



The Successful
Internship

FOURTH
EDITION

*Personal, Professional, and
Civic Development in
Experiential Learning*

H. FREDERICK SWEITZER

MARY A. KING

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The Successful Internship

**PERSONAL, PROFESSIONAL, AND
CIVIC DEVELOPMENT IN
EXPERIENTIAL LEARNING**

Praise for The Successful Internship

A must read, full of “best practices,” the book will not only help students apply classroom knowledge in the field, it will help students acquire the non-academic skills necessary for successful performance in the world of work.

John S. Duley, Emeritus, Michigan State University

Where most guides to the internship process stay on the nuts-and-bolts level and treat the placement merely as a path to a good job, Sweitzer and King insist that we pay attention to the multiple forms of learning. They flesh out their very sound practical advice with helpful references about theories on everything from learning styles to citizenship, from adult development to social change. I already own two editions of the book, but will add this new one to my collection: It’s a gem.

David Thornton Moore, New York University

Whether you are a total beginner or even an experienced caring person, this book will enable you to become more effective and make a larger difference in the lives of others.

Allen E. Ivey, Emeritus, University of Massachusetts, Amherst

The authors tackle this critical educational experience from an interdisciplinary perspective. Woven throughout the book are their unique developmental stages, through which they suggest all interns will pass. In addition, the book pushes students to understand how their work relates to living in a democratic and social world, one in which we have responsibility toward ourselves, the clients with whom we work, and the communities in which we live.

Edward Neukrug, Old Dominion University

The authors have combined their sophisticated experience with some of the best theory and practice in the field of experiential education.

Garry Hesser, Augsburg College

Internships today are much more than apprenticeships; they are multidimensional problem solving experiences for students. Sweitzer and King have clearly and thoroughly provided practical resources on multiple dimensions—academic, personal, organizational, social, and civic—as well as on the traditional professional dimension of engaged internship learning. This edition guides the intern to be a 21st century problem solver by focusing on high impact educational practices and being an engaged learner, and provides effective tools for managing the internship’s ups and downs.

Dwight E. Giles, Jr., University of Massachusetts, Boston



The Successful Internship

**PERSONAL, PROFESSIONAL, AND
CIVIC DEVELOPMENT IN
EXPERIENTIAL LEARNING**

FOURTH EDITION

H. Frederick Sweitzer
University of Hartford

Mary A. King
Fitchburg State University



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Personal, Professional, and
Civic Development in
Experiential Learning,
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Mary A. King**

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Remembering Lisa

*...with affection and great respect for the memory
of Lisa Gebo, long-time editor at Brooks/Cole and
long-time colleague and friend,*

And

Honoring Our Students

*...whose voices over the years inform and echo
throughout the pages of this book.*

We dedicate this book with love to the young
adults in our lives.

From Fred

*To my goddaughters, Meagan Prescott and Kelly
Thomas, who have grown into the kind of women I
would be proud to have as daughters and as friends.*

From Mary

*To my son, Patrick Zimmermann, who inspires my life
with his heart, soul, and indomitable spirit.*



The Koru

The Koru is a symbol used by the Maori culture in New Zealand to represent new beginnings, growth, and harmony. This symbol also represents a fern slowly unfolding toward the light.



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Foreword

In this fourth edition, the authors continue to increase the capacity of faculty, staff, and students to see the transformative potential of an internship as a vehicle for personal, academic, and civic learning and development. This book also embodies best practices in internships that are consistent with the roots of experiential education as well as new developments in cognitive science and student engagement.

In many ways, the science of learning has caught up with intuition and practice knowledge. Early in the 20th century, John Dewey (and others) was in the forefront of education reform that would prepare students holistically for productive lives as individuals, as workers, and as civic participants. “The great waste in school,” Dewey wrote in *The School and Society* in 1899, “comes from [the students’] inability to utilize the experience [he/she] gets outside...while on the other hand [the student] is unable to apply in daily life what...is learn[ed] in school.” Dewey wanted education that would lead to “embodied intelligence,” or what we might call transformative learning. What Dewey meant was a kind of education in which what the student learns becomes part of who they are—that they are fundamentally changed in the process of education. It is that transformative potential that comes about through experiential education provided through internships.

