

College Interns: School and Agency Partnership

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The purpose of this article (and of the workshop on this subject at the 1984 National Conference on Volunteerism) is to encourage agencies and educational systems to work cooperatively to develop and conduct internships which provide growth experiences for both professional personnel and students. It also explains the importance of a systematic and deliberate approach to internship pre-planning, supervision and evaluation. The following material was developed as an outgrowth of the collaborative work of the authors in internship supervision. This reflects two perspectives: that of an agency supervisor and an academic orientation.

WHY UTILIZE STUDENT INTERNS?

Our experience has shown that a great deal of staff time, commitment, and energy goes into working with interns. For this reason, it is vital that agencies see both tangible and non-tangible benefits for their programs. Here are a few:

- Supervision and training experience for the internship supervisor and other staff.
- Fresh energy and ideas from enthusiastic interns.
- Challenges for paid and non-paid personnel when they are

asked to examine new perspectives on current systems of operation, e.g., "why do you do it this way?"

- Extension of the services the program can provide to clients because of the work that can be accomplished by interns.
- A working relationship with the educational system through which interns are recruited. This may also be helpful in obtaining other types of volunteers such as faculty members serving as resources for a volunteer training session.
- Both educators and volunteer coordinators believe that experiential learning opportunities are vital to the development of skills. Through participating in internships, they are acting on this belief.
- Professionals in the field of volunteer services, through internships, instill a strong belief in citizen participation in future practitioners of human services and other fields.
- Special projects put on the back burner can now be

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handled by these short-term personnel. Specific skills possessed by interns such as graphics talents, computer knowledge, artistic abilities, group facilitation experience, or interviewing skills can be extremely helpful in project development.

PRE-PLANNING THAT WORKS

There are several factors that an agency needs to consider prior to establishing an internship. These pre-planning steps will make a real difference in the success of the internship placement:

- Explore how similar agencies have utilized interns.
- Determine the level of administrative support.
- Make a list of all the possible educational institutions that you could approach for interns. Obtain handbooks/bulletins from each institution. This will provide you with information on specific degrees offered in the institution and the best person to contact regarding internships. Remain open-minded as to what degree areas may be helpful in your organization. Some institutions are more structured and organized in how they provide internship opportunities for students; others are in an exploratory stage.
- Are students and/or faculty in that educational institution aware that your agency exists? If so, what do you feel are their perceptions? Are they clear and positive? If not, one of your first goals may be to educate them about your program by speaking to specific classes, adding them to your newsletter mailing list, putting up posters, or publishing an article on your program in the campus newspaper. This can be a fun and valuable learning experience for a current intern or another key volunteer.
- Gain staff and/or volunteer input into how you might utilize interns. Develop a rough draft or a job description but do not carve it in stone. Remain flexible. Once your agency contacts the educational institution, you may want to negotiate or add new responsibilities. Be patient but be clear as to the needs of your program.
- Think through how interns would be trained, supervised, and by whom. Also, what are the credentials of the supervisor(s) and the school's expectations regarding credentials?
- Make a list of what you have to offer students. What are the concrete benefits of doing an internship with your agency? Some examples are:
 - insurance coverage for interns who use agency vehicles.
 - reimbursement for mileage or bus fare expenses if interns provide their own transportation on agency time.
 - paying for interns to attend training sessions that relate to their internship responsibilities or to their majors.
 - supplying parking permits.
 - offering a stipend, even a small amount.
 - flexibility in scheduling, especially if they are employed in outside jobs or taking classes.
 - free meals, free health screening, discounts, etc.
 - a letter of reference and recorded information on their internship responsibilities, training they received, accomplishments, etc.

DEVELOPING A JOB DESCRIPTION

Brainstorming (freely throwing out ideas without censoring them for practicality or logic) can help produce the beginnings of an internship job description. This brainstorming process, which is sometimes done verbally on newsprint or a blackboard, can be used effectively to write down ideas so that they are visible to all participants. Ideas arising out of such a process might include:

- developing a computer program
- conducting evaluation projects, surveys or needs assessments
- recruiting on campus
- providing a staff inservice
- developing new public relations materials
- writing newspaper articles, book reviews, etc.
- starting a group or planning for one to be self sustaining
- writing a grant for a donut making machine
- organizing a parade entry as a promotion for the agency
- interviewing volunteers outside of the agency

Brainstorming allows us to stretch the limits we sometimes place on ourselves and our agencies and to use imagination and creativity to explore new possibilities.

