

GUIDELINES FOR KEEPING THE JOURNAL

CONTENT

Journal keeping serves several purposes that determine the content of your journal entries. It gives you time for reflection on the nature of learning experiences on a day-to-day basis while you are on your field experience/internship. It motivates you to explore the working environment. It allows you to assess whether you have achieved the competencies and goals as stated in your Learning Agreement. It assists your faculty internship/field experience supervisor in evaluating your achievement of expected competencies and goals as stated in your Learning Agreement and the internship/field experience program.

PROCEDURE

FORMAT

Write legibly or type your journal entries. You should write and date your daily entries after you have completed your internship/field experience for that day.

Entries

Date and type each journal entry. Journal entries must reflect your personal and professional growth and learning during the Internship term (what you did, learned, felt, thought, etc., including new skills and knowledge acquired and how it related to your learning objectives.)

Frequency

Daily journal entries must document your experience in the work environment. Weekly entries should be more extensive. When completed, the entire journal should be the equivalent of a term paper.

Content

The weekly entries should include, in some depth, personal thoughts and feelings regarding the work performed, assessment of the interpersonal relations with coworkers and supervisor(s), and decision making regarding your career and life plan. Specifically, they should include examples of: (1) new knowledge and significant skills learned, (2) activities pursued which relate to meeting the student's learning objectives, and (3) similarities and/or differences between the student's work experience and classroom learning.

First Entry

In the first entry, you should describe the company/institution/agency and your job responsibilities. State how this placement will help further your educational, career, and life goals. State your expectations about the experience.

Mid-term and End of Term Entries

At mid-term, review your learning objectives for the internship and include in your journal an evaluation of how well these objectives are being met. Note which objectives have been accomplished, which have not been accomplished and which need more work. Include any new goals you may have for the remainder of your internship/field experience. At the end of the term you should note and evaluate the objectives accomplished, and provide your recommendations for students contemplating an internship at this same company/institution/agency.

Submission of Journal

You should submit your journal to your faculty internship/field experience supervisor at mid-term and during finals week of the internship/field experience term.

EVALUATION

Your journal will be evaluated primarily on how well the above entry requirements are met. In other words, the journal should give the reader a clear picture of your objectives and their accomplishment, of the significant events of the internship/field experience and how you experienced them. Your journal should present your work-related learning in an organized, comprehensive, factual manner, with correct English usage and spelling and an attractive appearance.

NOTE: Be sure to follow the rules of confidentiality in your journal. Review them before writing your entries.

Criteria for Evaluation of the Journal

- ◇ Presentation of work-related learning in an organized, comprehensive, factual manner, using correct English usage and spelling;
- ◇ Ability to: (a) separate the significant from trivial; (b) compare and contrast ideas and experiences; (c) assess experiences in terms of the stated goals and objectives in the Learning Agreement;
- ◇ Appearance of the journal.



INTERNSHIP/FIELD EXPERIENCE LEARNING AGREEMENT

Before completing this form, you must meet with both your faculty internship/field experience and work supervisors to develop your objectives. It is your responsibility to have identifiable objectives for your internship/field experience before meeting with your supervisors.

STUDENT NAME _____				
Last	First	Middle		
CURRENT ADDRESS _____				
Street, RFD or PO Box Number		City	State	Zip Code
PHONE _____	(Work)	_____	(Home)	_____

AGENCY/INSTITUTION/COMPANY _____				
ADDRESS _____				
Street, RFD or PO Box Number		City	State	Zip Code
SUPERVISOR'S NAME _____		PHONE _____		

MINIMUM NUMBER OF HOURS TO BE WORKED _____ NUMBER OF CREDITS _____

OBJECTIVES: EACH TIME A STUDENT IS ENROLLED IN AN INTERNSHIP/FIELD EXPERIENCE, NEW LEARNING OBJECTIVES MUST BE IDENTIFIED. THE OBJECTIVES MUST BE SPECIFIC, MEASURABLE, ATTAINABLE, AND APPROVED BY THE FACULTY INTERNSHIP/FIELD EXPERIENCE AND WORK SUPERVISORS.

PURPOSE

State your learning objectives for this experience both on-the-job and academically.



INTERNSHIP/FIELD EXPERIENCE STUDENT TIME SHEET VERIFICATION

Student Name _____	Term _____	Year _____
Last	First	Middle
Internship/Field Experience Site _____		
Major _____		

INSTRUCTIONS: The student is to have his/her supervisor verify the number of hours worked for each week of their term. No credit will be given for the course without this verification.

WEEK _____		
DAY	DATE	HOURS WORKED
MON		
TUES		
WED		
THURS		
FRI		
SAT		
SUN		
WEEKLY TOTAL		

WEEK _____		
DAY	DATE	HOURS WORKED
MON		
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THURS		
FRI		
SAT		
SUN		
WEEKLY TOTAL		

WEEK _____		
DAY	DATE	HOURS WORKED
MON		
TUES		
WED		
THURS		
FRI		
SAT		
SUN		
WEEKLY TOTAL		

SUPERVISOR'S SIGNATURE

SUPERVISOR'S SIGNATURE

SUPERVISOR'S SIGNATURE

WEEK _____		
DAY	DATE	HOURS WORKED
MON		
TUES		
WED		
THURS		
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WEEKLY TOTAL		

SUPERVISOR'S SIGNATURE

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STUDENT EVALUATION OF INTERNSHIP/FIELD EXPERIENCE PROGRAM

Student Name _____ Major _____ Date _____ Agency/Institution/Organization _____ Supervisor _____ Faculty Internship/Field Experience Supervisor _____ Employed: Beg. Date _____ End Date _____

Rate the following on a 1-5 scale with 1 being very valuable and 5 as having no value

1. How valuable was this experience to you in:
 - Helping you decide on a future career (in this area or a different area)?
 - Providing insight into your placement's services/operation?
 - Learning new skills or techniques?
 - Applying, integrating, or making relevant the knowledge gained from your courses?
 - Clarifying your future educational goals?

