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Updated August 2022

## **I**

The following materials serve as a guide for faculty, site supervisor, and student interns. The information and stated expectations are intended to provide direction for a successful internship experience.

Inherent in the professional preparation of information professionals is the opportunity to engage in

Prepara





## **R R**

The University Faculty member serves as the liaison representing the Darden College of Education and Professional Studies and the site personnel. They are part of the team that assists in the successful internship experience, facilitating the planning, implementation, and evaluation of the internship experience. The University Faculty member works closely with the Office of Clinical Experiences and the site personnel to ensure all internships provide an authentic, meaningful, and valuable experience.

University Faculty will conduct mandatory sessions to include content and expectations for MLIS students enrolled in the internship course.

Interns enrolled in



A successful internship experience most frequently occurs when the site supervisor provides professional guidance and acts as a professional advisor. Below include some specific ways this may be achieved:

- Confer with intern in advance to review expectations during the workday, including beginning and ending time expectations
- Introduce intern to information community and explain his/her role in the workplace
- Review policies, regulations, and practices and provide documentation for where more information may be found
- Make intern aware of calendar, schedule, routines, and any changes as appropriate
- Define authority and legal requirements of intern in case of emergency (acts of violence, bomb threat, fire, etc.)
- Explain expectations in terms of goals and objectives and provide regular and objective feedback
- Give constructive feedback before, during and after tasks
- Offer specific suggestions through various models (oral, written, modeling). Provide both positive and constructive feedback
- Limit suggested changes to one or two at any one specific time. Monitor intern growth in the suggested areas
- Set time for weekly conferences. Maintain a frank, helpful professional attitude when discussing strengths and areas in need of improvement
- Treat the intern as a co-worker rather than a subordinate
- Set a good example through professional behaviors - use and stress proper language, actions, and dress
- Assist in the professional development of the intern - suggest professional readings, promote professional activities, etc.

The primary role of an intern is to successfully meet all expectations of the internship assignment as outlined in Part Two: Internship Assignments. This is an important step in transitioning from the role of student to information professional.

Interns completing \_\_\_\_\_ will meet with both their site supervisor and university faculty prior to the start of the internship. The purpose of these meetings is to establish the guiding objectives for the internship placement.

Interns completing \_\_\_\_\_ are required to attend the mandatory orientation session prior to placement in a school setting. Interns may elect to attend the on-campus orientation scheduled through the Office of Clinical Experiences or they may attend the online session offered by MLIS faculty. A school library intern is responsible for knowing and adhering to the specific responsibilities of a student teaching intern as documented in the ***Responsibilities of a Teacher Candidate*** section of the OCE Student Teacher handbook (pp 13-17).

All interns are expected to conduct themselves in a professional manner during the internship experience. Professional behavior includes and extends beyond the internship.

Interns must follow site specific policies and procedures as they apply to regularly employed professional staff. Interns should become familiar with site policies, review any provided handbooks or documentation, and know emergency procedures. Interns should advocate for themselves and ask to see these policies.

Punctual, consistent attendance is one disposition of an information professional. Site supervisors have the expectation that interns will arrive when expected and remain on-site for their negotiated schedule. Interns are expected to be present and ready to engage in the daily tasks at the agreed upon time.

Absence from the internship site is only acceptable in the case of extreme emergency. In case of illness or an unforeseen circumstance that would prevent attendance, the intern should contact their site supervisor (and in the event of an extended absence, their university faculty) no later than 8:00 a.m. the day of the absence. Excessive absence will result in an extension of the internship or dismissal.

Infrequently, a change of placement or withdrawal may be necessary. The University Faculty Member or Site Supervisor may request removal of an intern from a field setting after discussion with the Graduate Program Director. Withdrawal procedures from an internship site requires significant discussion. The Graduate Program Director will communicate with the appropriate site personnel. Decisions concerning subsequent placements for internship situations are made by the Graduate Program Director, the University Faculty Member, and a Site Supervisor. Interns should confer with their University Faculty Member or the Graduate Program Director about an individual situation.



Part Two and Part Three of this handbook are developed specifically for students completing Internships in Libraries :

While similar, the requirements and assignments for students completing *Internship in School Libraries* are outlined and described in detail in the *Teacher Internship Candidate Handbook* maintained by the Office of Clinical Experiences.