Brainstorming leads to a negotiating process, prioritizing mutual needs and deciding what should be contained in an internship job description. Because each intern is an individual with different learning and skill needs it is suggested that both specific and general components be included in the job description. This also accommodates changing agency circumstances such as personnel changes, moves to a new location, and regular cyclical change accompanying the calendar year, e.g., an agency involved in lobbying may have more needs and opportunities in this area during the legislative session.

The following internship job descriptions provide both general and specific internship tasks:

Nursing Home--Intern works with preadmission, admission and adjustment of new residents. Work is with individual residents, with groups (e.g., stroke patients group) and families (include family council meetings). The intern would also work with community systems and would be exposed to discharge planning, respite care and day care.

Human Service Planning-- Community organization focus. The intern is involved in program development, co-ordination of services, needs assessment, planning, committee work, volunteer recruitment and fundraising. Intern chooses an area of interest (e.g., family violence, parenting, food & nutrition or displaced homemakers) and becomes more involved in this segment of the program. Intern must have a car. Stipend may be available but is not guaranteed.

Once the job description is developed we suggest that the agency send a written description of the internship, as well as a copy of the agency supervisor's resume and any descriptive pamphlets available about the agency to the educational program. This information becomes accessible to both faculty and prospective interns. At St. Cloud State University in Minnesota, this file also includes an Internship Agreement form between the Social Work Program and the agency in which the responsibilities and rights of each are delineated. This form is signed by an agency representative and a faculty member before being placed in the file and the file is annually updated to check for changes in job description and supervisors. Supervisors and agencies are also encouraged to contact the program with changes in needs and opportunities.

THE SCHOOL'S PERSPECTIVE: ASSESSING AN AGENCY'S NEED FOR INTERNS

An agency might initiate a request for interns by contacting a particular program, department or person at a university, college or vocational school--or the academic program may contact the agency to discuss the possibility of utilizing interns in that agency. At this point there is a need for the agency and school personnel to sit down together and assess their mutual needs and obligations.

The Social Work program at St. Cloud State University (SCSU) approaches an agency or responds to an agency request for interns by making an appointment for the Internship Director to meet with the person(s) who would be supervising interns in the agency or the person who is most interested in introducing interns into that setting. These meetings are usually held at the agency so that the Internship Director can get a clearer idea of the work environment and structure.

This initial meeting is one in which a beginning relationship between school and agency is established and information exchanged. Mutual needs are described, as specifically as possible, and any limits on either side are mentioned. An effort is made by the faculty representative to become familiar with agency purpose and procedures prior to the meeting. Information on the SCSU Social Work internship program is also sent to the supervisor prior to the meeting. During the meeting an attempt is made to be very clear as to what the academic program expects from the agency in terms of supervision, evaluation, and participation in on-campus meetings. Questions are asked to assess the agency's needs and to learn the wishes of the agency supervisor. If it is felt that this particular placement does not meet the needs of the Social Work program or that the agency needs cannot be met by students, the

agency is referred to other university programs and contact people that may provide a better match.

INTERVIEWING AND SELECTION

Interviewing and screening prospective interns is vital for the agency. For most coordinators of volunteers, interviewing is an integral part of their position. Screening and interviewing interns is similar to the process used for other volunteer or paid staff positions but there are specific questions that may be helpful such as:

- Name three skills you want to possess by the end of this internship.
- What do you know about this agency? (This helps determine whether the students have taken time to explore your agency prior to contacting you. Have they seriously thought about why they are approaching your agency?)
- Name two experiences that have provided a real challenge for you. It may be a class, work you have done, a volunteer experience, etc....
- I would like to hear about your future goals. What do you hope to do after graduation?
- What thoughts come to your mind when you hear the word "volunteer"?
- Are you applying for an internship in any other agency? If yes, where? (This gives you an idea about their range of interests. Are they focused on a particular field?) Also, find out the deadline for making a choice.
- Do you anticipate any need for time off or flexible scheduling during the internship?
- Find out if they know the facts. What is the minimum number of hours required for the internship? What number of credits will they receive? What are the beginning and ending dates for the internship? What are

the educational institution's requirements of you and the agency during the internship, such as writing a journal, a final paper, number of supervisory meetings, developing a contract, etc...?

- It is a good idea to introduce the prospective intern to other staff and take them on a brief tour while they are at the agency. Observe how they respond in new situations and what questions they ask.

