

Form 9a
Bi-Weekly Reflective Journal Entry

*In addition to the bi-weekly reflection based on this form, please reflect on one question per journal entry from the next page.
One journal entry every two weeks for a total of six during the semester.*

Student Name: Katie Sikkema

Weeks # 5 & 6 Dates: 6/7-6/21

Internship Hours: Two Week Total: 80
Cumulative Total to Date: 240

Site Supervisor: Derrek Hanson
Agency: Red Butte Garden

Brief description of the past two week's duties:

I work at the front desk which includes taking admissions, answering the phone, selling concert tickets, and working at various events, like the concerts.

How are you experiencing a relevant and challenging use of your skills?

I am using my skills in my everyday work. I am working in a customer service based company that also incorporates tourism. Many people come from out of state or country and it's been very interesting talking with them about their travels and experiences.

What did you learn from the experience?

Every customer is going to be different. Each customer has different needs they need to be met and expectations of me in my position.

What worked well? What would you change next time?

I am very relatable and understand where the customer is coming from. I have patience and like to talk about the customer and their experiences.

Please describe the supervision you are receiving.

I have enjoyed my supervisors and receive a great deal of help from them. They are very knowledgeable and reliable when I need help or have questions/issues with a customer.

Internship Journaling Questions

In addition to the weekly reflection based on Form 9a, please reflect on the questions below, one question per journal entry. A minimum of 500 words per reflection is required.

Red Butte Garden is a part of the University of Utah and is a non-profit organization. Since we are a part of the University of Utah there are certain standards that we are required to follow. Not only do we deal with tourists on a regular basis but also people who rent out our venues for their special events.

Since I mostly deal with tourists I have ran into issues regarding general information about our garden; either what visitors assume, from our website information and the information we give at the front desk. As one example, some of our visitors come here by public transportation via Trax but don't know that there is a connecting shuttle that will take them straight to our visitor center, so they end up walking up all of Wakara Way. The problem that I have with this is that it's awkward once they make it up to our visitors' center and seem upset that no one told them. After their long hike up the hill to us they also get confused at our cost of admissions and wonder 'why is it so expensive?' It puts me in an awkward situation because they are standing in front of me and wanting me to do something about it, some even explain they are now too tired to walk the whole garden. We do have discounted admissions like two for one, senior discounts, military, and students. Sometimes if I feel really bad about a particular situation I ask myself...is it right to give them just a dollar off so they are happy and recommend us to their friends? Another example is our "No Pet Policy," except assisted pets of course. Once in a while someone will bring their dog and I have to tell them no dogs allowed. This isn't a big problem for some because I happily suggest them to walk the Bonneville Shoreline Trail or Living Room hike. But, others get angry and say they read our whole website looking for a pet policy and didn't see any restrictions (they could have called, right?) Sometimes I also get assisted dogs but they aren't wearing their vest and our requirement is for them to wear their vest so our horticulture staff knows when standing from a distance that they are for assistance, not just a pet.

Not only is it hard with the tourists for the garden, but also the concert goers. If a concert attendee selected 'will call' as their option to get their tickets they can pick them up from our will call booth inside the visitor's center at any time. The only thing with will call is we ask for them to bring their ID to verify their

information when picking up their tickets. Sometimes I get customers whose spouse bought the tickets and they're picking up the tickets for them. In this case I ask the customer to verify their address and email address. If they are correct I personally have no problem with giving them to the spouse. I have seen one of my supervisors do this before and say "just this time we can do it." Just recently I have had a similar situation where the wife wanted to pick up tickets in her husband's name and another supervisor told her absolutely not, that the ticket purchaser has to pick up their tickets. When I overheard this conversation I thought, 'this is ridiculous,' she explained that her husband is running Ragnar and wouldn't be able to and she just happened to be nearby but otherwise it is a far drive for her husband to get them. If I was helping the lady I would have just asked her to verify her husbands' information, I mean they are probably going together anyways. This maybe not 100% clarified among the board of employees. I feel it's one of those situations where I guess you take it case by case.