Unlike in Dewey’s time, we now know a lot more about how students learn. Developments in the cognitive sciences and developmental psychology over the last quarter century have produced an empirically based science of learning (Bransford et al, 2000). In sum, we know that “The learner is not a receptacle of knowledge, but rather creates his or her learning actively and uniquely; learning is about making meaning for each individual learner by establishing and reworking patterns, relationships, and connections; direct experience decisively shapes individual understanding (i.e., ‘situated learning’); learning occurs best in the context of a compelling ‘presenting problem’; and beyond stimulation, learning requires reflection” (Ewell, 1997).

So, based on the cognitive sciences, what should our teaching and learning practices look like? They should incorporate approaches that emphasize application and experience; that emphasize linking established concepts to new situations; that emphasize interpersonal collaboration; and that consistently develop cross-disciplinary skills (Ewell, 1997). They should look like high-quality internships.

The problem, as Derek Bok (Bok, 2008) has pointed out, is that (quite ironically) educators are not applying the empirical findings on learning in their practice. This book helps to fill that gap, providing a critical resource for faculty in any discipline, students in any major, and staff in any area of the campus to design, implement, and participate in effective internships.

The authors have done an excellent job of having this edition reflect the most recent research deepening our understanding of learning and the importance of experience. The emphasis on engagement in learning, drawing from the research based on the results from the National Survey of Student Engagement (NSSE), has led to an emphasis on engaged learning and high impact practices. High impact practices such as internships, service-learning, and community-based learning are ones “that educational research suggests increase rates of student retention and student engagement” (Kuh, 2008) in learning. We know from NSSE data that “...such experiences make learning more meaningful, and ultimately more useful because what students know becomes a part of who they are” (NSSE, 2002). Through experience, they are transformed as learners.

Research has also shown us what it takes for an experience to be high impact. What the authors have done is to offer students and faculty both a theoretical justification and practical methods for operationalizing those principles in the context of an academic internship. High impact learning comes about because of the quality of “real-world application” (Kuh, 2006). It is this quality that contributes to “deep learning” as an outcome: students are more able to “attend to underlying meaning as well as surface content, integrate and synthesize different ideas, discern patterns of evidence, apply knowledge in different situations, and view issues from multiple perspectives” (Laird, 2008). Or as a student in a community-based course I taught reflectively wrote in his journal, “I have become more aware of my surroundings, have learned to look more deeply into the words of writers, and have learned to formulate my own opinions. Perhaps what I like best about this class is that it synthesized all of my years of book learning and applied it to why I was here in the first place. Lately I’ve been having difficulty justifying the cost of my education versus what I really learned about what is necessary in living.... I don’t think I ever really *knew* what it meant until I was trying to incorporate my experiences [in the community] with the many readings we worked with” (Saltmarsh, 2000, p. 52). This is the kind of learning that comes from experience linked to rigorous academic study, and the authors offer an internship experience with academic integrity, community relevance, and civic development.

Finally, this new edition is timely—we face 21st-century transdisciplinary “wicked problems” that require innovative solutions, collaborative public problem solving that requires working with people from different cultural backgrounds and different life experiences and perspectives, and ways to democratically draw on the assets of the knowledge and

experience that everyone contributes to learning to building a wider public culture of democracy. Internships are a potentially powerful tool in preparing students to meet these challenges.

When asked about the kind of learning that was needed for the 21st century, John Abbot, the Director of Britain's Education 2000 Trust, replied, "people worldwide need a whole series of new competencies... But I doubt that such abilities can be taught solely in the classroom, or be developed solely by teachers. Higher order thinking and problem solving skills grow out of direct experience, not simply teaching; they require more than a classroom activity. They develop through active involvement and real life experiences in workplaces and the community" (Marchese, 1996). Twenty-first century learning requires the transformative power of experiential education, and the authors have helped bring that power to the world of internships.

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November 2012

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Preface

Internships have been a part of the landscape of higher education for a long time. In the helping, teaching, and health professions, they are the coin of the realm; virtually no program at the undergraduate or graduate level is without at least one major field experience. Internships are on the rise in a number of other disciplines as well, including many traditional liberal arts fields. As internships spread to a wider cross section of disciplines, they are drawing more attention campus-wide. This book is, first and foremost, intended as a guide for students and faculty who want to get the highest return for their effort in the form of learning (*academic, career*) and development (*professional, personal, civic*). And although it is less transparent to the reader, the book also attempts to locate academic internships within these emerging and continuing trends in higher education:

- *Engaged Learning*, which tells us that students learn best when they make active connections to and with the material. This long-held belief in education is being confirmed by emerging neurobiological research that helps us understand what actually happens in the brain when people learn;
- *Experiential Learning*, which tells us that experience is a powerful teacher, but it is far more successful when it is guided and structured to maximize learning;
- *Education for Civic and Democratic Engagement*, which tells us that every person and every profession has a responsibility to the communities in which they live and to take an active role in participatory democracy; and, that colleges ought to focus deliberately on this aspect of education; and
- *High-Impact Educational Practices*, which are educational approaches that have been shown over the last ten years to be effective in promoting student engagement. There is also a growing body of literature on the pedagogy of these practices—that is, how to maximize their impact.