2. List those subjects taken in college that best prepared you for this work experience.

Course	How it prepared you

3. Did you receive enough assistance from your internship/field experience supervisor?
 Yes No How could s/he have been more helpful? _____

4. Would you consider this placement for another internship/field experience? Yes No
 Why or why not? _____

5. Did you receive enough assistance from your faculty internship/field experience supervisor?
 Yes No How could s/he have been more helpful? _____

6. What suggestions do you have for improving the internship/field experience program at Minnesota West? _____

7. My overall rating of my internship/field experience:
 - Excellent
 - Very Good
 - Average
 - Marginal
 - Unsatisfactory



STUDENT SELF-EVALUATION OF INTERNSHIP/FIELD EXPERIENCE

Student Name _____ Date _____
Last First Middle

Internship/Field Experience Dates _____

Job Title _____

Agency/Institution/Organization _____ Supervisor _____

This evaluation will be very important in determining the value of your work experience. You should be honest and indicate problems as well as your progress during the period of your work experience.

EVALUATION CATEGORIES:

Educational Value or Merit

- Exceptional opportunity
- Worthwhile experience
- Possibly worthwhile
- Probably of no value

My attitude toward other personnel

- Open, friendly, helpful, informative
- Quiet, reserved
- Totally withdrawn
- Usually unfriendly, uncommunicative

Relevance to Major or Career Goals

- Very relevant
- Usually relevant
- Seldom relevant
- Irrelevant
- Not applicable

Overall Self-Rating Compared to:

Full-Time Employees

- Above Average
- Average
- Below Average

Evaluation of job orientation

- Complete, accurate
- Somewhat related
- Irrelevant
- Not applicable

Supervisor's Report with:

You

- Above Average
- Average
- Below Average

My Technical Skills

- Were more than adequate
- Were adequate
- Were less than adequate

My Attitude Toward my Job:

- Showed enthusiasm and initiative
- Willing, waited for instructions
- Lacked interest and initiative
- Refused all but assigned duties

My Work Habits (Check all that apply):

- Looked for additional tasks
- Neat, punctual, accurate work
- Regular and punctual in attendance
- Usually reported to work
- Always reported to work

Difficulty of Job Responsibilities:

- Extremely difficult, impossible
- Challenging
- Average in difficulty
- Boring; too repetitious
- Boring; too easy

Overall Rating of this Internship:

- Excellent
- Very good
- Average
- Marginal
- Unsatisfactory

State the major duties performed during your internship/field experience. Rank them in descending order of importance.

In what ways was this placement meaningful to your professional development? (Describe skills you acquired or utilized, including computer skills, communication skills, etc.)

In what ways was this placement meaningful to your personal development? (Accepting responsibilities, etc.)

Student's Signature

Date



EMPLOYER'S EVALUATION OF INTERNSHIP/FIELD EXPERIENCE STUDENT

STUDENT _____
Last First Middle

SUPERVISOR _____ DAYTIME PHONE NUMBER _____

Fall Semester _____ Year
 Spring Semester _____ Year
 Summer Term _____ Year

TO THE SUPERVISOR: THANK YOU FOR CONTRIBUTING TO THE STUDENT'S EDUCATIONAL AND CAREER DEVELOPMENT. USING THIS FORM, PLEASE EVALUATE YOUR STUDENT. THE INFORMATION WILL HELP THE FACULTY SUPERVISOR IN COUNSELING THE STUDENT AND ASSESSING THE DEGREE OF LEARNING THAT HAS OCCURRED. PLEASE KEEP A COPY FOR YOUR RECORDS AND FORWARD THE ORIGINAL TO THE FACULTY SUPERVISOR.

RELATIONS WITH OTHERS

Exceptionally well accepted
 Works well with others
 Gets along satisfactorily
 Has some difficulty working with others
 Works very poorly with others

ABILITY TO LEARN

Learns very quickly
 Learns readily
 Average in learning
 Rather slow in learning
 Very slow to learn

DEPENDABILITY

Completely dependable
 Above average in dependability
 Usually dependable
 Sometimes neglectful or careless
 Unreliable

JUDGEMENT

Exceptionally mature
 Above average in making decisions
 Usually makes the right decisions
 Often uses poor judgement
 Consistently uses bad judgement

ATTITUDE-APPLICATION TO WORK

Outstanding in enthusiasm
 Very interested and industrious
 Average in diligence and interest
 Somewhat indifferent
 Definitely not interested

QUALITY OF WORK

Excellent
 Very good
 Average
 Below average
 Poor

ATTENDANCE: Regular Irregular
 PUNCTUALITY: Regular Irregular
 GROOMING: Satisfactory Unsatisfactory

OVER-ALL PERFORMANCE: (Indicate by a ✓)

Outstanding	Very Good	+ Average -	Marginal	Unsatisfactory

1. Briefly describe the duties performed by the student.

2. In which areas should the student expend additional effort in order to become more professional in the field?

3. Was this report discussed with the student? Yes No

Rated by _____ Date _____ Title _____