



EAM Student Internship Handbook

The ATU EAM Internship is designed to provide students with an opportunity to apply theoretical knowledge gained through classroom learning in a real-world environment. Interns have the opportunity to develop competencies within his/her chosen profession while earning credit towards graduation. Internships provide learning experiences not available in a classroom setting that build career-related experience in a new area.

Internship opportunities can also allow for career path change or serve as an entry point for students who are attempting to break into EM. The specific area in emergency management a student chooses as the focus of their internship is limited only by their imagination and the opportunities available; however, this freedom is not intended to imply a lack of program framework. The proposed internship approach must meet a few parameters such as the internship must be supervised and occur during the EAM 4106 course. In addition, internships must be in an area that is a new experience and is outside of the intern's everyday common career responsibilities.

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Eligibility

Students who have successfully completed the core EAM curriculum are eligible for the internship. Students will complete an Internship Agreement form and detail specific job responsibilities and duties. A copy of the Internship Agreement, signed by the supervisor, must be submitted prior to registering for the course. Once approved, you will be registered for the course. All application materials must be submitted prior to course registration. Required internship forms can be found on the ATU DEM Student Success Site on Blackboard.

Internship Guidelines

Although there is a tremendous amount of flexibility for students when developing the internship concept, there are certain frameworks that must be followed to ensure that the internship meets EAM Program expectations. Internships must occur in a new learning area of professional experience and cannot be performed as part of a student's normal duty/employment. A repeat of a previous job or a continuation of existing career responsibilities does not qualify. Previous or current emergency management experience will not exempt a student from the internship requirement. The field of EM is expansive enough in nature and covers many areas including disaster theory, public law, disaster human services and administration and disaster policy and economics. As a result, there is no need to repeat a previous experience with so many new areas to explore.

The time commitment for internships will vary based on the agency needs but will require a commitment of at least 400 hours. Typically, internships span 10-weeks (40hours weekly). During the internship, both the intern and the Work-Site Supervisor are required to complete a final evaluation of the internship. The EAM Internship Faculty Coordinator will decide to visit interns at your work-site (if local) or conduct a teleconference with your Work-Site Supervisor.

Course Content

1. Internship Journals: The weekly log will enable the intern to outline work activities for the week and reflect on the importance of these activities in relation to overall internship goals and EM core competencies.
2. Special Projects/Final Report: In the Special Projects / Final Report, the internship student will present detailed evidence of his/her achievement of the Specific Learning Outcomes. The Final Report will be used to assist in evaluating the extent to which the intern demonstrated achievement of the Specific Learning Outcomes.
3. Supervisor Evaluation & Exit Summary: The Work-Site Supervisor will evaluate student progress during the internship. The student will also be required to assess their progress and evaluate the extent to which the internship experience has met his/her work experience and learning outcomes.
4. Final Presentation: Each intern must present his/her Internship experience. The presentation will include a description of Internship work, projects, how the internship contributed and built upon knowledge presented in EM courses, and an evaluation of leadership, communication, ethical, social, political, and legal dimensions of emergency management.

Core Learning Outcomes / Course Objectives

As a result of the internship experience students will be able to:

- Identifies reasons for opposing views (Community Engagement)
- Creates an empowering environment by demonstrating in actions the importance of deep engagement in work (Leadership)
- Identify capabilities, capacities, and constraints of a specific community (Socio-cultural Literacy)
- Assess hazards and their potential consequences (Disaster Risk Management)
- Articulate the mission of the organization (Systems Literacy)
- Explain how people and places are connected in a dynamic network of global relationships (Geographic Literacy)
- Networks with others (EM Framework)
- Appreciates the importance of relationships in all sectors and levels of EM (Governance & Civics)

Weekly Journal

Weekly journals that answer the prompts must be submitted in the Blackboard EAM 4106 course. Each week has a specific prompt related to a core learning outcome. In each journal entry, discuss the Internship activities and the importance to the development of new knowledge, skills, and abilities.

- Note your work activities as soon as possible after they occur.
- Be sure to include your comments, reactions, and notes in the appropriate sections.