In short, the internship is a nearly boundless opportunity for learning. Like any such opportunity its success depends on the ability of faculty and program staff to structure and guide the learning and of students' ability and willingness to engage the material and the experience. We also believe that success depends on the ability of the faculty,

program staff, and students to attend to and engage in the *lived* experience of the internship—the current of thoughts, concerns, and emotions that run beneath the surface and more than occasionally rises to the top. Perhaps because of the sheer number of hours spent at the internship, the intensity of the work, the prospect of gaining (or not) entry into a desired field of work, or all of these factors, the *affective* dimension of the internship is more salient for students than in traditional academic experiences; faculty and students ignore it that their peril.

Our experience in listening to the affective, lived experience and guiding our students through it, as well as listening to faculty, program staff and students at many other institutions and in many other fields, led us to conceive of a set of developmental stages, a progression of concerns through which interns tend to pass in predictable order, although not at a predictable pace. Knowledge of that progression and of the tasks necessary to move through it helps students, faculty, program staff, as well as site supervisors in a number of ways.

Over the last several years, that same process of listening has brought us to a revision of the stages. In previous editions of the book, we have posited five stages of an internship: Anticipation, Disillusionment, Confrontation, Competence, and Culmination. *Disillusionment* was a term used to connote a major *crisis in confidence* for the intern, a sense that things are going terribly wrong. *Confrontation* was the term we used for engaging and addressing that crisis and resolving major problems in the internship. While this sequence seemed quite common in many internships, especially those in high stakes, emotionally challenging, highly personal and interpersonal settings, in some of those placements and in other instances there were two important differences that we decided to address in this edition. The first is that significant problems can occur *before* or *after* the Disillusionment stage. And, some interns were moving through the internship without experiencing disillusionment. That does not mean they had no problems; on the contrary, interns can and do encounter problems at every stage. But they do not all experience the pervasive sense of disappointment, frustration, and anger that we associated with the disillusionment stage.

Although the original stage model (DSM-1) recognized those two differences as realities of the experience, it did not account for them in the framework. This led us to reconsider the five-stage conceptual model to respond to the question: *What does the experience of disillusionment look like in each of the stages?* We have, then, shifted our perspective from a focus on the experiences *some* were having (to varying degrees) to one on which *all* were having. We now posit four stages: Anticipation, Exploration, Competence, and Culmination. In each stage, we emphasize the need to become and remain *engaged* in the internship process. *Engagement*, as we use the term, has two dimensions: engagement as a stance toward the interns' experience and engagement with the particular tasks

and challenges of each stage. Each stage of an internship brings with it certain challenges, or even crises. When interns engage those challenges, they meet them head on and take the actions they need to move through them—not around them. *Disengagement*, on the other hand, means acting passively, namely, letting things take their course, hunkering down, waiting it out, or withdrawing emotionally and even physically. Extreme levels of disengagement can result from a combination of external and internal circumstances. Some circumstances challenge the limits of an intern's knowledge, skills, and internal resources. Some circumstances are unfair, or even tragic. A disengaged response is perhaps reasonable and expected under such circumstances; such a response, whether to major or minor challenges, can also lead interns to feel, over time, like they are in a hole and can't get out; this is the *experience of disillusionment*.

This book has been adopted by a wide variety of helping professions (which were its original audience) as well as by other academic disciplines and professions at both graduate and undergraduate levels. Because the internship also serves different roles across academic and student affairs programs, student use of this book varies. For example, in some cases, the students are in a culminating internship, and most of the specific skill development will have been accomplished earlier in their academic work, while in other cases, internships and field experiences are woven into the entire program, and skill development proceeds in tandem. Some students will use this book as part of an on-campus or online seminar that accompanies their experience (that is how we use it). But others use it as a self-guide or a resource, selecting chapters based on what is important at the moment and communicating with instructors individually though not necessarily meeting in groups.