This fantasy exercise will help sensitize you to the feelings of a prospective intern:

Get in a relaxed position. Close your eyes. Take two deep breaths. Visualize your own agency but imagine that you do not work here. You are new. You are the intern coming in for your initial interview. Can you find the building? What are your first impressions? What do you experience as you walk in the front door? Are you greeted? If so, by whom? Were you expected? What did the greeting feel like? You are asked to wait. What kinds of questions are you expecting to be asked? How do you occupy your time while you are waiting? Perspiring? Heart beating at a quicker pace? You look up and see someone approaching you. You know it is your internship supervisor, if you get through the interview. How are you greeted? First impression? ...

This exercise could continue but this gives you an idea of the feelings a prospective intern may be experiencing. An interesting twist to add to this scenario is to picture yourself as the internship supervisor who is walking out to greet the intern for an interview. Imagine how you come across. What first impressions do you leave?

In the interview, the interviewer is selling him or herself and the agency. Remember, there are probably several other sites that the in-

tern could choose. Also, remember you, the agency's representative, have a choice. If you feel that the intern would not work out in your setting or gain the type of experience he or she is seeking, explain that he or she is not accepted and why. You also have the right to request a resume, references, or ask the student to fill out an application form. Both the prospective intern and the internship supervisor have some initial fears. The interview process helps you become acquainted and gives both parties an opportunity to screen each other.

THE SCHOOL'S PERSPECTIVE: STUDENT LEARNING CONTRACTS

An internship should be a well organized, goal oriented experience in which the student intern's needs are balanced with that of the agency. Once the agency's opportunities and needs are developed and recorded, a similar process should be completed with the student.

At SCSU, a course entitled Pre-Internship Seminar is offered each quarter. Students who will be interning during the following quarter enroll in this one-credit course which uses a combination of information sharing, group process and individual practice to guide the students toward selecting and being accepted at an agency that will meet their needs.

Students begin by completing an "Internship Exploration Form" on which they briefly record basic information such as name, address, phone, major, minors, quarter of internship, quarter of graduation, career goals, and work or volunteer experiences. They also state the geographic area in which they wish to intern, whether or not they will be working during their internship and list any limitations that they may have (e.g., lack of a car, physical disability) that may affect their internship. They then are asked to select three practice areas of social work (but not agencies) that appeal to them as internship possibilities. In completing this

form the students are beginning a process of exploring their own needs, desires and limitations and opening themselves to considering new possibilities.

They are then asked to consider, either individually or in groups, their strengths and weaknesses as a beginning level social worker by measuring their skill and knowledge level against a detailed listing of the skills and knowledge expected of a person beginning a career in Social Work. Some students are surprised at the quantity and quality of skills and knowledge they identify, while others are shocked by the areas in which they do not possess skill and/or knowledge. This exercise continues the process whereby the student is identifying for her/himself and for the faculty supervisor what s/he is bringing to the internship and what he or she still has to learn.

It has been our experience that students do not bring knowledge of resume writing and cover letter composition to this class. We have found it necessary to spend time on each of these processes, again focusing on the students as individuals and producing final products that market their strengths and also reflect their needs. In this class we also focus on the internship or job interview process and practice role playing various styles of interviews. This may occur simultaneously with contract writing.

By this point students have learned some new information about themselves, their learning and skill goals, and can begin to identify them on paper, thereby taking the first step toward contract writing.

The contract is approached from three directions. First, students must construct a clear goal which is recorded in positive language and with an action orientation. Second, they identify objectives, or tasks, that will lead to fulfillment of their goals. Third, they build in some measurement to evaluate completion of the goal.

Goals for learning, skill development and task completion should be

believable, achievable, controllable, measurable, desirable and growth facilitating. They should also be related to the needs and strengths of the particular student who is preparing the contract. After many years of standardized education, students have difficulty focusing on the concept of individualized contracts. They also are interested in securing an internship placement first and then developing a contract, whereas it is our bias that some of this contract should be developed before approaching an agency so that the student knows more about his or her own needs before hearing about the needs of the agency.

Examples of goals that might be identified through this process are:

1. I want to develop skill in leading a group.
2. I will learn to conduct a focused interview with a volunteer.
3. I will learn about the aging network in Central Minnesota.
4. I want to learn to conduct an effective home visit.
5. I will improve my grant-writing skills.