Weekly journals with limited or incomplete narrative data will not suffice. It is important that students relay internship experiences for the week in a narrative form.

Specific Learning Outcomes

Specific Learning Outcomes are a set of statements that you create that clearly and precisely describe what you intend to accomplish during your internship placement. Internship education is a part of the EAM academic curriculum and academic credit is earned, not for working, but for the application of learning and new learning that takes place as a result of working. Learning outcomes establish performance targets and assist you in evaluating achievement. You are required to develop four specific learning outcomes and present the results in your final report and presentation.

How do interns develop and write their own learning outcomes? Start by carefully reviewing your internship job requirements with your Work-Site Supervisor, identifying areas in which you can:

- Gain new skills
- Increase your knowledge

It is important that you:

- Make your objectives (goals) as specific as possible and avoid broad general statements.
- Confine your objectives to those which can be accomplished during a single semester.

Each learning objective should contain four types of information:

1. A statement of what you expect to achieve through your work experience.
2. An indication of the level of achievement that you expect to obtain. A clear statement of expected level of achievement reduces the effect of personal opinion and provides the basis for an objective evaluation.
3. Identification of the method of evaluation to be used, for example, "as judged by my supervisor."
4. A connection to the Core Learning Outcomes.

Special Projects/Final Report

The Final Report must be submitted in the Blackboard EAM 4106 course. Interns are required to submit a college-level written account of the experience by the last day of the internship course to receive academic credit. At a minimum, the Special Projects / Final Report should include:

- Presentations, spreadsheets, published works, photographs, products, or recordings *must* be submitted in the internship report. Please note that you are not expected to share classified or proprietary information. Redact the document(s) or explain in general terms.
- Students must outline their internship experience in detail. The report should be written objectively with specific examples of new concepts or ideas experienced during the internship assignment. The report should not be a personal account of your time or how you felt about the job.
- It must contain enough substance to ensure a minimum of 400 hours of work performance and meet the learning objectives.
- It must contain at least 4 specific learning outcomes relating specifically to a field of Emergency Management.

Organization of final report:

Cover page

- Title (“Internship at Company XY”)
- Student’s first name and last name
- Name and title of Work-Site Supervisor at the company

Introduction of the Internship

- A short explanation as to why this agency/institution has been chosen and a short account of the major activities carried out during the internship period.

Description of the Company/Institution

- Give a brief history of the agency, including the various departments.
- Please specify:
 - In which sector the agency/institution operates.
 - The services offered to its customers.
- Provide an organization chart of the company, along with information on the number of employees.

Internship Activities

This is the main part of the report. It should present the activities performed during the internship period.

- Describe work functions: Describe your typical working day (working hours), unusual working days (field trip, overtime), etc.
- Mention other team members or co-workers and their functions in relation to the internship project.
- Explain assigned internship tasks and what experiences were gained throughout the internship.
- Compare theory (things you have learned at the college) and practice (things you did or observed at the agency).
- Detail your 4 specific learning outcomes and measure the outcome of each.
- Include any pertinent work samples developed at the agency (i.e. - graphs, pictures, data, drawings, or design).

Evaluation of the Internship

- What skills and qualifications do you think you have gained from the internship?
- Did the internship meet your expectations?
- How do you think the internship will influence your future career plans?
- How was the relationship with the Work-Site Supervisor and colleagues?

Conclusion of the Report

- Key conclusions derived from the internship experience.

References

Appendices and Supplementary Material (charts, graphs, pictures, etc.)

Writing must be clear, well organized, and original. Proofreading is expected – spelling and grammatical errors destroy credibility quickly. Be comprehensive – if you were explaining the concepts to unfamiliar audiences, think about what they would want to know and cover all of it. **Note:** The length of the report should be a minimum of 7 pages (MS Word, double-spaced, referenced, APA 7th Edition Style). The report must be submitted in Blackboard before the last day of class.