Because of this diversity, we have tried to give interns and instructors as much flexibility as possible in using the book. We have included concepts and examples from a range of professions. We have included resources for further exploration so that students and instructors can build on those areas that are of interest and relevance. We have also provided a wide range of reflective questions at the end of each chapter, anticipating that students and instructors will choose from among them. Some of those questions work best for individual reflection and some are designed for group work. We have also tried to create a book that can be augmented or supplemented with more discipline- and skill-specific assignments, publications, and instruction.

Using This Book for Optimal Effectiveness

Our experience has been that students go through the stages in a predictable order but often at different rates of *speed* and *emotional intensity*.

Seminar classes tend to cover chapters in sequential order and at particular times in the internship with a couple of caveats. First, we believe that students know best what they need to read, so if they want to jump into the Essentials chapters when they open the book, we honor that. We also listen carefully to what individual students are saying in class, online, and in their logs or journals and suggest that a particular student reread a chapter or skip ahead to future ones as needed.

The book is organized into four sections and the chapters in each section coalesce around the themes of the sections. The chapters, though, do not need to be read in keeping with the calendar of the internship. For example, the first section is *Foundations* and the chapters that comprise this section (1–4) are sometimes read before the internship or field experience begins, as part of a prerequisite seminar or as preparatory reading. Chapter 3 in this section is the first of the Internship Essentials chapters (*Tools for Staying Engaged*). The second section is titled *Beginnings*, and the chapters that comprise this section (5–7) pertain to the Anticipation stage. We recommend beginning with Chapter 5 and then reading the remaining chapters in whatever order seems appropriate, but doing so before moving on to the next section of the book. The Essentials chapter in this section is *The Learning Contract and Supervision* (6), and it may be read as early as pre-internship. Chapter 7 focuses on helping and service work, and for some interns it may not be relevant. Similarly, there are chapters later in the book on the internship site (10) and the community (11) that may be more appropriate to be read during this stage of the internship.

Section Three, *Rhythms* (8–11), looks at the challenges that await once the initial concerns are resolved. In Chapter 8, we introduce the next stage of the internship: the Exploration stage. Chapter 9 is this section's Essentials chapter and offers a variety of tools and approaches for staying engaged and focused on progress as exploration of the internship unfolds (*Advanced Tools for Staying Engaged and Moving Forward*). Chapters 10 and 11 take the intern beyond the initial focus on colleagues and, in some cases on clientele, and ask the intern to consider issues and challenges related to the placement site itself and the community context of the work. For some interns, such as those in a community-organizing agency, a campaign's headquarter, or a politicians' field office, the community is a more immediate focus; those interns may wish to read this chapter earlier.

The final section of the book, *Crescendos* (Chapters 12–14), examines issues and concerns that are common in the latter stages of the internship: *Competence* and *Culmination*. Chapter 12 deals with issues of capability that typically arise as the intern does well in the internship experience. Chapter 13 is an Essentials chapter and deals with professional, legal, and ethical issues that the intern may face or learn about during placement. The final chapter, Chapter 14, guides the intern to end the internship on a number of levels and in productive, meaningful ways.

The Fourth Edition

Each chapter of the book has been updated and augmented, but some particular changes are worth emphasizing:

- Engaged learning is a theme of the book, and in each chapter we discuss ways to be more engaged with the tasks of the stages and the internship.
- The possible experience of disillusionment is discussed at each stage, along with strategies for recovering momentum.
- The opportunities for growth as an engaged citizen and civic professional are emphasized throughout the book, with a designated section of exercises at the end of many chapters (*Civically Speaking*).
- Each of the stage chapters is organized around a chart that serves as a visual guide to the concerns and challenges of the stage.
- Special reflection exercises for interns who come to the internship with considerable life and professional experience have been added in every chapter (*for the EXperienced Intern*).
- There are four “Essentials” chapters in the book. These tend to be loaded with information and strategies and are intended as resources to be consulted throughout the experience—before as well as beyond.
 - Chapter 3 focuses on attitudes, values, skills, knowledge, personal resources, and pieces of information that interns need as they begin.
 - Chapter 6 focuses on the critical components of the Learning Contract and Supervision Plan.
 - Chapter 9 offers a set of advanced techniques and tools for dealing with issues and challenges that tend to arise a bit further in the internship.
 - Finally, Chapter 13 is a comprehensive treatment of legal, ethical, and professional issues.

