service Learning

**DO** participate in orientation for your service-learning experience.
**DO** make sure you know whom to contact at the site and at the university in case of an emergency.
**DO** make sure you know how to exit your service site in case of an emergency.
**DO** ask for help from your supervisor or another staff member at your service site when in doubt.
**DO** be punctual and responsible in completing your commitment to the service site.
**DO** call your Site Supervisor if you know you will be late or not able to come in at all.
**DO** keep all information about your clients you work with confidential.
**DO** show respect for your service site, its staff, and its clients.
**DO** be aware that you are representing your university.
**DO** know that if you are having trouble at your service site, you can always talk with your faculty member about it.
**DO** sign-in at your service site every time you are there, and record your service hours on your student service log. This will ensure you receive credit for the hours you have served.
**DO** know that you can request an alternative service site if you are not comfortable with your current site.
**DO** know that if you are having trouble at your service site, you can talk with your faculty member about it.

**DON’T** report to your service site under the influence of drugs or alcohol.
**DON’T** give or loan a client money or other personal belongings.
**DON’T** make promises or commitments to a client that you cannot keep.
**DON’T** give a client or community-based organization representative a ride in a personal vehicle.
**DON’T** tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community-based organization representative.
**DON’T** tolerate verbal exchange or engage in behavior that might be perceived as offensive and/or inappropriate against an individual on the basis of his/her race, religion, age, gender, national origin, color, disability or military or veteran status.
**DON’T** engage in any type of business with clients during the term of your service.
**DON’T** enter into personal relationships with a client or community-based organization representative during the term of your service.
Waiver Form
PHOTOS | VIDEO | ARTWORK | PROFILES | STORIES

Tulane University has my permission to use my photograph, likeness, artwork, profile and/or story in this and future publications, web pages and other promotional materials produced, used by and representing Tulane University. I understand the circulation of the materials could be worldwide and that there will be no compensation to me for this use.

Signature: ___________________________ Date: ____________

Parent Signature: _______________________ Date: ____________
(if under 18)

Print Name: ___________________________ Phone: ______________
(optional)

Photo Date: ____________________________

Photo Purpose: __________________________

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Tulane University

Tulane University Public Relations
TEL: 504-865-5210 • FAX: 504-862-8777 • pr@tulane.edu
XIII. Student Orientation Receipt and Acknowledgment

Student Orientation

RECEIPT AND ACKNOWLEDGEMENT

Policies and Procedures:

I acknowledge my receipt and review of the following documents and agree to abide by the policies and procedures contained therein:
- Internship Student Handbook
- Memorandum of Understanding

Risk of Program Activities:

I acknowledge and understand that my participation in the Public Service Internship Program involves risks of physical harm or injury inherent in service activities, including but not limited to, working with people, working in the healthcare industry, working in educational settings, cleaning and maintenance projects, and other service activities, and in transportation to and from service work sites. I have received information from Tulane’s Center for Public Service regarding the policies, procedures, and risk management associated with my participation in this activity.

Participation in Program Orientation:

I acknowledge my participation in an orientation hosted by my Site Supervisor on _________ (date) regarding my role as an internship student working with a community partner.

___________________________________________________________________________
Student’s Printed Name

___________________________________________________________________________
Student’s Signature Date

___________________________________________________________________________
CPS Representative Signature Date
Alcee Fortier Hall
6823 St. Charles Avenue
New Orleans, LA 70118
(504) 862-8060
cpsinternships@tulane.edu
www.tulane.edu/cps