Appendix A – Securing an Internship

1. Begin with identifying your goals. What are your current career goals at this point? Can the internship help you achieve your goals? Can the internship provide expertise that will position you for career advancement? Ideally, an internship should give you the opportunity to "reality-test" a potential career direction you have identified. If you don't currently have a career focus, it may be worth your while to step back and do some general careers research at this point.
2. Research internship possibilities and speak with your EM Internship Faculty Coordinator. Explore LinkedIn and Handshake. Also, consult faculty in your area of interest, and talk with friends and family about your ideas.
3. Update your resume.
4. Contact organizations you are interested in. Depending on the organization, you may want to start with a phone call to a department supervisor, identifying yourself and asking about internship possibilities. Or, you may want to send a resume/cover letter and follow that up with a phone call. If the site supervisor is interested, set up an interview. Check with the EM Internship Faculty Coordinator if you are having difficulty.

Maximizing the Value of LinkedIn and LinkedIn Groups: Though many people use Facebook and/or Twitter for social media interactions, LinkedIn is perhaps the most successful and widely used business-oriented social media website. LinkedIn offers users the ability to display their experience and qualifications, build a virtual network of contacts and join groups related to various professions. There are literally thousands of groups that users can join on LinkedIn, and the group aspect of this social media website is perhaps one of the most frequently overlooked elements available to users.

Belonging to LinkedIn groups can add credibility to a user's account profile and increase the likelihood of the user's account being viewed by those interested in the same types of groups, potentially leading to network or career opportunities. In addition, valuable professional discussion on current or emerging issues occurs on the group discussion boards that will help users stay abreast of industry specific issues. The downside is that the sheer number of groups on LinkedIn can make it difficult to identify those which offer the greatest potential benefit for users; however, group membership numbers and member activity offer some insight into the best groups to request admission to participate.

Interviews: Arrive for the interview about ten minutes early, dressed professionally. Your attire should be consistent with the organization's culture. Be prepared to discuss your skills, interests, experience, and future career plans. Do research on the agency and if possible, the person who will be conducting the interview. Ask about specifics regarding the internship being offered to determine whether you will enjoy the experience. If you are offered the internship and are still considering other sites, it's not necessary to decide immediately. However, you should be aware of the employer's deadlines in filling the position.

Thank You Note: You are strongly encouraged to send Thank You notes (or e-mails) to all the people with whom you interviewed. Once you have decided, you should notify any other sites still under consideration.

Appendix D - Sample Learning Objective

Note: A description of job duties does not constitute a learning objective. Each learning objective must indicate some definite change that will occur during the semester as a result of your work.

Worksheet for developing your specific learning outcomes	
For each objective, be sure that the result will extend your knowledge and experience.	
Include in each objective:	
<ul style="list-style-type: none"> • <u>Result</u> you intend to accomplish. • <u>How</u> your progress will be evaluated. • <u>Which</u> Core Learning Outcomes are directly connected. 	
As you work on your objectives, review them with your Work-Site Supervisor.	
Learning Objective 1	
Result you intend to accomplish.	Student will gain an understanding and appreciation of the state and local roles and responsibilities of participation in the state-to-state Emergency Management Assistance Compact (EMAC), and will contribute to the development of new Mission Ready Packages (MRP) (mutual aid typing definitions) of local and state emergency response resources.
How your progress will be evaluated.	<p>Evaluation will be based upon the degree the student:</p> <p>Demonstrates and articulates to others appropriate knowledge/ familiarization/ self-training (available online), as pertains to the development and employment of National Incident Management System (NIMS) “typing definitions,” EMAC and the EMAC MRP program.</p> <p>Provides accurate coordination, meeting hosting/facilitation, technical assistance, suggestions, training, guidance and administrative support in all formats (i.e., verbal, written, presentations) to/for other stakeholders to help develop and lead the teams (primarily in Area D) that participate in developing actual “Mission Ready Packages” for submission to EMAC.</p>
Which Core Learning Outcomes are directly connected?	<ul style="list-style-type: none"> • Explain how people and places are connected in a dynamic network of global relationships (Geographic Literacy) • Networks with others (EM Framework) • Appreciates the importance of relationships in all sectors and levels of EM (Governance & Civics)