With Special Appreciation

What keeps us coming back to this book, and to its revisions, is not only the evolution of our ideas which take place in the context of reading and reflecting on the work of the scholar practitioners in the field, but the many conversations we have had with students, colleagues, and site supervisors. Our professional lives are enriched by our contact with faculty and staff in human service and counselor education, civic and democratic engagement, and experiential education. Those spheres overlap, of course, and so rather than try to list individuals by their affiliations we

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SECTION ONE



FOUNDATIONS



The Lay of the Land

Education is revelation that affects the individual.

GOTTHOLD EPHRAIM LESSING, 1780

*I've never learned as much as I did in this internship,"
and, "I learned more in one semester that I did in all my
years of classes."*

STUDENT REFLECTIONS

Welcome to Your Internship

You are beginning what is, for most students, the most exciting experience of your education. Chances are you have looked forward to an internship for a long time. You've probably heard your share of stories—both good and bad—from other, more experienced students. And while you may be in the minority on your campus in conducting an internship, you join virtually thousands of interns all over the country. An internship is an intensive field experience, and often a critical component of many academic programs. Internships are conducted in social service and corporate settings, government offices, high tech industry, and research laboratories, to name a few. It's also important to know that there are other kinds of field-based learning experiences, including co-op education, service-learning and course-related practica; and there are other terms by which internships are known, such as field work and field education. We will use the term *internship* in this book to refer to those *learning* experiences that involve receiving academic credit for *intentional learning* at an approved site, under approved supervision, for at least eight hours per week over the course of a semester. Internships are growing in popularity on college campuses and have been recognized as a "high impact practice (HIP)," something

that, when done well, promotes high levels of engagement, learning, and development (Kuh, 2008).

THINK About It

Make It High Impact!

George Kuh (2008) and his colleagues have made an extensive study of student engagement and the practices that promote it. They have identified a number of practices that can lead to student engagement and success, but emphasize that they *must* have six key characteristics to be high impact practices (O'Neill, 2010). As you read them below and as you make your way through this book focusing on each of them, you've got yourself a high-impact internship in the making!

- Effortful with purposeful tasks requiring daily decisions
- Including quality feedback
- Opportunities to apply your learning
- Opportunities for reflection
- Building substantive relationships
- Engaging across differences

A Few Basic Terms

Although internships exist at many colleges and universities, different language is often used to describe the various aspects of the experience and the people associated with it. For example, the term *supervisor* sometimes refers to a person employed by the placement site and sometimes refers to a faculty or professional staff member on campus. So, at the risk of boring those of you who are very clear about these terms, we take a moment now to be clear about what we mean by them.

- **Intern** This is the term that refers to you, the student who is at the site to learn through an internship, even though you may not be called an intern on your campus.
- **EXperienced Intern** This term refers to those of you who bring considerable life experience or prior internship experience to this internship.
- **Placement or Site** This term refers to the place where you are conducting your internship. Sites can vary quite a bit, ranging from art museums, K-12 schools, universities, social service agencies, large or small businesses, or court houses, just to name a few. Through the process of finding a placement, you probably are aware of the incredible variety of opportunities that exist in the community.
- **Campus Supervisor(s) or Instructors** These terms refer to the faculty or professional staff member on your campus who oversees your field

placement. These are the people who may have helped you find the placement, who may meet with you individually during the semester, visit you at the site, hold conferences with you and your supervisor, conduct a seminar class for you and your peers, evaluate your performance, or do all of the above. It is possible for more than one person to fill these roles. Even though they may go by different titles on various campuses (internship coordinator, seminar leader, supervising professor, facilitator, and so on), for simplicity's sake we will use campus instructor or campus supervisor to refer to all those roles.

- **Site Supervisor** Your site supervisor is the person assigned by the placement site to help ensure your learning. This person meets regularly with you, answers your questions, guides you in your work, and gives you feedback on your progress. Most placements assign one site supervisor to one student, although in some cases there may be more than one person fulfilling these functions. Some academic programs use the term *field instructor* to describe this person in order to emphasize the educational (as opposed to managerial) nature of the role.
- **Co-Worker** This term refers to the people who work at your placement, regardless of their title, status, or how much you interact with them. If there are other students at the site, from your school or some other school, they are functioning in the role of co-worker when you are at the placement site.
- **Clients, Population, and Clientele** These terms refer to the people who are served by your placement site or with whom the site does business. Given the wide variety of internships, it is not possible to use one term that works in all settings. For example, in human or social service settings, the term *clients* is very common, but the people served are also called *customers*, *consumers*, *residents*, *students*, or *patients*, depending in part on the philosophy of the site and the nature of the work. Other organizations, such as advertising agencies or public relations firms, have clients as well, although of a different nature and with different needs. Still other settings, such as business or retail, use the terms *customer* or *consumer* more commonly. We will use the terms *clients*, *population*, and *clientele* to refer to these individuals and groups.

