Creating and Managing Meaningful Public Service Internship Experiences:
A Guide for Community Partners

Center for Public Service
TULANE UNIVERSITY
Dear Community Partner,

On behalf of Tulane University’s Center for Public Service (CPS), we would like to thank you for your participation and support of the Public Service Internship Program by hosting an intern.

The Public Service Internship Program builds on Tulane students' public service experience by providing an opportunity to participate in an intensive service project with a community-focused agency. Our underlying mission is that both our program benefit both students and community partners.

With this goal in mind, we would like to offer some suggestions for creating and managing meaningful public service internships. The recommendations in this guide are designed to ensure the best possible outcomes for the internship experience. Your supervision will play an integral role in the professional development of your interns. By providing strong mentoring and well-directed projects, they will deliver high-quality work to your organization in return.

Your interns will be in contact with you throughout the internship regarding forms that will require your assistance to complete in order to be approved and receive credit for the internship. These materials are time sensitive and your help in completing them is greatly appreciated. Included in this packet are descriptions and samples of these forms.

Should you have any questions or concerns, please contact us. We will be happy to assist you.

Sincerely,

**The Public Service Internship Team**

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I. The Public Service Internship Program

The Tulane Center for Public Service Internship Program embraces all of the aspects of a traditional student internship. Students who participate expect to receive worthwhile academic and career-related experiences at their service sites, and supervisors help guide their learning objectives. The Public Service Internship Program also offers unique benefits to both students and partner agencies that enhance the internship experience and make it even more beneficial.

A. What Is an Internship?

Depending upon your agency’s needs and resources, student internships can take on many different forms. However, here are some common characteristics that all internships should encompass:

- Internships provide meaningful, career-related work and extend the student’s academic learning and professional training beyond the classroom.
- Internships are carefully monitored by site supervisors and encourage active student communication and reflection.
- Internships involve training and “intentional learning” and help the student identify academic and career pathways he or she would like to know more about.

Agencies that have the time and staff necessary to supervise interns and can offer them worthwhile projects will ultimately prove to be the best hosts. Those agencies will then reap the benefits of having interns who will make a valuable contribution to their work sites and will produce high quality work.

B. What Is the Difference between an Intern and an Employee?

Agencies often make the mistake of equating a student intern to an entry-level employee. There are important differences between an internship and an entry-level job, and recognizing those differences will help ensure a successful internship experience for the student and your agency. For example, entry-level employees often receive extensive training upfront and are then expected to complete work tasks with little or no supervision. On the other hand, interns require continuous mentoring and coaching in order to ensure that the learning process is ongoing. Some agencies also make the mistake of using interns only for clerical and/or non-career-related activities. We urge agencies to resist this temptation. Interns become frustrated and unhappy when they think their experiences are not worth their while, and the relationship between them and their agencies typically sours.
C. Benefits for Students

Through the Public Service Internship Program, students are afforded the opportunity to bridge academic learning with service in the community. Our internships foster professional development, promote the practical application of knowledge acquired in the classroom, and encourage civic engagement. Additionally, students who successfully complete a public service internship will fulfill Tulane’s Public Service Graduation Requirement and earn up to three (3) credit hours of academic credit in their major or minor field of study.

D. Benefits for Partner Agencies

The Public Service Internship Program offers agencies all of the traditional advantages of hosting student interns:

- Adding short-term personnel to assist with programs and projects;
- Benefiting from students who have special skills and/or knowledge that complement those of your agency staff;
- Bringing aboard excited and enthusiastic workers who are eager to complete assignments;
- Increasing your agency’s visibility on campus and in the broader community;
- Finding satisfaction in helping students progress in their career paths

Additional benefits special to the Public Service Internship Program include:

- Agencies have to do minimal recruiting. By being in contact with an Internship Coordinator, making use of our online database of opportunities, and semesterly Internship Fair, agencies that are tapped for time and resources only have to communicate with one person, the Internship Coordinator, while still reaching a high number of qualified applicants;
- Only qualified sophomores, juniors, and seniors who are capable of handling rigorous internships will be referred to agencies for potential placements. Agencies ultimately maintain autonomy over the selection and interview process and have the freedom to choose which students will receive an internship offer;
- Students are required to complete at least 60 – 70 hours at their internship sites over the course of the semester. Students are also not allowed to complete all of their hours in a rush at the beginning or end of the semester, meaning your agency will consistently be able to rely on the help of your interns per the schedule you set.
II. Designing a Public Service Internship

A. Creating a Public Service Activity

Before your agency can host a public service intern, you must create a Public Service Activity (PSA) and submit it to our database of opportunities in the CPS Information System (CPSIS) at https://cpsis.tulane.edu/. For more information on how to submit your PSA, please refer to the end of this document.