After goals are identified, the students are asked to list the steps they need to take to reach these goals. These are designated as objectives. Some of the objectives can only be identified after a specific internship placement has been selected, but thinking through objectives before an interview can help the students frame questions to ask potential supervisors and gather better information on which to base their choice of one agency or another as their ultimate placement.

An example of objectives related to a goal is:

GOAL:

I want to develop skill in leading a group.

OBJECTIVES:

- A. Review my class notes from my Group Work class.

- B. Observe a group meeting.
- C. Participate in staff meetings beginning with the second meeting I attend.
- D. Ask staff to let me run a meeting.
- E. Facilitate a meeting by 3/23/85.
- F. Request feedback from staff on my performance.

This student could accomplish Objectives A and B before selecting a placement, but would have to ask questions about C to F during an interview. If learning to lead a group is a strong need of this student and he or she has thought through this goal and objectives, s/he is more likely to be able to fulfill this goal and less likely to select an agency where a group experience would not be available.

Goals should be measurable, at least in general terms. Evaluation criteria selected by a student might include:

1. Complete my objectives.
2. Obtain feedback from my supervisor.
3. Record observations in my journal.

Each student would construct a series of goals, objectives and evaluation criteria which would be structured into a contract. There is also a section labeled "task goals," which is simply a listing of requirements that each person needs to accomplish, e.g.:

1. Attend 5 internship seminar meetings.
2. Meet with my supervisor weekly.
3. Conduct a half-hour workshop for agency staff on a topic of my choice.
4. Complete midterm and final evaluation forms.

Task goals do not require objectives or evaluation criteria.

We also have all students sign their contracts and have their agency supervisor and faculty supervisor sign them also. Each of these three receives a copy of the contract. The

contracts are used as a guideline for the internship and may be adjusted during the quarter if all three parties involved in the internship process are agreeable.

SUPERVISION: AN ONGOING PROCESS

Once the agency supervisor and the student have mutually agreed on a placement and a contract has been developed by the student and approved by the supervisor, the beginning date of the internship is set and the internship process itself begins. The investment of time and effort that the agency supervisor, faculty supervisor and intern make in structured supervision during the internship is crucial. Supervision is an interactive process to which all parties must contribute for its maximal success.

We suggest that the intern and agency supervisor meet weekly, preferably at a regularly-scheduled time, to update each other, to assess goals and objectives and to discuss growth and growth needs. It is wise to schedule these sessions in advance, otherwise it is easy to be distracted by pressing tasks, phone calls or other work. Holding these sessions as scheduled shows the intern that s/he is valued and seen as part of the professional staff.

In addition, in the SCSU program the faculty supervisor meets with the agency supervisor and the intern three to five times during the internship quarter. (The number of times depends on whether or not the agency supervisor holds a Master's degree in Social Work. This is in compliance with the Council on Social Work Education accreditation requirements.) These meetings usually occur at the agency or other mutually-convenient location. We feel that it is important for the faculty supervisor to have regular exposure to the agency environment in order to understand how the agency philosophy and procedure affect interns and clients. This reduces ivory tower isolation some-

times experienced on campus and makes it easier for the faculty to work co-operatively with agency personnel. The faculty person then becomes the learner rather than the expert and this encourages collegial interaction.

Supervisory sessions are structured meetings focused on the contract, with emphasis on feedback and specific changes. The midterm and final visits between intern, faculty supervisor and agency supervisor are evaluation sessions.

We also require that interns attend five group supervision sessions during their internship. These two hour meetings with a group of six to ten Social Work students are usually held on campus. At these meetings information is exchanged and interns have a chance to hear about the experiences, frustrations and successes of their peers. The session is facilitated by the faculty supervisor who provides linkage and encourages sharing and support among the interns. Although each group is different, a strong group culture generally forms and the interns use this group for ventilating, boasting, seeking assistance and support, and as a frame of reference. All the time spent in supervision, including travel time to meetings, is considered part of the required internship time.

TRAINING THE TRIAD

We believe that internship supervision is an interactive process involving a triad: the intern, the agency supervisor, and the faculty supervisor. Training can benefit the entire triad.

The Agency Supervisor

In the SCSU program one person is specifically designated Internship Director and is responsible for supervisory training as well as internship coordination. This person has the opportunity to review and study literature on supervision and, because she visits many agencies, has the opportunity to observe how supervision is

operationalized at different sites. She also is aware of the supervisory process used in other academic programs and is regularly exposed to the needs and learning styles of college students through her own teaching. Therefore, with respect for the agency supervisor's knowledge and input, the faculty person has much to offer the agency person in terms of training.