What Can You Learn from an Internship?

It gives meaning to everything you have learned and makes practical sense of something you've known as theoretical.

STUDENT REFLECTION

In our experience, most interns approach their experience excited about what they are going to do and what they hope to learn. And yet, paradoxically, they also typically underestimate the learning potential of the internship. They may be excited about honing professional skills,

developing career opportunities, or trying out theories they have learned. An internship can do any or all of those things, and so much more. As is suggested by the title of this book, we view a successful internship as one that facilitates three significant dimensions of your development: personal, professional, and civic. You enter the internship at different points in your development in these three dimensions, based on life and work experience; with care and attention you can (and we hope you will) enhance your knowledge, skills, attitudes, and values in all three dimensions.

Personal Development

The internship is an opportunity for intellectual and emotional development that may be important for your internship but will also be important in your life, whatever path you choose. For one thing, the internship offers an opportunity to develop qualities such as flexibility, sensitivity, and openness to diversity that are critical to your success as a professional, a family member, and a citizen. For another, if you give yourself a chance, you can learn a tremendous amount about yourself during this internship. The experience can be a powerful catalyst for personal growth, providing opportunities to develop a sense of your potential through work under the supervision of experienced and qualified supervisors. There will be opportunities to accomplish tasks independently and test your creative capacities while doing so. In Chapter 4 we will elaborate on the dimensions of self-understanding that are available to you in an internship, and you will learn more in Chapter 12 about what makes an internship fulfilling.

Professional Development

Some students enter an internship primarily for career exploration. They may be studying a traditional liberal arts discipline such as sociology, history, political science, or psychology and want to see some ways in which those disciplines are put into practice. For other students, the internship is the culminating academic experience in a highly structured and sequenced set of courses and field experiences and can be a chance to pull together and apply much of what they have learned. And, of course, there are internships whose purpose is some combination of these two. For everyone, though, the internship is a chance to take the next step: to acquire more of the knowledge, skills, attitudes, and values of a profession or an academic discipline and to explore how well they fit with personal interests and strengths.

The internship also affords you the opportunity to understand the world of work in a more complete way than you do now. It is an opportunity to become socialized into the norms and values of a profession (Royse, Dhooper, & Rompf, 2011). Even if you have had full-time jobs or

careers, presumably your internship is taking you into an area in which you have little professional experience at this level. Internships are often described as a time when theory is applied to real-life settings; we believe that the relationship between theory and practice is more complex than that. The internship is a chance to *develop* the relationship between theory and practice, for each should inform the other (Sgroi & Ryniker, 2002). According to Sullivan (2005), professionals excel at the art of what he refers to as *practical reasoning*, which literally means reasoning in and about practice. Professionals must move with fluidity between their understanding of theory and the real, human situations that they face in their work (which do not always quite conform to the predictions of theories). This movement is not easy; theory is abstract and relatively objective, whereas the human context of your work is entirely subjective and concrete. Your experience will help you see where the theories do not quite apply or where you need to search for a new theoretical model to help you. Thus, theories are transformed through their application, and you will be actively involved in that process as an intern. Try not to worry about how complicated this might sound! It happens every day in the workplace and interns do it all the time without realizing it.

Many internship programs also emphasize academic learning, that is, the applied learning of a particular academic discipline. Internships are a wonderful opportunity for this sort of learning, and in some internships it is the primary purpose. Whether your primary goal is to enter a profession or to explore a discipline as deeply as you can, there is an academic component to your learning. There are also important essential abilities that can be strengthened in an internship that go beyond or cut across professions and academic disciplines. The ability to look critically at information, to think creatively, and to look at issues from multiple viewpoints are essential abilities, as is the ability to communicate clearly both verbally and in writing. Solving problems and working in teams are abilities that will serve you at home, at work, and in the community. Many of these abilities are traditional outcomes of what is referred to as a liberal education (Crutcher, Corrigan, O'Brien, & Schneider 2007); they are also critical components of many professions (Lemann, 2004). You may have studied some of them in your undergraduate general education courses; indeed, this is often where important foundations are laid. But if they are not also encouraged and developed in the context of your major area of study, they will have far less effect on you (Crutcher et al., 2007).