When designing your internship position(s), it is important to keep in mind that the mission of CPS is to specifically engage Tulane students in public service. Your internship(s) should thus have a public service component. Each of our community partner organizations goes through a vetting process that determines whether or not their work falls within our public service criteria. The majority of our partners are community-based organizations, including schools, nonprofits, hospitals, governmental agencies, and neighborhood associations. In addition, some for-profit businesses are considered if their work provides a service for the public good that makes a significant impact in the community. Another important criterion is that the internship benefit members of the non-Tulane community.

A PSA is the internship job description. It asks agencies to think about the regular duties that will be assigned to an intern, any potential risks associated with the position, and the “Internship Contribution” or end product that interns should leave with the agency as the fruition of their work there. The most appealing PSAs, and thus the ones that attract a higher number of student applicants, have clearly defined duties and highlight the thought the agency put into creating the position. Before drafting your PSA, here are some things you may want to consider:

- **Why are you creating an internship position?** There are many reasons for wanting to host an intern. Make this clear in your PSA. Is your agency looking for extra programming help? Is there a specific skill your current staff needs extra support with, and are you looking to fill gaps in your areas of expertise? Perhaps you are even hoping to transition talented interns into entry-level employees.
- **What are your expectations for the intern?** Is your agency looking to give an intern a specific project to start and complete, or will he or she be a piece of the puzzle that fits into a much larger agency-wide program? If this will be your first intern, consider having him or her lay the groundwork for the success of future interns.
• **How will the student benefit from the internship experience?** You should have clear learning goals and consider who is best equipped to be the student’s mentor. Choosing a mentor requires that he or she has sufficient time to advise and support the intern. All internships should provide an educational and training opportunity for interns.

• **Logistics:** How many hours will the intern work per week; where in the office will the intern work; will s/he receive an agency email address and/or phone number, etc.? 

### B. Students’ Internship Contributions

Along with any regular duties that you assign an intern, we ask that all public service internship positions entail an Internship Contribution as the fruition of the intern’s semester-long work. The Internship Contribution is a tangible deliverable, identified by both the student and their Site Supervisor, which addresses a need and provides a lasting benefit to the organization. As their Internship Contribution, students may contribute to an existing project or a long-term undertaking that is not completed by the time the internship ends. It is important to note that Internship Contributions are not separate or extra projects from regular work assignments at the internship; instead, they are the fruition of the semester’s internship and can take on many different forms. In the past, interns have developed resource directories, teaching manuals, press packages, databases, newspaper articles, after-school programming, and outreach brochures. The Internship Contribution could also be a report on the work that was accomplished during the internship, or a tips/guidelines manual for future interns. The Internship Contribution is meant to provide a learning experience for the intern and something of value to the Community Partner Organization. Students are responsible for presenting the Internship Contribution to their seminar class as a part of their final presentation. Students may refer to the seminar syllabus for more guidelines on the Internship Contribution.

Here are some of the more popular projects that interns have developed in the past:

- Resource directories for the agency or community at large
- Press releases and media packages
- Newsletters or op-eds
- Outreach brochures and displays
- Position or research papers
Multimedia presentations
Teaching manuals and children’s story books

We encourage you to think about the needs of your agency. We often tell partners to think about a “Wish List,” i.e., things you wish your agency could produce or do but currently cannot due to lack of staffing or a gap in skill. Where would an intern be able to address some of these needs, and how could that be turned into an Internship Contribution?

C. Assessing Risks and Liabilities

The Center for Public Service asks you to consider all risks and liabilities associated with working at your agency. Some risks are obvious and are ones your agency undoubtedly confronts every day. Some common sites that have readily apparent risks and liabilities and should highlight them in their PSA include schools, construction sites, hospitals, and other health-related sites.

Other agencies may have a more difficult time with assessing their risks. Whereas a work-related activity may not appear risky to you as a supervisor, it is best to think about activities from the viewpoint of your intern. Internships are learning experiences. By carefully considering the work your intern will do, you have an excellent opportunity to teach your intern how to handle a situation professionally and safely.

When writing your PSA, here are some questions to ask yourself in order to mitigate risks and liabilities:

- Will interns have to submit proofs of eligibility, such as fingerprinting or background checks, and if so, who will cover the cost of these checks? Where should interns go to have such services done?
- What are the confidentiality rules for your agency? Are interns allowed to take photographs?
- What should interns do if they observe inappropriate conduct at your agency? Who should they contact? What are procedures that interns should be aware of in the case of an emergency?