At SCSU we invite agency supervisors to campus for group meetings approximately twice per quarter. Some of these meetings are focused on direct interaction with students and others are planned around training. The Internship Director keeps communication open with agency supervisors, updates them about the program, provides them with new data or resources and integrates this into the internship process. Some training sessions involve reviewing and applying articles on supervision from professional journals, others may focus on more popular literature such as applying the concepts of the One Minute Manager (Johnson and Blanchard) to field supervision. Some sessions focus on sharing information gained at recent conferences while others may be used for problem solving, e.g., "how do I help a student intern become more assertive?" The focus of the sessions comes from the issues identified by the group or by the Internship Director.

The Faculty Supervisor

The faculty supervisor should be trained and oriented as to the needs and resources of the agency. This can be done by sharing annual reports, agency publications, newsletters, etc. It may also be helpful to meet with key staff or administration of the agency so that the school representative can become acquainted with the personnel with whom the intern will be associated.

Since every educational system is different and each faculty supervisor brings different experiences to the internship process, the agency supervisor can assist by making the faculty

supervisor comfortable in the field setting and dealing directly about suggestions for improvement in the educational system's process. For example, the agency supervisor can provide information about upcoming conferences on supervision sponsored by the state volunteer office.

The Intern

Prior to the internship, the interns have been oriented to the educational system's requirements for interns. They now need to become aware of agency policies and procedures through such methods as:

- Reading personnel policies, reviewing the organizational flow chart, and becoming familiar with the history of the organization.
- Examining relevant forms and becoming familiar with reporting methods.
- Observing interviews, public speaking engagements by agency personnel and the process of committee meetings.
- Attending staff meetings, volunteer training sessions and board meetings (as appropriate).
- Learning how to complete timesheets and reports for mileage reimbursement.

It needs to be stressed with interns that no question is unimportant or irrelevant and the agency and the faculty supervisors must be accessible to the students so that concerns can be raised.

EVALUATION: PULLING IT ALL TOGETHER

Internships are constantly changing experiences that require careful evaluation. Not only does the intern's performance need to be measured and documented, but also the success of the agency, agency supervisor and faculty supervisor should be assessed. This is a way of tying up an experience and continuously monitoring needs for change or improvement. Evaluation is also seen as a way of recognizing growth, individual pro-

gress and appreciating support and involvement.

Evaluation is a continuous part of an internship when incorporated through such mechanisms as weekly intern-agency supervisor meetings; intern, agency supervisor and faculty supervisor sessions; and intern group meetings. All of these methods keep communication open, continue to focus on contract goals and performance and provide opportunities for dealing with issues of positive or negative concern. Functionally, evaluation is conducted at the midpoint and endpoint of the internship.

In the SCSU process the midpoint evaluation includes a contract review and an examination of the student's helping skills. The evaluation is done on a written form designed by the academic program. It is usually completed by the agency supervisor, but in some instances the agency supervisor and intern both answer the same questions and then compare answers. In other cases, several agency staff members may contribute to the writing of the evaluation. The midterm evaluation is reviewed in a joint meeting of the intern, agency supervisor and faculty supervisor with ample time given to further development of comments, feedback and suggestions.

Evaluation forms may include checklists and/or open ended questions. We are more comfortable with the latter format and suggest such questions as:

Analyze and review the student's progress based on the contract:

1. Evaluate the student's knowledge based on the goals and objectives in the contract.
2. Examine the student's skills, list particular strengths. List the areas on which the student needs to focus during the remainder of the internship.
3. Document the student's ability to complete your agency requirements. Note specific tasks that the student needs to complete.

4. How does the intern handle supervision?
5. Describe the quality of the student's performance, thus far, on his or her goals.

The midterm evaluation allows all parties to be aware of progress to that point and, in effect, is a contract re-negotiation, since it re-evaluates that document and sets the course for the second half of the internship.

A final evaluation is completed during the last week or two of the internship and is then reviewed by all parties in another joint meeting. Questions that could be asked on the written form include:

1. Using the student's contract as a frame of reference, document the completion of the task and learning goals.
2. Qualitatively evaluate the student's overall performance in the agency, paying attention to the growth of the student from the beginning to the end of the internship.
3. Cite areas of strength and areas that the intern can continue to improve on.
4. Include your recommendations for future employment.