Civic Development

You may have been wondering for a while now what this term means and why it joins personal and professional in the title of this book. Well, in our experience, students approach the internship with a wide range of exposure to and understanding of the term *civic*. For some, the term *civics* conjures up topics, such as the branches of government and the legislative

process, and seem largely irrelevant to college, not to mention an internship. For others, depending on their life experience, choice of major, or the college they attend, the notion of civic is more robust. Even so, this aspect of an internship may be overshadowed by the expected personal and professional dimensions. Also, placement sites vary in their explicit emphasis on the civic domain of their work and yours.

We invite you to consider civic development as the development of the personal and professional capacity for participation in a healthy democracy (Colby, Erlich, Beaumont, & Stephens, 2003; Howard, 2001). The need for college students to acquire knowledge, skills, attitudes, and values that will allow them to enter the workforce and to function as productive citizens in a democratic society has drawn a good deal of attention on college campuses across this country (National Taskforce, 2012). Importantly, these essential abilities need to be cultivated early and often, and in active engagement with communities.

THINK About It

Re-Imagining What It Means to “Be Civic”

Maybe our discussion of the term *civic* so far seems vague, abstract, or unfamiliar to you. If so, we encourage you to take a moment and think about some of your experiences which are good examples of the term as we are using it. Remember that “participation” is an active word. Participating may require knowledge and skill, but it also requires *action*. Here are some examples of civic participation:

- Signing a petition to lower the speed limit on your street
- Working for a political campaign because you believe the candidate can really make a difference
- Voting in an election in which you understand the issues
- Serving on a committee in your town, school, or office
- Advocating on behalf of local farmers during a drought
- Making a sincere effort to understand the views of people who disagree with you
- Community organizing to collect donations for victims of natural disasters

Your campus, whether it is a physical or virtual one, probably offers opportunities for civic participation as well. For example:

- An office of volunteer services
- A *service-learning* center or service-learning courses
- Student government associations
- Green campus initiatives

Aspects of Civic Development in an Internship

An internship can be a vehicle for civic development in two ways: The internship can help you develop knowledge, skills, attitudes, and values that will make you become a more responsible and contributing member of your community and society regardless of where you live and what you choose to do for your life's work; and the internship can help you become what William Sullivan calls a "civic professional" (Sullivan, 2005). Because this is an aspect of the internship that in our experience is the least well understood by many interns, we spend some time elaborating on these two aspects of civic development.

Regardless of what profession you enter, or even whether you enter a profession at all, the internship is an opportunity for you to learn some of what will help you participate fully and productively in your community. Several authors have written about the various aspects of civic learning (Battistoni, 2006; Colby et al., 2003; Howard, 2001; National Taskforce, 2012), and we will discuss them in more detail when we discuss your Learning Contract, but here are a few examples. Civic *knowledge* might mean learning not just about the challenges faced by the people your profession serves, but about some of the historical and current social forces that bring about those challenges. It might mean, for example, learning that people who are hungry, poor, or underemployed are not necessarily lazy or unintelligent, but that their condition results at least in part from social conditions over which they have no control (Godfrey, 2000). Civic *skills* might mean learning how to advocate successfully for change in a workplace, a neighborhood, or a community to make conditions there more equitable. And civic *attitudes and values* might include the belief that understanding social issues is an obligation for everyone, not just those in politics or journalism.

A *civic professional* is someone who embraces and intentionally attempts to understand the *human* context of the work. For some professions, such as the helping professions, this context begins with the individual. For all professions, however, it includes a broad and complex social context of families, diverse cultures, communities, and political dynamics. A civic professional is also someone who understands the *public relevance* of the profession. To quote William Sullivan, "*To neglect formation in the meaning of community, and the larger public purposes for which the profession stands, is to risk educating mere technicians for hire in place of genuine professionals*" (2005, p. 254). Each profession has an implicit contract with society. Some professions exist only to serve society, and they are funded largely by society because of the public value placed on that service. Even those professions, however, must grapple with the nature of their social mission or contract. For example, there is a history of debate within the field of criminal justice about whether its primary purpose is to protect society in the short term by incarcerating, monitoring, and/or