When designing a PSA, you should also be aware of the following restricted / sensitive activities:
Some activities are closely monitored and, in some cases, students are told they may not participate in activities toward public service credit.

a. Human subjects research, including but not limited to surveys involving human subjects research, unless prior approval is obtained from Tulane’s Institutional Review Board;
   i. Students are advised to carry informational cards with researcher contact information which may be handed out to residents who have questions the student might be unprepared to answer

b. Restricted physical activities that include climbing ladders, climbing on rooftops, lifting more than 60 pounds, structural work, and/or live electrical work; safety instructions must be documented and delivered to students, protective gear hard hats and steel-toe shoes are recommended

c. Students may not assign Site’s service recipients into a certain level of programming based on Student-conducted assessments (e.g., placement of students in appropriate English as a Second Language class)

d. Political Campaigning: Voter education programs and activities are acceptable as long as they are without editorial opinion or political skew. Activities must be aimed at educating students with respect to the political process. Students can participate in campaign work, but it must be in a campaign of their choice without the university influencing which campaigns are chosen.

e. Students may not
   i. Photogrpah crime scenes
   ii. Write actual investigative reports
   iii. Perform background checks (unless the CPS Partnership Committee receives more information and approves this activity based on the additional information provided)
   iv. Testify in court (unless a valid subpoena has been issued)

f. Public Service credit is not issued to Tulane students for serving other members of the Tulane community (students, instructors, staff) for their or for Tulane’s benefit. Public Service benefits members of the non-Tulane community.
g. For student work within **private homes or other one-time service sites** (example: Green Light New Orleans), the CPS Partnership Committee reviews partners’ location vetting procedures based on the following questions:
   i. Explain how your agency screens locations before students conduct service there.
   ii. Who is liable and what students should do if they are accused of stealing or something breaks?
   iii. Explain level of supervision. Will an agency staff person/representative be present while students serve in private homes or remote locations? If not, what procedure should students take for reporting problems? Explain how many students should be present when serving in private homes. CPS Partnership Committee advises that students work in pairs or larger groups.

h. Students should be under direct supervision at all times when working with vulnerable populations. Students working in schools should never be the only adult with a class of students. When tutoring, work in an open area or with the classroom door open and have supervision is available on site. If you are working in a summer camp, maintain an intern to youth ratio <5: 1-6; 6-8: 1-8; 9-14:1-10; 15-18: 1-12 as recommended by the American Camp Association and be sure supervision is available on site.

i. Neighborhood-based outreach/Canvassing: Students should be advised to familiarize themselves with Tulane University’s general safety guidelines. Partners are encouraged to notify neighborhood-based police officers, to inform students about the area in which they are working including “safe spots” (i.e. stores, etc.) where they may go if they are feeling uncomfortable, to provide students with informational cards including the sponsoring organization’s contact information and to involve neighborhood residents when engaging students in neighborhood outreach activities. (CPS retains additional guidelines for these activities)

j. **Group Counseling and Counseling Related Guidelines**
   - Those involved are in compliance with licensing laws of their discipline as it relates to student learning and engagement with clients, especially clients in the mental health system.
   - Clients can refuse to participate in public service activities without
penalties.

- Encourage therapists to discuss the student's involvement with the group prior to the student attending group so that clients could air their concerns.
- Students should participate in structured, pre-determined ways for which they are trained ahead of time.
- Undergraduate students' contributions should be limited to observing groups and assisting the staff facilitator in material preparation, or in carrying out a specific group activity that they have been instructed on before a group session (example, helping clients generate a list of their known triggers for relapse).
- Unless the student has specific training in whatever treatment is being offered, undergraduates should not "co-facilitate" a group.

III. Overview of the Public Service Internship Program

A. Program Benefits to Students

- Fulfill the 2nd tier public service graduation requirement
- Build academic and professional credentials
- Earn up to 3 elective credits in your major or minor
- Connect with one of over 500 CPS community partners
- Get a chance to engage in your local community

B. Internship Requirements

- Sophomore, Junior, or Senior status
- 3.0 GPA or above (2.7 GPA with faculty letter of recommendation and waiver)
- Unpaid public service internship placement
- Internship must support academic major/minor
- Complete 60 to 100 hours of service within the semester
- Take the internship seminar (offered online in the summer)
IV. Managing Public Service Interns

With careful thought and a well-designed PSA, you will have already put yourself in the position to successfully manage your public service intern. The most important aspect of managing an intern is to ensure the supervisor has sufficient time to guide the intern and is committed to the intern’s learning process. The Public Service Internship Program provides three tools to aid in the management of interns: a Memorandum of Understanding, timesheets, and supervisor evaluations.