Each situation I am put in I first think what is the best way to solve this while helping the customer and benefiting us. After that initial thought if it is beyond my control I ask another coworker then if they don't know what's best either I am not afraid to ask Dianne or Derrek. They are both super helpful and willing to jump in if there is any issue. I have become better at judging decisions and what I should do in certain situations.

Form 9b

Scoring Rubric for Internship Journal Entries

The completion of bi-weekly (one every two weeks) self-reflective journal entries provides students with the opportunity to reflect on their own learning and the meaning of their college experience. Journal entries will be evaluated using the following scoring rubric. A minimum of 500 words per reflection is required. Each journal entry is worth a maximum of 5 points (6 entries X 5 points = 30 total points possible).

Points	Scoring Criteria
5	<ul style="list-style-type: none">>Journal entry is of exceptional quality.>Student provides a specific situation or assigned task that needed to be addressed.>Student describes the action(s) taken in response to the situation or assigned task.>Student response includes a thorough explanation of the results that were achieved and what was learned from the experience.>Reflection exceeds minimum suggested length.>Journal is submitted on time.>Submission includes the question of the week.
4	<ul style="list-style-type: none">>Journal entry is of satisfactory quality.>Student provides a specific situation or assigned task but lacks adequate detail.>Student describes the action(s) taken in response but fails to focus on their own efforts.>Student response includes a limited explanation of the results that were achieved and what was learned from the experience.>Reflection meets minimum suggested length.
2	<ul style="list-style-type: none">>Journal entry does not meet expectations.>Student provides a generalized description of what they have done in the past.>Student describes what they might do rather than actual actions taken.>Student response includes no explanation of the results that were achieved or what was learned from the experience.>Reflection does not meet minimum suggested length.
0	<ul style="list-style-type: none">>Journal entry is late and/or incomplete.

Form 11
University of Utah - Department of Parks, Recreation, and Tourism
PRT 3800/ 4828: Cooperative Education II
Mid-Term Student Performance Assessment

Instructions: Please assess the student in comparison to others you have worked with of similar academic level. Your responses will be kept confidential and used for the purpose of student grading and programmatic evaluation. Each performance assessment will determine five percent of the student's internship grade, so please answer each question as honestly as possible. It may also prove helpful to spend a few moments reviewing the completed performance assessment with the student intern prior to submission.

Student's Name: _____ **Date:** _____

Employer: _____

Section I: Student Background Information

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- | | | |
|---|---|--|
| 1. ACADEMIC EMPHASIS
<input type="checkbox"/> Adventure and Outdoor Programs
<input type="checkbox"/> Therapeutic Recreation
<input type="checkbox"/> Hospitality Management
<input type="checkbox"/> Sustainable Tourism Management
<input type="checkbox"/> Commercial Recreation Management
<input type="checkbox"/> Community Recreation and Sport Management
<input type="checkbox"/> Natural Resources Recreation Planning Management | 2. SEMESTER OF PLACEMENT
<input type="checkbox"/> Summer Semester
<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Spring Semester | 3. LENGTH OF PLACEMENT
<input type="checkbox"/> Mid-Semester Assessment
<input type="checkbox"/> Final Assessment |
|---|---|--|
-