## **R                      A                      LIBS**

The course is graded on a pass/fail basis. Completion and submission of all assignments is required to obtain a passing grade in the course. The following deliverables are required:

- A complete time log demonstrating a minimum of 160 hours completed in an approved placement during the semester
- Submission of all required reflection journals
- Site supervisor evaluation with satisfactory assessment
- Final impact project

Additionally, interns are required to attend scheduled synchronous virtual meetings held by the University Faculty Member throughout the semester.

A time log that reflects 160 hours over the span of the semester must be completed by the intern and signed by the Site Supervisor. These scheduled hours will be agreed upon by the intern and Site Supervisor and may be completed in the manner that best suits both schedules.

Interns will be expected to reflect on their experiences and work toward meeting established objectives in a weekly reflection journal, with at least 8 journal entries.

Near the end of the semester, the Site Supervisor must complete an intern evaluation, which will be provided by, and then submitted to, the University Faculty Member electronically. An overall positive evaluation is required for the intern to receive.

1. Assessment of Problem
2. Identification of the approach with Baseline data
3. Proposed Implementation & Approach
4. Outcomes with Data Collection4.

**PAR HREE**

**APPENDI**

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**Application LIBS 668: INTERNSHIP IN LIBRARIES**

Submit this form to [mlisinternships@odu.edu](mailto:mlisinternships@odu.edu)

**Due:** February 1 for Summer Semester  
April 1 for Fall Semester  
August 1 for Spring Semester

**Student Name:**

**UIN:**

**ODU Email:**

**Semester & Year of Internship:**

**List the site, address, and a name and email address of the contact person where you are interested in placement (and an alternate) Check if you have already initiated contact.**

- 1.
- 2.

**Prerequisites and Other Required Actions:** Prior to the internship, completion of the following prerequisite core courses is required. Indicate the semester you completed the prerequisites and other required actions below.

**Course #**

**Site Agreement for LIBS 668 Internship in Libraries**

Old Dominion University, Master of Library and Information Studies

**THIS FORM IS TO BE COMPLETED and SIGNED (by both Student AND Site Supervisor) THEN SUBMITTED to [mlisinternships@odu.edu](mailto:mlisinternships@odu.edu) prior to placement**

This form should be completed collaboratively between the Student and Site Supervisor

<b>Student Name:</b>	<b>UIN:</b>	<b>ODU Email:</b>
<b>Instructor/University Faculty:</b>	<b>Instructor Contact information:</b>	

**Site Information:**

<b>Site name:</b>
<b>Site address:</b>

**Site Supervisor Information:**

<b>Supervisor name:</b>	<b>Title:</b>
<b>Phone:</b>	<b>Email:</b>
<b>Highest academic degree related to your position:</b>	
<b>Total years of experience working in an information setting:</b>	
<b>Types of information workplace:</b>	
<b>Intern or volunteer supervisory experience?</b>	



### **Site Supervisor Responsibilities:**

Site supervisor, please **check** items to indicate you have read and agree to the responsibilities:

- Review the current MLIS Internship Handbook, available on the ODU MLIS website and review the Internship Orientation materials for site supervisors sent at the beginning of each semester you are working with an ODU MLIS intern.
- Ensure student receive an orientation to the facility and has access to site policies and procedures.
- Review emergency and crisis procedures with the intern during the first week on site.
- Assist the intern with the planning of internship experience to include meeting the minimum hours and types of experiences delineated in the MLIS Internship Handbook.
- Assist the intern in establishing realistic and measurable objectives to meet during the internship semester.
- Sign the intern's hour log on a regular basis.
- Communicate with the intern's university faculty, as needed, during the semester to discuss the intern's progress.
- Contact the university faculty immediately if professional behavioral concerns arise. Document concerns and share documentation with university faculty.
- Complete the university's final evaluation form concerning the intern's performance.

### **Student Responsibilities:**

Student, please **check** items to indicate you have read and agree to the responsibilities.

- Provide site supervisor with information on ODU's program requirements, including the Internship Handbook, the MLIS program website, required evaluation forms, university faculty and Placement Coordinator contact information, and supervisor training opportunities.
- Meet regularly with site supervisor to review progress.
- Attend mandatory meetings and seminars with university faculty. Unexcused absences from university faculty sessions (individual or group) will result in failure of the course.
- Facilitate communication among site supervisor and university faculty.
- Document direct and indirect internship hours on a regular basis.
- Learn and adhere to the policies and procedures of the site.
- Represent self and the university in a professional manner.
- Follow the American Library Association's Ethical Guidelines.
- Complete all required internship paperwork and assignments by the deadlines.
- Consult immediately with site supervisor or university faculty member if experiencing a problem during your placement that should be addressed.

### **Course Requirements:**

- Interns are required to establish objectives appropriate to the needs of the intern, site and site supervisor prior to beginning the placement. Objectives must be approved by the university faculty member. Completion of a final evaluation by the site supervisor, documenting progress toward meeting objectives, is required for successful completion of the LIBS 668 course.
- Interns must submit a signed time log documenting a minimum of 160 hours.
- Students must complete and submit all additional course assignments in Livetext to earn a passing grade in the LIBS 668 course. Assignments include submitted reflective journal entries and a successful impact project as outlined in the Internship Handbook.

**Length of agreement** (start and end dates should correspond to University semester dates)

<b>Start date:</b>	<b>End date</b>
<b>Anticipated schedule:</b>	

**Student Site Responsibilities and Goals** (mutually agreed upon by site supervisor and student)

Description of job duties and responsibilities for the intern:

**Identify three objectives that will be accomplished over the course of the internship:**

- 1.
- 2.
- 3.

**Signatures**

This document serves as a contract between the site and the intern. Signatures indicate agreement on the above requirements and responsibilities.

Site Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Student Intern \_\_\_\_\_ Date \_\_\_\_\_

## **668: Internship Time Log Template**

**This form can also be found in editable PD**

## **LIBS 668 Reflective Journal**

**This document can also be accessed in editable PDF format in the student Canvas portal**

Submit on Sunday night by 11:59 p.m.

### **Site Supervisor Evaluation: LIBS 668**

(This evaluation will be emailed to the site supervisor by the university faculty member during the internship course.)

Please use the following form to evaluate your intern's performance over the course of the previous semester. Your comments will be helpful for the ODU MLIS faculty in providing valuable feedback to the intern, as well as -he

**Initiative and Enthusiasm:** Intern displays self-motivation and a general positive attitude toward assigned tasks; demonstrates enthusiasm for working at the site. 1 2 3 4 5

Comments:

**Collegiality:** The intern collaborates with other professionals in the information setting; demonstrates the ability to work with others as well as support a diverse set of users; manages and resolves conflict in an effective manner/ according to policy. 1 2 3 4 5

Comments:

**Communication:** Intern demonstrates the ability to effectively communicate - both orally and in writing. 1 2 3 4 5

Comments:

**Professionalism:** Intern demonstrates ability to set appropriate goals and priorities; seeks opportunities to understand the mission of the organization and their role and relationship within it. 1 2 3 4 5

Comments:

**Respect for Diversity:** Intern demonstrates ability to work effectively with people from diverse backgrounds and cultures. 1 2 3 4 5

Comments:

In an effort to ensure that our program meets the established learning objectives for the internship, we also ask that you complete the intern's competencies in these areas.

Please rate the Intern's Capabilities using the following scale:

- 1 (Strongly Disagree),
- 2 (Disagree),
- 3 (Neither disagree nor agree),
- 4 (Agree),
- 5 (Strongly Agree), or N/A (Not Applicable)

ODU MLIS Learning Objectives	Rating (please check the box that applies)					
	1	2	3	4	5	n/a
Create innovative responses to the needs and interests of diverse and global communities.						
Demonstrate leadership attributes for a variety of information environments.						
Students will be able to interpret and apply basic and applied research to improve their professional practice.						
Students will be able to access, synthesize and evaluate information to assist information seekers.						
Integrate evolving technologies and theories that underpin their design, application, and use.						
Analyze current and historical trends to forecast future directions of the library and information field.						
Create a plan for continuous professional development and lifelong learning.						

Describe areas of noted strength for this intern:

Describe any suggested areas for improvement or further development:

Would you recommend this intern for employment? If yes, for what type of position? If no, why not?

**Thank you for participating as an internship site supervisor!**

Signature \_\_\_\_\_

Date \_\_\_\_\_

Printed Name \_\_\_\_\_

Title \_\_\_\_\_

**The Impact Project Assignment Overview and Rubric**

Interns will be responsible for meeting the varied needs of an information workplace. For interns to determine their impact within an environment, they must have knowledge led to



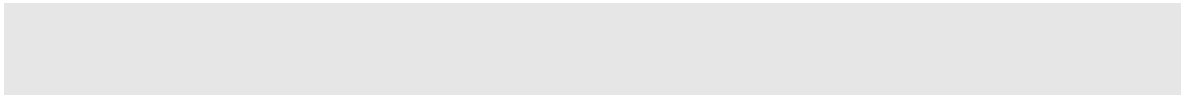
in content, as well as reflection on experiences. The purpose of this product is to demonstrate evidence of professional competence in university, state, and national accreditation standards.

The university faculty member working with the intern will evaluate the project to determine whether an intern has successfully met the learning targets of this activity. The Impact Project is submitted through LiveText.

The Impact Project consists of Five sections: Baseline Assessment, Planning, Project Implementation, Assessment Analysis, and Professional Learning & Reflection. A full project description is available in the LIBS 668 Course. The site supervisor and intern should discuss potential impact projects that align with site needs and intern objectives and goals.

### **LIBS 668: Internship Impact Project Rubric**

Project KY



**Narrative Analysis of Baseline Data**

Intern writes a narrative analysis of baseline data that helps them make decisions about planning.

Intern narrative analysis of baseline data describes trends and patterns represented in data. Accurate conclusions concerning intern's prior knowledge are drawn. Interpretations delineate decisions that will influence the project.

Intern narrative analysis of baseline data describes trends and patterns identified in the data. Conclusions concerning intern's prior knowledge are drawn, but the analysis is superficial. Decisions that will influence the project are discussed.

Intern narrative analysis of baseline data does not describe trends and patterns in data. The analysis is incomplete or offers a limited interpretation of the findings. M M Minding



**Site Stakeholder Diversity**

Intern develops a plan informed by baseline data and knowledge of diversity within site stakeholders (whether patron / client / information seeker / staff) to meet all users' needs.

Intern demonstrates an understanding of diversity within site stakeholders, (whether patrons, clients, information seekers, or staff) including backgrounds, cultures, skills, language use, interests, and special needs from a variety of sources. Intern uses this knowledge and the baselines analysis to design a project that is creative, effective, and maximizes benefits for all stakeholders.

Intern demonstrates an understanding of diversity within site stakeholders and uses this knowledge and the baseline analysis to benefit all stakeholders.

Intern demonstrates an understanding of the diverse backgrounds, cultures, skills, languages, interests, or diverse needs of stakeholders but does not use this knowledge or the baseline analysis to benefit all stakeholders.

Intern demonstrates little or no knowledge of diversity or consideration of these differences to benefit stakeholders.

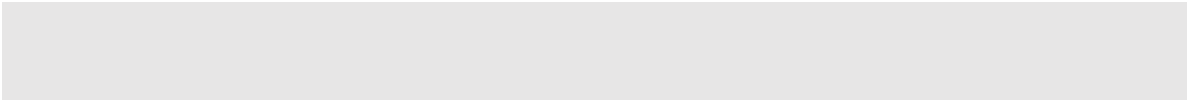
Project Implementation

**Project Environment**

Intern develops a project that is appropriate and has



**Analysis of Data**  
Intern writes a



Dear \_\_\_\_\_

Thank you for your interest in hosting an ODU internship.

We will be placing interns each semester: Summer, Fall, and Spring beginning Summer 2020. Students will be encouraged to select an internship site based on their interests and professional goals.

Interns are expected to complete 160 hours of practical experience during the semester enrolled in the internship course. They will work with professional staff at the site to set goals and objectives for their internship, document their time through a time log, reflect on their experiences through a personal learning journal, and create and implement an impact project.

We are happy to add your contact information and information site to our database of potential internship sites. If you would like to be added to our database, please send an email to the following email address including your name, position/title, information site/organization, and contact information. Student internship applications are due on the following dates:

Summer	Due February 1
Fall	Due April 1
Spring	Due August 1

Our Internship Coordinator will be in contact shortly after the above stated dates should a potential intern request a placement matching your geogæ