V. Required Forms for Public Service Internships

The following forms must be completed and submitted to the Center for Public Service in order for the student to receive Public Service Credit for an internship. If any form is omitted, the student’s internship will not be awarded credit.

Please read the descriptions and instructions carefully and adhere to all due dates.

A. Memorandum of Understanding (MOU)

Agencies and students are asked to agree to and sign a Memorandum of Understanding (MOU) before the internship experience begins. The MOU makes sure the supervisor and intern are in agreement regarding the job description, learning objectives, strategies to achieve these goals, and Internship Contribution from student interns. Interns are asked to agree to uphold common workplace practices and habits, such as being punctual, wearing appropriate attire, and asking for help when in doubt. Supervisors are asked to agree to complete a full site orientation and discuss any safety risks associated with the internship position. The MOU should be filled out, reviewed, and signed by both the student and the Internship Supervisor. One (1) copy should be submitted to the Internship Coordinator at Center for Public Service before the start of the semester. Copies of this agreement should also be kept by the intern and the supervisor.

B. Internship Information Sheet (IIS)

Each intern MUST turn in the Internship Information Sheet (IIS) to the Internship Team at CPS by a set deadline, usually 2 to 3 weeks before classes begin. Interns are asked to fill out this form with the assistance of their Site Supervisor and to provide as many details
as possible regarding the following:

- student, community partner, and Site Supervisor’s contact information;
- weekly service schedule;
- travel plan;
- detailed job description;
- level of supervision in the community and with clients;
- unique risks, if any, associated with the student’s job and role as an intern, and how risks would be mitigated;
- how the internship benefits the public
- how the internship supports the student’s major or minor.

At the beginning of each semester, the Partnership Committee, which consists of Tulane faculty and staff, carefully reviews all IIS forms and must approve service activities for each intern.

C. Time Sheets

Supervisors and interns should decide together on work schedules and weekly hourly requirements, so long as the minimum program threshold of 60 – 70 hours during the semester is met (100 hours for Communication students). Agencies that keep track of interns’ schedules and time sheets find it easier to plan for projects and are more ready to give interns work to complete.

Time sheets will be requested at the midpoint and end of the internship. The supervising organization may have its own mechanism for recording an intern’s hours served or may use the attached template (see Appendix). Please submit a signed copy of the time sheet upon request by the student.

D. Final Supervisor’s Evaluation

Supervisors are asked to submit an evaluation of the intern’s performance at the end of the semester/internship. These evaluations are factored into the student’s grades and offer opportunities to help him or her grow academically and professionally. Positive feedback and constructive criticism should be shared with the student to aid in his or her learning processes. More importantly for your agency, filling out an evaluation for your intern allows you to reflect upon the goals you originally had in mind when you
first created the internship position and whether your intern is meeting the needs of your organization. You can also take this opportunity to think of ways to expand future interns’ roles at your agency.

The Final Evaluation is worth 30% of the intern’s grade. It is very important that every effort is made for the internship supervisor to critically and honestly evaluate the student’s performance over the course of the internship and to award an appropriate grade.

VI. Additional Information

A. Submitting a Public Service Activity (PSA)

Before you can submit a PSA to the CPS Information System (CPSIS), you must complete the partnership process with us. Please contact the Center’s Campus-Community Partnerships team at ccp@tulane.edu or (504) 862-3352 with any questions related to becoming a new partner or regarding an already established partnership.

Organizations hosting Public Service Interns should submit an internship job description to the Center for Public Service. The job description should include specific duties and all responsibilities required of a student intern. To submit a PSA, please access your partner profile in CPSIS (http://cpsis.tulane.edu). Once your PSA is uploaded and approved, Internship Coordinators will direct interested students to your posting(s) and encourage them to contact you to apply. If you have trouble navigating CPSIS or have questions about your PSA, an Internship Coordinator is happy to assist you.

B. Renewing a previously posted PSA

Some public service internship positions may be for a very specific project or time period, while other positions may need to be continually filled. If you are interested in renewing an internship position for an upcoming semester, please update your PSA at https://cpsis.tulane.edu/ or contact an Internship Coordinator.

C. Other Tulane Resources

If you are interested in listing internship positions for a wider Tulane audience, please contact the offices below:
Hire Tulane [http://tulane.edu/hiretulane/](http://tulane.edu/hiretulane/) or (504)865-5107.