Section II: Performance Assessment

-
- | | | |
|--|--|--|
| 4. APPEARANCE
<input type="checkbox"/> Well-groomed appearance
<input type="checkbox"/> Acceptable appearance
<input type="checkbox"/> Needs improvement | 5. TEAMWORK
<input type="checkbox"/> Works very well with others
<input type="checkbox"/> Gets along satisfactorily w/ others
<input type="checkbox"/> Needs improvement | 6. INITIATIVE
<input type="checkbox"/> Seeks out additional responsibility
<input type="checkbox"/> Completes assigned responsibilities
<input type="checkbox"/> Needs improvement |
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- | | | |
|---|--|--|
| 7. SELF-CONFIDENCE
<input type="checkbox"/> Self-confident
<input type="checkbox"/> Usually self-confident
<input type="checkbox"/> Needs improvement | 8. JUDGEMENT
<input type="checkbox"/> Makes appropriate decisions
<input type="checkbox"/> Usually makes the right decision
<input type="checkbox"/> Needs improvement | 9. DEPENDABILITY
<input type="checkbox"/> Very dependable
<input type="checkbox"/> Usually dependable
<input type="checkbox"/> Needs improvement |
|---|--|--|
-
- | | | |
|--|---|---|
| 10. MATURITY
<input type="checkbox"/> Very mature
<input type="checkbox"/> Mature
<input type="checkbox"/> Needs improvement | 11. ABILITY TO LEARN
<input type="checkbox"/> Learns new skills quickly
<input type="checkbox"/> Average ability to learn new skills
<input type="checkbox"/> Needs improvement | 12. PROBLEM SOLVING
<input type="checkbox"/> Solves problems independently
<input type="checkbox"/> Needs help solving most problems
<input type="checkbox"/> Needs improvement |
|--|---|---|
-
- | | | |
|--|--|---|
| 13. QUALITY OF WORK
<input type="checkbox"/> Regularly exceeds expectations
<input type="checkbox"/> Regularly meets expectations
<input type="checkbox"/> Needs improvement | 14. WRITTEN COMMUNICATION
<input type="checkbox"/> Strong communication skills
<input type="checkbox"/> Satisfactory communication skills
<input type="checkbox"/> Needs improvement | 15. VERBAL COMMUNICATION
<input type="checkbox"/> Strong communication skills
<input type="checkbox"/> Satisfactory communication skills
<input type="checkbox"/> Needs improvement |
|--|--|---|
-
- | | | |
|---|---|--|
| 16. ATTENDANCE
<input type="checkbox"/> Regular
<input type="checkbox"/> Irregular
<input type="checkbox"/> Needs improvement | 17. PUNCTUALITY
<input type="checkbox"/> Very punctual
<input type="checkbox"/> Usually punctual
<input type="checkbox"/> Needs improvement | 18. PROFESSIONALISM
<input type="checkbox"/> Very professional
<input type="checkbox"/> Usually professional
<input type="checkbox"/> Unprofessional |
|---|---|--|

19. Have you noticed that the student is particularly strong or lacking in any of the areas listed in the previous section (Section II)?

Section III: Performance Summary

20. How would you rate this student's overall performance compared to others you have worked with of similar academic level?

- 5 - Much more than acceptable** (Significantly above criteria required for successful job performance).
- 4 - More than acceptable** (Generally exceeds criteria relative to quality and quantity of behavior required).
- 3 - Acceptable** (Meets criteria relative to quality and quantity of behavior required).
- 2 - Less than acceptable** (Generally does not meet criteria relative to quality and quantity of behavior required).
- 1 - Much less than acceptable** (Significantly below criteria required for successful job performance).

21. Would you recommend this student for permanent, full-time employment? Yes No

22. Please list anything which you feel the Department of Parks, Recreation, and Tourism could do to better prepare our students and make them more valuable to your organization:

This report has been discussed with the student intern: Yes No

Internship Supervisor (please print): _____ Title: _____

Internship Supervisor (signature): _____ Date: _____

Please mail or fax the completed performance assessment form to Steve Bell, University of Utah, Department of Parks, Recreation, and Tourism, 250 S. 1850 E., Rm 200, Salt Lake City, Utah 84112; FAX (801) 581-4930.

5. How can the internship experience be more meaningful?

a. What can you do to make it so?

b. What can the agency do to make it so?

6. What experience would you like to see given more emphasis during the remainder of your time with the agency?

Student Signature: _____ **Date:** _____

Agency Supervisor Signature: _____ **Date:** _____

PRT Interview Site Visitation Interview Questions

Student's Name _____ **Date** _____

The following are to be used as guidelines for the internship site visitation. This part of the internship program is very important to the Department as we are an accredited program and as such students must complete internships as a part of the curriculum. Therefore, your contact and our relationship with sponsoring agencies are very important. That being said, please make this document and your visits your own.