When the final evaluation is reviewed it is discussed in detail. In addition, suggestions are made by all parties for changes in the internship description, the academic requirements, the supervision process, etc. It is our experience that this is also a time of celebration and a rite of passage in which the two supervisors offer their encouragement, knowledge and possible employment contacts regarding the intern. There may also be discussion of letters of reference and we suggest that the intern request one from one or both supervisors as this will be more useful for job hunting purposes than an agency or university evaluation form itself.

In addition to being evaluated, the student also evaluates the agency in writing at the midterm and end of an

internship. This focuses on the agency environment, type of supervision and the ability of the agency and the agency supervisor to fulfill the internship contract. These are trouble shooting devices through which the faculty supervisor can identify potential problems and intervene or, conversely, can be alerted to particularly positive situations and plan recognition. Information from these forms is shared in general but the forms themselves are not shared with the agencies. This is to encourage honest reporting. The interns also evaluate their faculty supervisor and his/her involvement in the internship process in writing, so evaluation covers all the parties concerned in the internship process.

"THANKS" THAT COUNT

In addition to recognizing the work of interns as you do other paid and non-paid personnel in your agency, there are certain forms of recognition that may be specifically appreciated and/or utilized by interns for their future. Consider the following:

- Place their name on materials they have developed such as handouts, surveys, research, etc.
- Provide an opportunity to meet or work with the administration or top decision makers within your organization such as Board members, agency VIP's, volunteer leaders, or the Executive Director. This may be as simple as a special luncheon meeting with the President of the Board but it will give the intern a valuable learning experience plus a contact for the future.
- Allow them to use an agency typewriter or word processor to develop their resume. Provide them with suggestions on how to transfer their skills for other positions for which they may apply.
- Write an article about them in your agency newsletter or, bet-

ter yet, have them write an article about themselves.

- Catch them doing things right, and tell them. This method of immediate reward is one of the best forms of recognition.
- Provide them with a title so they know how to refer to themselves and their role when conducting agency business rather than calling themselves "the intern" or "just a volunteer."
- Give a gift that represents the agency. It may be something very small but meaningful, for example: The Volunteer Center in Akron, Ohio, has several recognition items for sale such as a mug that says: "Volunteers ... the Heart of America." A gift such as this can be used in a future work setting.
- Write the Dean or President of the educational institution and compliment the intern and internship program.
- Provide the students with names of contact people known by you that they can reach when job hunting in the future.
- And last, but not least, offer them a paid staff position in your agency.

TERMINATION: ENDING IT ALL

On one level it is very clear that an internship has an ending date, recorded in the contract or occurring on the last day of a quarter or semester. It is our experience that internships usually start slowly with a period of acclimating and adjusting on both sides, but that they then begin to fly by as the intern becomes more integrated into the agency and its projects and tasks. The intern and the agency invest in each other and generally enjoy their time together. The intern becomes increasingly competent and responsible; s/he enjoys this experience and seeks additional challenge. S/he becomes an integral part of the agency staff. Since there is an end in sight, how-

ever, agencies, schools and interns must plan for it from the beginning. This allows the intern realistic guidelines for completing projects or transferring them to other personnel and permits time to deal with the feelings of satisfaction, sadness and loss that many students and/or supervisors experience at the end of the internship. Recognizing and dealing with termination prevents agencies from being left with incomplete work and clients being abandoned abruptly.

We suggest that the ending date of the internship be set early in the experience and that all parties involved be reminded of the time line, particularly after midterm. The ending date should be apparent within the agency or unit, perhaps noted on a visible calendar so that not only the intern and supervisor but also collateral staff know the termination date. We have found that scheduling some sort of celebration, planned around the resources and needs of the agency, is a particularly comfortable way to recognize the completion of a student's internship experience. Everyone should be aware that one very unique period is over and if the student does return to the agency to visit, to volunteer or for employment, this is a new and different experience separate from the internship. This helps to keep roles and responsibilities clear for all parties involved.

CONCLUSION

Each agency is unique. Each intern is unique and so is each educational system. To some extent we learn as we go. The trial and error method is one of the best ever invented as long as we use what we learn to improve the system.

A final tip: Do not be afraid to make changes and to risk. Interns need to learn that change and risk are fundamental to their growth. Agencies need to understand that new directions are vital to their continuance and impact within the community. Educational systems--

whether social work programs or other disciplines--need to be a contributing part of the community and one way to do this is by the expansion and coordination of experiential learning for students that can benefit all of us.

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