Freeman School of Business Career Management Center [http://www.freeman.tulane.edu/cmc/default.php](http://www.freeman.tulane.edu/cmc/default.php) or (504)865-5417.

School of Public Health and Tropical Medicine Career Services Center [http://tulane.edu/publichealth/students/career_services.cfm](http://tulane.edu/publichealth/students/career_services.cfm) or (504)988-3902.

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*Completed online via link sent by CPS staff in an email
**Completed online by student
Guidelines for Internship Site Orientation

Details related to serving at the site (Before first day of service)

- Mission of the Community Partner (CP)?
- Who does the CP Serve?
- What programs/services does the CP Offer?
- Specific policies and procedures related to the service placement.
- Review any proof of eligibility that is needed (fingerprinting, background check). Who will cover the cost of this? Where should students go to have fingerprinting done?
- Discuss CP internship expectations.
- Provide students a job description detailing the work they will do (outlines scope of work). Explain the types of activities that are “outside” the scope of work.
- Give the students their Site Supervisor’s contact information
- Will the students need to meet with the Site Supervisor prior to beginning their service?
- How closely will the student be supervised? By whom?
- Who do the students call if they cannot make their scheduled service, or will be late?
- Discuss appropriate attire when providing service (based on CP standards)
- Provide specific training for the position.
- What will the student learn? What qualities or skills will the students develop?
- Review confidentially rules for the site. Are pictures, cameras or video allowed?
- Review the risks associated with this placement. (Risks should directly reflect those listed in the Learning Plan).
- Explain what students should do immediately if inappropriate conduct occurs such as workplace discrimination, harassment, etc. occurs. Whom do they contact?
- Talk about service schedule (total number of hours, days and times of the week etc) Also discuss beginning and end of service. Students should not volunteer outside of scheduled hours until requirement is complete.
- Who can the students contact with questions or concerns about their placement (CP contact, and campus contact)?
- Is there a CP training or Orientation to attend? Where? When? How long?
- Where do students check in at the site on their first day?
- How are students’ service hours recorded? (For their course and the CP).
- Give location of site and directions via personal car or public transportation. Where will students park if they drive? What is the cost associated with parking or taking public transit? Emphasize that student is responsible for getting to and from the site.
- Who will be evaluating the students’ service? Is there a formal evaluation the CP will fill out?

Site Specific Information (On or before first day of service)

- Tour of site - location of restroom and break room.
- Where, and with whom, do students check in each time they arrive at the site?
- Where is the logbook kept (to record service hours)?
- Review safety rules (fire, violent intruder, and severe weather), location of emergency exits, and emergency procedures.
- Introduce students to other staff at the agency.
- Emergency Contact Information: ask students’ permission to share with university.
- Review accident procedures at the site and what to do if a student or client is hurt.
# Public Service Internship Program

## Intern Timesheet

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<th>Student Email:</th>
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<th>Internship Site:</th>
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**Total Hours:**

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<th>Student Signature:</th>
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<th>Supervisor Signature:</th>
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Internship Seminar Instructor:

Public Service Internship
Supervisor’s Final Evaluation of Student Performance
Note: This evaluation will be shared with the student intern.

Student's Name:

Site:

Supervisor Name:

Supervisor Phone:

Supervisor Email:

I. Student Ratings:

This evaluation will count as 30% the student’s academic grade. Please rate the student as accurately and as honestly as possible. Respond to each of the ten questions with a rating out of 10 points (decimal points are acceptable, e.g., 9.3). The student’s total score (out of 100) will appear in red at the bottom of the table.

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<tr>
<th>SCALE:</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
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<th>4</th>
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<td>Strong</td>
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<td>Poor</td>
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</table>

1) Student understands the mission, values, structure, and functions of the organization.

2) Student maintains their appearance and workspace in accordance with the organization's culture and expectations.

3) Student is dependable, follows through with commitments and arrives to work on time.

4) Student has a positive rapport with supervisor, fellow staff members, and the public.

5) Student demonstrates effective oral and written communication skills.

6) Student establishes priorities and meets deadlines.

7) Student produces quality work that meets or exceeds the organization's expectations.

8) Student willingly takes on new tasks or assignments with enthusiasm.

9) Student demonstrates a willingness to learn and accepts constructive criticism.

10) Student demonstrated professional growth over the course of the semester.

Total

You may provide any additional comments regarding your ratings here:
II. Please circle the response that best captures how this internship impacted your community organization:

<table>
<thead>
<tr>
<th></th>
<th>Very Favorably</th>
<th>Favorably</th>
<th>Neutral</th>
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<td>Marketing/ Outreach Materials</td>
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<td>In-Kind resources (supplies etc.)</td>
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<tr>
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<td>2</td>
<td>3</td>
<td>NA</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Quality of services provided</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>NA</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Staff workload</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>NA</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Please briefly describe how the intern’s work has benefited your organization? Include any numbers that may be relevant for how this partnership helped to increase capacity, such as the number of materials produced, clients served, or events organized:

III. Outcomes: for each item below, please indicate the response that best captures your partnership experience with the Center for Public Service internship program.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>This internship experience was successful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>This intern contributed to a project that will positively impact the organization beyond the life of the internship.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Knowing what I know now, I would host another Tulane intern.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>This internship had a positive impact on community needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>This internship was mutually beneficial.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>The Center for Public Service makes finding an intern easier.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Connecting with Tulane is easier because the Center for Public Service exists.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>
The Center for Public Service provides valuable support for our organization.

How would you describe a high-quality partnership with a university?

How do you feel that the student benefited from interning with your organization?

Please tell us what you think about the process of finding and hosting a Tulane intern. Would you change anything and, if so, how?

Please add any comments:

IV. Please list the five organizations that are your main community partners in New Orleans (optional):
1. ___________________
2. ___________________
3. ___________________
4. ___________________
5. ___________________

Thank you for your feedback! We highly value your dedicated partnership and continued efforts to providing Tulane students with quality experiences that benefit Greater New Orleans communities and supporting our mission in civic engagement.

The Public Service Internship Team
PUBLIC SERVICE INTERNSHIP MEMORANDUM OF UNDERSTANDING

Student Name: ___________________________  Student ID#: ______________________

Address: _________________________________________________________________

Phone #: ___________________________  Email: ___________________________

Department Awarding Credit: ___________________________  Semester: ____________

Internship Agency/Site Name: _________________________________________________

Address: _________________________________________________________________

Internship Site Supervisor Name: _____________________________________________

Phone #: ___________________________  Email: ___________________________

Start Date: ____________  End Date: __________________________  Hours to be completed: ______

**Internship Job Description**: With your supervisor, please review the duties and responsibilities outlined in the job description created by the internship site. Attach a separate sheet if more space is necessary.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

**Service - Learning Objectives**: What do you hope to learn from this service-learning experience—about the agency, about the challenges and assets of the population with whom you will be working, about yourself, about your community, and how does this connect to your course work and your career goals? Attach a separate sheet if more space is necessary.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

**Strategies to Achieve above Goals**: Please discuss learning strategies and activities with your supervisor and describe them below. Attach a separate sheet if necessary.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

**Internship Contribution**: The Internship Contribution is aimed at benefitting the partner organization with which students are interning by leaving a tangible trace of their work, even if they contribute to a long-term undertaking that is not completed by the time their internship ends. Internship Contributions can take on many different forms. It is up to the Site Supervisor and the intern to discuss and identify a need that can be addressed through the creation of a tangible product. In the past, interns have developed resource directories, teaching manuals, press packages, databases, newspaper articles, after-school programming and outreach...
Internship Supervisor and Tulane Intern acknowledge that they have read and agree to abide by the following restricted / sensitive activities:

Some activities are closely monitored and, in some cases, students are told they may not participate in activities toward public service credit.

a. Human subjects research, including but not limited to surveys involving human subjects research, unless prior approval is obtained from Tulane’s Institutional Review Board;
   i. Students are advised to carry informational cards with researcher contact information which may be handed out to residents who have questions the student might be unprepared to answer
   ii. Students can contact Tulane IRB at http://tulane.edu/avpr/irb/ or irbmain@tulane.edu

b. Restricted physical activities that include climbing ladders, climbing on rooftops, lifting more than 60 pounds, structural work, and/or live electrical work; safety instructions must be documented and delivered to students, protective gear hard hats and steel-toe shoes are recommended

c. Students may not assign Site’s service recipients into a certain level of programming based on Student-conducted assessments (e.g., placement of students in appropriate English as a Second Language class)

d. Political Campaigning: Voter education programs and activities are acceptable as long as they are without editorial opinion or political skew. Activities must be aimed at educating students with respect to the political process. Students can participate in campaign work, but it must be in a campaign of their choice without the university influencing which campaigns are chosen.

e. Students may not
   i. Photograph crime scenes
   ii. Write actual investigative reports
   iii. Perform background checks (unless the CPS Partnership Committee receives more information and approves this activity based on the additional information provided)
   iv. Testify in court (unless a valid subpoena has been issued)

f. Public Service credit is not issued to Tulane students for serving other members of the Tulane community (students, instructors, staff) for their or for Tulane’s benefit. Public Service benefits members of the non-Tulane community.

g. For student work within private homes or other one-time service sites (example: Green Light New Orleans), the CPS Partnership Committee reviews partners’ location vetting procedures based on the following questions
   i. Explain how your agency screens locations before students conduct service there.
   ii. Who is liable and what students should do if they are accused of stealing or something breaks?
   iii. Explain level of supervision. Will an agency staff person/representative be present while students serve in private homes or remote locations? If not, what procedure should students take for reporting problems? Explain how many students should be present when serving in private homes. CPS Partnership Committee advises that students work in pairs or larger groups.

h. Students should be under direct supervision at all times when working with vulnerable populations. Students working in schools should never be the only adult with a class of students. When tutoring, work in an open area or with the classroom door open and have supervision is available on site. If you are working in a summer camp, maintain an intern to youth ratio <5: 1-6; 6-8: 1-8; 9-14:1-10; 15-18: 1-12 as recommended by the American Camp Association and be sure supervision is available on site.

i. Neighborhood-based outreach/Canvassing: Students should be advised to familiarize themselves with Tulane University’s general safety guidelines. Partners are encouraged to notify neighborhood-based police officers, to inform students about the area in which they are working including “safe spots” (i.e. stores, etc.) where they may go if they are feeling uncomfortable, to provide students with informational cards including the sponsoring organization’s contact information and to involve neighborhood residents when engaging students in neighborhood outreach activities. (CPS retains additional guidelines for these activities)

j. Group Counseling and Counseling Related Guidelines
   • Those involved are in compliance with licensing laws of their discipline as it relates to student learning and engagement with clients, especially clients in the mental health system.
• Clients can refuse to participate in public service activities without penalties.
• Encourage therapists to discuss the student's involvement with the group prior to the student attending group so that clients could air their concerns.
• Students should participate in structured, pre-determined ways for which they are trained ahead of time.
• Undergraduate students’ contributions should be limited to observing groups and assisting the staff facilitator in material preparation, or in carrying out a specific group activity that they have been instructed on before a group session (example, helping clients generate a list of their known triggers for relapse).
• Unless the student has specific training in whatever treatment is being offered, undergraduates should not "co-facilitate" a group

**Internship Supervisor:**

Agrees to complete a full orientation with the intern, which should include: a tour of the office; an introduction to fellow workers, colleagues, upper-level management, outside contacts (anyone who you interact with daily); an explanation of the organization’s and/or department goals, functions, services, and procedures.

Agrees to clarify the expectations and role of the intern.

Agrees to discuss, with the intern, safety risks associated with the internship position.

Agrees to discuss the intern’s service-learning objectives and to help identify and describe the processes that will help him/her achieve those goals.

Agrees to discuss and help define what Internship Contribution the intern should complete by the end of the semester, which would be of importance to the organization and reflective of the internship.

Agrees to determine the intern’s work schedule and to be mindful of times where the student may need to focus on exams.

Agrees to guide this intern’s work and to submit a final evaluation of his/her performance upon request.

Agrees to immediately discuss any concerns about the intern’s performance with him/her directly and with the Center For Public Service Internship Coordinator/ Internship Instructor, if necessary.

**Photo Waiver:** Tulane University has my permission to use my photograph, class essays and/or photographs completed by the student intern about the community organization in future publications, web pages and other promotional materials produced, used by and representing Tulane University. I understand the circulation of the materials could be worldwide and that there will be no compensation to me for this use. Please check yes or no.

[ ] YES  [ ] NO

**Internship Supervisor Printed Name:**

______________________________

**Internship Supervisor Signature:** ___________________________ **Date:** _____________________
MEMORANDUM OF UNDERSTANDING

Student Guidelines and Limitations:

Guidelines –

➢ Ask for help when in doubt. Your Site Supervisor understands the issues at your site and you are encouraged to approach him/her with problems or questions as they arise. He/she can assist you in determining the best way to respond to difficult or uncomfortable situations. Feel free to contact the Center for Public Service with questions concerning your placement.

➢ Be punctual and responsible. Although you are volunteering your time, you are participating in the organization as a reliable, trustworthy and contributing member of the team. Both the administrators and the person whom you serve rely on your punctuality and commitment to completing your service hours/project throughout your partnership.

➢ Call if you anticipate lateness or absence. Call the Site Supervisor if you are unable to come in or if you anticipate being late. Be mindful of your commitment, people are counting on you.

➢ Respect the privacy of all clients. If you are privy to confidential information with regard to the persons with whom you are working (i.e. organizational files, diagnostics, personal stories, etc.), it is vital that you treat it as privileged information. You should use pseudonyms in your course assignments if you are referring to clients or the people you work with at the service site. Discuss the parameters of confidentiality with your supervisor during your orientation. A breach of confidentiality is a breach of professional ethics that can lead to immediate termination of the internship and legal action.

➢ Transportation and Scheduling: As interns through the Center for Public Service, students are entitled and encouraged to schedule individual ride requests for transportation to and from their internship sites. All transportation requests should be made through Shuttles and Transportation. Students are encouraged to travel during daylight hours. Any student riding a bicycle to their internship should be familiar with bike safety guidelines and resources available through the TUPD website.

➢ Show respect for the community-based organization. Placement within community programs is an educational opportunity and a privilege. Keep in mind, not only are you serving the community, but the community is serving you by investing valuable resources in your learning and professional development.

➢ Be appropriate. You are in a professional situation and are expected to treat your supervisor and others with courtesy, kindness and respect. Dress neatly and appropriately. Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of Tulane’s Center for Public Service.

➢ Be flexible. The level or intensity of an internship, service or otherwise, is not always predictable. Your flexibility to changing situations can assist the internship in working smoothly and producing positive outcomes for everyone involved.
Limitations –

➢ DO NOT report to your service site under the influence of drugs or alcohol.
➢ DO NOT give or loan a client, money or other personal belongings.
➢ DO NOT make promises or commitments to a client you cannot keep.
➢ DO NOT give a client or agency representative a ride in a personal vehicle.
➢ DO NOT tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
➢ DO NOT tolerate verbal exchange or engage in behavior that might be perceived as offensive and/or inappropriate against an individual on the basis of their race, religion, age, gender, national origin, color, disability, or military or veteran status.
➢ DO NOT engage in any type of business with clients during the term of your service.
➢ DO NOT enter into personal relationships with a client or community partner representative during the term of your service.
➢ DO NOT handle, consume, serve, sell or promote alcoholic beverages during a public service internship. Please see the Tulane University guidelines for further information: https://tulane.edu/studentaffairs/upload/AlcoholOtherDrugs-2.pdf Tulane’s alcohol policy: http://tulane.edu/health/thewell/health-policy/alcohol-policy.cf

* If you feel that your rights have been or may be violated, or that any of the above stated limitations have been violated please contact your Center for Public Service Internship Coordinator immediately.

Intern:
Agrees to act in a responsible manner while representing Tulane University at the internship placement site, and abide by all rules and regulations that govern the site in which he/she has been placed.

Agrees to participate in an orientation given by the internship site.

Agrees to the above stated guidelines and limitations.

Agrees to discuss his/her role as a service-learning intern working with the community partner.

Agrees to discuss and acknowledge the following risks (please elaborate below) involved with this service placement, and enters into this internship placement fully informed and aware.

Risks
1.
2.
3.
Etc...

Agrees to devote ______ hours per week for a total of ______ hours, effective from __________ to __________ in order to fulfill the service objectives described above.
Agrees to complete any forms, evaluations or other paperwork required by either the Center for Public Service or the internship supervisor.

**Photo Waiver:** Tulane University has my permission to use my photograph, likeness, artwork, profile, story and/or photographs taken during my internship in future publications, web pages and other promotional materials produced, used by and representing Tulane University. I understand the circulation of the materials could be worldwide and that there will be no compensation to me for this use. Please check yes or no.

Student Printed Name:__________________________________________________________

Student Signature:_______________________________________________________________

Date:________________________________________

**MEMORANDUM OF UNDERSTANDING**

**Center for Public Service Internship Coordinator/ Internship Seminar Instructor**

I have examined and approved __________________________________________’s Memorandum of Understanding.

**CPS Coordinator/ Seminar Instructor Printed Name:**

**CPS Coordinator/Seminar Instructor**

Signature: __________________________

Date: __________________________
Internship Information Sheet

Applicant Contact Details
Student Name:
Tulane User ID:
Cell Phone Number:

Partner Agency Information
Partner organization:
Contact Name:
Contact E-mail:
Contact Phone:

Weekly Schedule
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Job Description (please include a detailed job description)
How will your internship benefit the public?
How does your major/minor support your internship?
How will you travel to and from your internship site?
Are there any unique risks associated with your job and role as an intern?
As an intern, will you ever work unsupervised in the community or with clients?
Describe the situation in which you may be unsupervised