1. The student and the supervisor may answer the following questions:
 - a. Please outline and discuss the responsibilities of the student
 - b. Please describe the work habits of the student.

2. The student should provide most of the information to the following question:
 - a. What are your goals for this internship
 - b. What steps have you taken to achieve these goals or what are the objectives that you are going to follow to achieve these goals? There should be at least 3 goals with 2 objectives for each goal.

3. The supervisor and the student may answer the following questions:
 - a. How would you describe the student's progress toward his or her goals?
 - b. What specifically have you provided to the student to reach their goals?
 - c. Do you have suggestions that will facilitate the likelihood of goal achievement?

4. The student and the supervisor should answer the following questions:
 - a. Are there any special projects that the student has worked on?
 - i. Describe the project
 - ii. Discuss the specific responsibility of the student.
 - b. What has been particularly challenging for you during your internship?
 - c. What are the some of the most important things that you have learned from this experience?
 - d. From your observation of your supervisor or co-workers what is one thing that you might adopt and personalize to fit your professional persona?

5. Do you have any questions about the PRT Department or the internship program?

6. Do you have any suggestions?

Wrap-up and be sure to thank the supervisor for their time and support of our students and program. Reintegrate that we need good, reliable and professional agencies to keep our program running at a high level.

You can also provide them with my contact information (card) and invite them to contact me directly if they would like.

Check List:

Student:

On time

Cell phone off

Dressed appropriately

Prepared for the meeting (goals and objectives)

Other documents if applicable

Comments:

Form 14a
PRT 3800 / 4828 /5828
Professional Portfolio

Portfolio Description

Each student will complete a *Senior Portfolio*. A portfolio is a collection of artifacts that demonstrate your knowledge, understanding, and application of the principles of Parks, Recreation, and Tourism. This is not a scrapbook, it is a professional presentation. It requires you to collect pertinent information, reflect on the information or artifacts, analyze the relevancy of the items, and consider the message that is communicated by the overall presentation of the portfolio.

A portfolio can be a portable self-promotional tool or an evaluation tool. As a self-promotional tool, a portfolio provides evidence of knowledge, skills, and experiences that is not evident in a resume and employers today want more than a summary of what candidates say they have done. As an evaluation tool, the collection of artifacts and reflections provides evidence of knowledge, understanding, and the ability to apply the principles beyond the classroom. It should also be noted that in the process of building a portfolio, you will learn about yourself, for some, a sense of pride in accomplishments, for others, perhaps an awareness of areas that need improvement and the setting of new goals.

Portfolios are meant to be shared. We will share them with each other during the final focus group July 20, 2012.

***Failure to complete the *Senior Portfolio* will result in a grade no higher than a C- for the entire internship. ***

Portfolio Outline

***Please contact me early in the semester if you intend to create and submit an electronic portfolio instead of the 3-Ring binder hard copy version. ***

Appearance:

- 3-Ring binder
- Dividers (tabs that extend beyond the pages but not outside the binder)
- Plastic page protectors
- Original work (includes instructor feedback)
- No typographical errors or misspelled words
- Neat and easy to read
- Positive overall impression

Content:

Cover Page

Introductory Letter or Abstract– introducing the reader to the portfolio

Table of Contents

I. Academic / Personal Information

- a. Cover Letter
- b. Resume
- c. Fact sheet listing involvement in areas outside of work – volunteer/interests/hobbies
- d. Professional certifications, memberships and involvement, awards

II. Knowledge / Understanding of Parks, Recreation, and Tourism principles and procedures - PRT coursework

- a. A minimum of four (4) samples of your work that demonstrate knowledge and understanding of PRT concepts, program and event planning and delivery, evaluation in PRT, management, marketing, and professionalism
- b. Each artifact must have a reflective caption
 - i. Description of the piece
 - ii. Why you included it
 - iii. Its main function and purpose
 - iv. Your skills or abilities needed to produce the item
- c. If one of your accomplishments is confidential and info cannot be shared for legal reasons, summarize your work and carefully share enough evidence that it really occurred
- d. Examples from your coursework such as assignments, projects, reflections, or evaluations

III. Application of Parks, Recreation, and Tourism principles and procedures – the senior internship

- a. Rationale for internship placement
- b. Internship goals (4)
- c. Artifacts that provide evidence you have met your goals – a minimum of four (4) artifacts, one for each goal
- d. Each artifact must have a reflective caption
 - i. Description of the piece
 - ii. Why you included it and how it relates to your goal
 - iii. Its main function and purpose
 - iv. Your skills or abilities needed to produce the item
- e. If one of your accomplishments is confidential and info cannot be shared for legal reasons, summarize your work and carefully share enough evidence that it really occurred
- f. Examples from your internship such as projects & reflections, case studies, program development & delivery, assessments, progress notes, evaluations, original or creative products

IV. Conclusion – Summary Reflection - Becoming a Professional

- a. Overall Experience - Using a professional style of writing, explain what your role was during the internship. Please provide as much detail as possible in this summary. Pretend that your audience is a future employer who is trying to understand what you did during your internship and has little or no knowledge about your specific job. Include a list of projects conducted, purpose and professional significance of project(s). Be sure to explain what your impact was on these projects-how and why you have been a valuable asset to the organization.
- b. Evaluation Reflection - Use the following questions as a jumping off point to reflect on your internship experience.

- How do you feel you benefited from the experience? What did you learn about yourself, co-workers, and the industry in general?
- Would you recommend this agency to future interns? Why or Why not?
- Discuss problems that you encountered specific or general, related to the overall internship experience.
- Provide a self-analysis of your shortcomings and strengths with recommendations for improvement.
- Would you like to continue with the type of work you have been doing or do you think you would prefer to do something entirely different?
- What are your plans following the internship?
- Do you think the experience of going through the internship process will eventually make it easier for you to find future work in the field?
- What advice can you give future interns regarding any and all stages of the internship process: leadership hours or experiences, resume writing, prospecting, interviewing, and working, securing a job?

Portfolio Scoring (Form 14b)

Portfolio Evaluation

Include this completed evaluation in the portfolio you submit to me on. You may retrieve your graded portfolios from the PRT main office after the end of the semester.

Portfolio Owner: _____

Directions to owner: Please take time prior to class to answer the following questions.

1. What have you learned about yourself by putting together your portfolio?
2. What artifacts are you particularly proud of and why?
3. If you could publish one thing in your portfolio, what would it be and why?
4. What areas of your professional development need further improvement? What are you doing about it?
5. How do you feel about your portfolio?

Peer Signature: _____

Part II - Portfolio Scoring

Place a point value in each box based on your evaluation of the content and quality of each element.

	Content	Quality	
	Components of the portfolio should be verified; required items should be present.	<u>Organization:</u> follows directions; clear layout <u>Form/Style:</u> visual appeal, writing mechanics; expressiveness <u>Understanding:</u> shows knowledge of components, application of ideas; realistic	
Elements	0=missing 1=included, but incomplete 2=fully developed	0=NA, missing 1=acceptable 2=good 3=outstanding	Total
1. Cover page			
2. Introductory page			
3. Table of Contents			
4. Cover letter			
5. Resume			
6. Fact sheet of volunteering, interests, hobbies			
7. Certifications, professional memberships, awards			
8-11. Knowledge and understanding artifacts (4) plus reflective captions	a. b. c. d.		
12. Rationale for internship placement			
13. Internship goals (4)			
14-17. Application artifacts (4) plus reflective captions	a. b. c. d.		
18-19. Summary reflection	a. b.		
20. Appearance (binder, dividers, page protectors, original work)			

TOTAL PTS. = _____
 (100 pts. poss.) your score

Comments:

