

Environmental Studies

Internship Program

2022-2023

Student Handbook



<http://envs.ucsc.edu/internships/>

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Environmental Studies Internship Program



Dear Environmental Studies Intern,

I'm delighted that you are reading this handbook; embarking on an internship not only means that you are adding a new and challenging dimension to your education, but also that you are following a different pathway to knowledge: *learning by doing*.

The Department of Environmental Studies offers one of the most diverse environmental internship programs in the United States, and we encourage all of our students to take advantage of the opportunities that internships provide. By using your education in an organizational setting, you will be applying your knowledge and abilities in a practical manner and will be contributing to the local community. In this process, you will also learn more about yourself. We believe that doing an internship will enrich you, and that your experience, in turn, will enrich us all in your remaining classes at UCSC.

Welcome to the Environmental Studies Internship Program.

Weixin Cheng, Dept. Chair
Department of Environmental Studies
UC Santa Cruz



Interns working in UCSC's **Life Lab** Garden

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Submission Process and Required Format for Environmental Studies Senior Theses / Senior Internships

Congratulations on completing your Senior Thesis or Senior Internship! To make sure that the product of your hard work is accessible to future generations of Environmental Studies students and faculty, the ENVS department maintains an electronic library of all senior thesis' and senior internship projects, including an on-line searchable database in Endnote Web. The database is accessible to anyone with a UCSC email account; the theses themselves require a password that is available to Environmental Studies affiliates from the Environmental Studies office.

To make this virtual library work, all theses and senior internships must (1) follow a standard format for the title page, (2) be turned in electronically, as a pdf file, and a word.doc file to envs1@ucsc.edu .

1. Title Page Requirement. All Theses/Internships MUST include standard content and format on the first page, as shown on the next page. Title page information will all be included in the searchable Endnote Web database. Your submission with title pages that do not include the required content and format will not be accepted. Please print the Title page, sign the copy write indication and scan a copy to envs1@ucsc.edu.
2. Paper and electronic submission. The campus no longer archive printed theses. You are required to submit one paper version of your thesis for review by your faculty advisor (unless the advisor gives prior permission for electronic submission only). You are required to submit the final version of your senior project or thesis via email to the ENVS office. envs1@ucsc.edu during finals week. The files should be clearly labeled with your last and first names, the month and year, and "ENVS thesis" if 195A or "Senior Project" if 183B. We require a pdf version of your work and the original file (e.g., word document). The pdf file must be smaller than 1.5 MB. This means that you should reduce the resolution and size of all figures in your work to the minimum size while retaining quality. Do not include full-sized photos of several MB; export them as reduced .jpg files to a few hundred KB before including in your documents. If you think you can't possibly reduce your work to such a small size, consider that the pdf reprints of most scholarly journal articles are less than 500KB. Save your file in pdf format. On a Mac, simply choose File:Print:PDF:Save as PDF. Call your file by your last name, first initial, and year with the .pdf tag (e.g., smithk2008.pdf). From a PC, you can create the pdf using any of a number of free PDF writers, or using Adobe Acrobat Pro software.

Sample Title page: Please follow this format and content. The abstract should be 350 words, max. Provide 3-8 keywords, separated by commas that will help people find your thesis in the database. Everything must fit on one page.

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

**THE CONSERVATION PRISM: AN ANALYTICAL FRAMEWORK FOR THE
DEVELOPMENT OF CONSERVATION STRATEGIES**

A Senior Project submitted in partial satisfaction
of the requirements for the degree of

BACHELOR OF ARTS

in

ENVIRONMENTAL STUDIES

by

Joaquin Balboa Sapien

May 2016

ADVISOR(S): Gregory S. Gilbert, Environmental Studies

ABSTRACT: The “conservation prism” is an interdisciplinary analytical tool designed to help improve conservation strategies. The conservation prism is comprised of four lenses. Each lens is associated with a different discipline I believe necessary for a well-rounded conservation project: ecology, culture, politics, and economics. The thesis analyzes reasons for biodiversity loss in Costa Rica, justifying the need for the conservation prism. The necessity of local community involvement in conservation projects is a recurring theme throughout the analysis. The conservation prism thus helps to create strategies to aid community integration. The conservation prism is applied to the Area de Conservacion Guanacaste (ACG) in Costa Rica, proving the need for and effectiveness of the interdisciplinary approach.

KEYWORDS: Costa Rica, Guanacaste, Latin America, Community based conservation, deforestation, tourism, development, tropical dry forest

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Student signature

Date

Introduction—Your Role as an Intern

Congratulations on being accepted into the Environmental Studies Internship Program! This is an exciting opportunity for you to learn practical applications of your academic training, investigate career options in related fields, engage in meaningful service to the community, gain new skills, and make a personal contribution to current environmental research and issues. We feel confident that the outcome of your work will be rewarding for both you and the agency for which you are working.

Internships are distinguished from independent study in that you will be working directly with a community professional, rather than on your own or primarily with a faculty member. Yet they are not apprenticeships, where you are engaged solely in the agency work at hand. Internships combine work experience with academics, reflection, and analysis. We cannot overstate this notion of reflection as it results in the student thinking more deeply about the academic and the field experience. By applying your university skills and knowledge to your daily life at your agency, you deepen your understanding of both your academics and the work your agency is engaged in.

Through journal writing, seminars, faculty support, midterm check-ins, and a final analytical-reflective paper, you will have the opportunity to gain new perspectives on your internship that you might otherwise miss. To make the most of this experience we ask you to approach your internship with an attitude of extreme self-consciousness and an eye toward critical analysis as well as the engagement of active listening and questioning.

“Critical reflection on practice is a requirement of the relationship between theory and practice.”—Paulo Freire, *Pedagogy of the Oppressed*



Intern tending pigs at **Everett Family Farm** in Soquel, Ca.

WHAT'S AN INTERNSHIP?

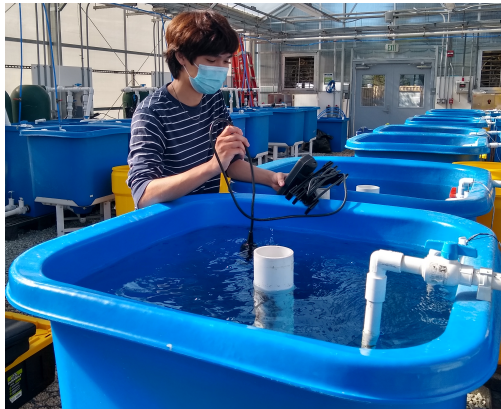
The Experienced Hand (Stanton and Ali (1994), pages 42-43, boldface added) explores some of the issues that you may find raised in your internship:

Internships are delicate balances between putting out through work and service and taking in through the learning derived from such experiences. If the work or service element seriously outweighs learning in an internship, the experience may become boring and repetitive and lose its educational value. If learning seriously outweighs working or serving, the internship may lose its unique participatory element and resemble a "field trip." The trick is to maintain a fluid balance between the two.

As a student for perhaps thirteen or more years, you have pursued your learning by reading and following signs and directions given to you by teachers and professors. They have been more responsible than you have been for what you have learned. As wonderful or awful as it may have been, it was a generally passive mode of learning. You were only responsible for following directions and assimilating organized material.

As you enter your internship, you will quickly notice a huge change in your relationship to your learning and your success or failure in the internship. Very few people, and possibly no one, will tell you what to learn or how to learn it. The material, knowledge and skills to be acquired will not be well organized or clear and they will be interdependent, intertwined and difficult to sort out. Often you will not know what to do, how to do it, or how you are doing.

[Your task will be to achieve a] transition from assimilator to productive worker, from one who is passively led through a set curriculum to one who actively defines what is to be learned and how to learn it. . . You will have to become an active, self-directed worker and learner and you may be surprised at how challenging and difficult that can be.



Inside the Kapuscinski-Sarker Lab

Reflective thinking, in short, means judgment suspended during further inquiry. [T]he most important factor in the training of good mental habits consists in acquiring the attitude of suspended conclusion, and in mastering the various methods of searching for new materials to corroborate or to refute the first suggestions that occur. To maintain the state of doubt and to carry on systematic and protracted inquiry — these are the essentials of thinking. (John Dewey, *What is Thought?*, Lexington, Mass., D.C. Heath, (1910), p. 13.

Internship Responsibilities

Of Student

- Set mutually satisfactory and feasible goals with agency and faculty sponsors.
- Become an integral and participating member of the agency/institution staff.
- Become familiar with agency policy and procedures and abide by all regulations.
- Support the agency and its staff in any contacts with the public.
- Notify the agency sponsor when you are unable to work.
Consult your supervisor when confronted with problems you cannot satisfactorily solve by yourself.
- Schedule meetings with faculty sponsor and supervisor.
- Evaluate each meeting or activity that has been planned and conducted.
- Set a positive standard for other interns to follow.
- Complete work as outlined on learning agreement.

Of Agency

- Orient the intern to the philosophy, policies, programs and services of the agency.
- Prepare the agency staff for the arrival of the intern.
- Define the agency's expectations of intern including specific project(s) for the quarter.
- Determine, with the intern, the types of learning experiences that provide challenge, growth, and success and provide these experiences.
- Integrate the intern as a fully functioning participant in appropriate levels of agency activities, projects, and programs.
- Provide supervision by meeting at least once a week with intern.
- Train the intern as necessary.
- Evaluate the intern's progress, overall performance, and the degree to which s/he has met the stated goals and objectives through a verbal midterm check and written final evaluation.

Of Faculty

- Meet with intern during the quarter to supervise academic components of work (i.e. suggest readings, help students connect internship to a theoretical base).
- Serve as a consultant to intern and agency for technical advice.
- Meet at midterm to review and sign midterm report.
- Provide mediation support for intern if needed.
- Make a site visit, if possible.
- Provide guidance in focusing the final paper.
- Write final evaluation.

COMMON INTERNSHIP DILEMMAS

Work Load/Type of Work

- Grunt work- photocopying, running errands, editing minor details
- Underutilized? Overloaded?
Discuss how you're feeling with your supervisor

Co-worker Relationships

- Do you feel resentment (Due to lack of access to your boss or special treatment offered another intern)?
- Unfamiliar with your role (why are you there)?

Time Commitments

- Do you feel pressured to work overtime or on weekends?
Make sure you let your supervisor know in a tactful way that you are to work only so many hours (2-unit--60 hours or 120 hours for a 5-unit), and that you have other commitments

Supervision

- Is your supervisor a “boss” or a “mentor”?
- Lack of contact/ direction

Evaluation/ Feedback

- Are you getting feedback on your work?
* Take the initiative to make an appointment and discuss your work and ask for feedback, if your supervisor doesn't set something up with you*

Office Politics/ Issues

- Be careful about getting caught on one side or another of a burning office issue, or between personalities

Peer Relationships

- Social activities may be decreased significantly
- Peers don't feel you work as hard as they do?
- Listen to their struggles as well as talk about your own
This is all part of a transition mentality from being a student to being a professional

If you are having issues with your internship placement please reach out to us, we are here to support you! Email us at esintern@ucsc.edu

PROFESSIONALISM AT WORK: MAKING THE MOST OF YOUR INTERNSHIP

Expectations

1. Make sure that the expectations for your internship remain realistic
2. Keep in mind the expectations your coworkers and supervisor have of you
3. Understand your role and how it functions within the larger agency
4. Know whom to report to

Daily Conduct

1. Dress for the position you want, not the one you have.
 2. Be friendly, positive, and supportive; make an effort to get along with your co-workers.
 3. Be personable but keep your personal life and work life separate.
 4. Keep an open mind; avoid jumping to conclusions; try to make informed judgments.
 5. Follow through and be accurate in your work.
 6. Don't be afraid to be assertive
 7. Conduct yourself in a way that reflects positively on yourself, and the department
- *Your professional manner may lead to future job offers*

Time Management

1. Map out your day! Be sure to leave time for self-care
2. Honor your commitment to the internship and show up for your hours
3. Try to organize your schedule around the times your work best
4. Use a day-planner, google, or apple calendar to schedule and keep track of deadlines.

Networking

1. Develop a plan to cultivate informal interpersonal contacts and relationships with those in your field of interest. This will give you a larger support system in searching for jobs, gain exposure and experience, and gathering referrals.
2. Start with friends, acquaintances and relatives, then more on to co-workers and supervisors.
3. During breaks, lunch, or slow times, ask co-workers about their jobs and experiences working with different agencies; find out what they liked/disliked.
4. Get to meet/know the top decision-makers and industry leaders; they can provide valuable insight to why and how things are done; observe their influences; watch their management styles.
5. Remember that networking is informal, don't view it as a job interview.



Picking sunflowers at the **Homeless Garden** Project

Six Stages of Intern Development

Stage One: Arranging and Anticipating an Internship

- Characterized by excitement, high motivation and idealistic (often unrealistic) expectations.
- Self-doubt: "Can I really do this?"

Stage Two: Orientation and Establishing Identity

- taking in new information and establishing an identity in the work place.
- importance of learning new rules, rituals, and subtleties of power and information flow
- need to gain acceptance and to search for direction and focus
- may feel overwhelmed by new information or underwhelmed by simple tasks required of them as a newcomer.

Stage Three: Reconciling Expectations with Reality

- have established work routine and no longer feel like a stranger.
- clarification of realities of work situation -- may be at variance with idealistic vision held in stage one.
- awareness of contrast between work and school; work situation may be dull and routine, doesn't have the flexibility of academic setting - there are serious consequences for being late or missing work.
- at this point you may feel disappointment, alienation. May respond by refusing to take the experience seriously, by becoming negative, or by quitting the internship.

Stage Four: Productivity and Independence

- increased learning and productivity on site
- interns focus energy on accomplishing tasks and learning goals. Feel integrated into work group, are receptive to evaluation, self-confident and self-aware, and able to negotiate changes effectively.

Stage Five: Closure

- Creating closure sometimes difficult.
- May feel that neither their coming or going was noticed -- others are not sure when or how to leave comfortably.
- May begin to lose focus or enthusiasm.

Stage Six: Re-Entry and Practical Application

- need to readjust and refocus -- on school or post-graduation job search.
- may be excited to be back in classroom OR may find academic assignments tiring and irrelevant and fellow students preoccupied with mundane issues.
- may have difficulty translating internship experiences into skills and insights.

Borrowed from: Messiah College Internship Program

Setting Goals

To make the most of your internship, it is important to have clear goals from the outset. These goals may be academic, personal and/or career-related. They may change as your internship progresses, but you should define them in the beginning to be able to examine whether they change, whether they were achieved, and why or why not. With your goals clarified, you can determine whether the work you are doing meets your needs as an intern or take action if it does not. Use your journal to brainstorm, elaborate and clarify your own goals before you plunge into your internship.

If you have trouble starting, try answering these questions:

Why am I doing this? What most excites me about the internship? What are my biggest concerns? What are my expectations of the agency and my role as an intern?



SMURF-Small Mammal Undergraduate Research in the Forest (UCSC)

You might then go on to examine your academic and/or career goals. What specific knowledge do you want to gain? Do you want to see whether the regulatory process fits what you learned in class, or how agroecology theory matches up to practice on a farm, or how to design a display? Are you wondering about your future career?

There are also many personal goals you might have. You might want to gain confidence on the phone or in public speaking, or experience with computers; or become accustomed to a professional workplace, to practice a second language, or to improve your writing skills.

Finally, ask yourself how you might go about meeting the goals that you have identified. What might you need to be aware of? Who or what would be a good resource? What information should you gather and examine?

Avoid writing down your goals and then never looking back. The nature of your internship may change frequently as you become more familiar with the agency and your role. To know whether you are achieving your goals, you must reexamine them frequently. You may find that you have strayed from your original goals, and you need to decide whether to get back on track, or revise the goals to reflect your changed perspectives.

At the end of your internship, take one final look back, and reflect on whether you achieved your goals and why. This is an excellent component of an analytical paper.

ENVS-UCSC
GOAL-SETTING WORKSHEET

Goal: _____

Challenges:

How I will meet this goal:



Seymour Center at Long Marine Lab, Santa Cruz

From the Agency's Perspective... Tips for New Interns

- If you are "shopping" for internship positions, observe some important protocols: a) be honest with the interviewer about your desire to find the right placement for yourself, and that you are shopping around for an internship; b) do not accept the internship and agree to perform the work assignments and then terminate the arrangement if you find another, more desirable position; c) send a thank you note to the agency you have interviewed with.

- Observe the agency's policies and culture. Treat this internship like a coveted job. Be on time. Always show up for your scheduled time. Dress in a manner consistent with others in the agency. Communicate professionally with your supervisors, peers and agency clients. Take initiative on assignments and complete them thoroughly and promptly.

- Plan to complete your internship/volunteer position unless extraordinary circumstances arise.

- "Missed" work periods, deadlines, or scheduled meeting times can create chaos for your supervisor who arranges their schedule around your availability and is usually overworked. Unplanned absences must be explained and made up. Call to re-schedule all changes in appointments in advance.

- The organization will not have you doing just "busy work." We respect your credentials and desire to engage in serious academic work. It is your responsibility to take initiative in your internship. Please let Internship Director know if they are engaging you in "busy work."

- Work that you perform for the agency is assumed to be confidential to the agency unless you are otherwise notified. The agency may be involved in legal work, planning work or other types of work that have policy or confidential ramifications. When in doubt, ask your supervisor.



Oikonos Interns



Groundswell Farm, Santa Cruz

- Be product and project oriented.
- Try to be as self-sufficient as possible.
- We are assuming that you have all of the basic skills in research, writing, and verbal communications. If you find that you are lacking in any of them, get academic support to perfect these skills.
- Keep a binder of your work or reference materials so that it is easy to access and reproduce your work when needed.
- Regard your project supervisor as your ally. Let your supervisor lead you in suggesting short cuts, library sources, and good contacts, it could help you avoid running in blind alleys.
- If you have put forth your best effort in the internship, you should ask for letter of reference/ recommendation. Discuss your evaluation with the sponsor and outline any specific abilities or talents you would like highlighted in the letter. Before asking for a letter be sure they will write you a positive recommendation.
- Plan to receive comments on your project work. Feedback is an integral part of learning while doing. Expect and ask for constructive criticism on your work product and overall progress.

WHY KEEP A JOURNAL?

1. To RECORD your experience, thus saving it from extinction when you forget the crucial details.
2. To REFLECT on your experience and its connections with your life, learning, and decisions for action.
3. To ANALYZE your experience and its interactions with coursework and theory in your field of study.

Taking the time to sit down and write about your activities, insights, and feelings is an important part of your internship. Journal writing provides an opportunity to record observations about your experience, your readings, and your discussions with your field supervisor, faculty sponsor, and internship coordinator. It challenges you to think critically about your work and draw meaning from it. Journals are an excellent way to improve and document your active, conscious reflections on your internship experience.

Your journal serves as a vehicle to tie all the pieces of the internship together as well as a documentation of what has been learned. There's no point to writing something down because it happened; you write it down because it is in some way relevant. Rereading it can provide insights and understandings that serve as a foundation for both your final evaluative paper and your academic work.



This is what you look like at ENVS Graduation after completing 3 internships each!

How to Keep a Journal

Some Basics:

Set aside a scheduled time each day to write. Let your entries reflect what you are learning--about yourself and about the placement. Record thoughts, questions, and critical incidents; leave out rambling descriptive-style entries that tell what you ate for breakfast, how you got to your placement site, who was there, and those very personal entries about yourself and the people with whom you are interacting that belong in a diary rather than an internship journal. Remember other people are going to read it.

There are several ways to keep a good journal. Below are three techniques that you may find useful. Feel free to combine them, switch from one to another, or develop your own.

Observing and Analyzing: Informal Journal Keeping

If you feel that you have a lot to say, then simply write. This is your space to record major events, questions, discoveries, and feelings about your internship, as well as keep a factual record of any information you might want to record. Don't spend the whole entry describing your day, though. Note the parts that were important to you, and then move on to your analysis of the situations and questions that you described.

Remember that though your faculty sponsor will look through your journal to verify that you kept one, it is ultimately for you. Reflect on and analyze topics that concern you, and which will help you to clarify your goals, process the experience, and write your final paper. You do not need to impress anyone except yourself.

Questioning Techniques

One useful technique to keep yourself actively involved in your experience and to develop topics to write about, is to respond to questions. Questions about agency organization, relation of internship work to academics, power flows, ethical issues, and your own learning are all excellent for thinking about yourself and your internship. The idea is to participate and observe, to consciously examine aspects of your internship that you otherwise might ignore. Listed below are some questions that may help you in this process:

1. What was the most important thing I learned today?
2. What critical issues surfaced that I want to think more about?
3. What did I observe about how the agency's philosophy affects the way people do their jobs?
4. What facts or terms do I want to remember?
5. How did today's work connect with my academic studies and future goals?
6. What moral/ethical questions was I face with? How did I handle it?
7. What were the different opinions or perspectives I was exposed to?
8. What did I learn about the impact my agency has on the local community?
9. What will I do better on or change for tomorrow?

Try closing your journal entry each day with the one or two questions that are foremost in your mind (you don't need to answer these questions).

What do I Put in My Journal?

Internship Journal

- Begin your journal at the start of your internship.
- This journal is a useful way of keeping track of what you are learning on the internship.
- A journal causes you to think about your experiences and can help give insight into what you are experiencing and feeling. It also can be a useful record of your learning.
- To be most effective, the journal should not be merely a log of events. It should be a means to analyze or reflect on the activities you are performing and the new things you are learning. In addition, it helps you to recognize important events and to relate your stated objectives to what you perceive you are learning and doing.
- Record something in your journal each day you work. Be sure to date each entry.

Use the following to help you decide what information to include in your journal entries:

1. Job Description

- Describe in as much detail as possible what you will be doing during your internship. You may need to add to this description as your internship progresses.
- How do your job responsibilities match your own personal objectives?

2. The Organizational Setting

- What is the organizational structure? Who are the leaders? Who makes things happen?
- Describe the work atmosphere at your internship site. How are decisions made? Is it a cooperative or competitive atmosphere? Is there a lot of group work, or do people work by themselves?

3. Journal Entries

- Describe what was the best thing that happened to you today? How did you feel about it?
- Describe what you did and what you observed at your internship site.
- Describe what new skills or knowledge you have learned since beginning the internship and how they might help in a future job search?
- Describe what people do who work at this occupation. Describe a typical day at your site.
- How have your duties changed since you first started? Have you been given more responsibility?
- What do you feel is your main contribution to the organization?
- What have you done this week that makes you proud? Why?

4. Questions You May want to ask your agency supervisor/mentor during your internship:

- How did you become interested in this field?
- What training or education must you have to pursue this career?
- What do you like the most, or the least, about your work?
- What occupies your time most during the workday?
- What personal qualities are helpful?
- What are the major problems or frustrations in your work?
- How does this job fulfill your personal goals?
- What books were influential to you in seeking out this kind of job?

*****KEEP A LIST OF CONTACTS. ASK THOSE YOU MEET IN THE FIELD FOR: BUSINESS CARDS, EMAILS, WEB SITES, BOOKS THAT DEAL WITH YOUR INTERNSHIP*****



Hangin' in the FERP (Forest Ecology Research Plot)

One Final Word

Journal keeping, like any sort of writing, can be useless, a piece of junk, and an unpleasant chore to produce...or it can be an exciting record of your work and a dynamic and useful exploration of yourself. It can be a reflection of your life and how you lived, a 10-week snap shot in of this time. The difference has a lot to do with your attitude toward writing it and the commitment you make to share yourself and your thoughts and feelings about your experience. Only in this way will it become a useful tool for reflection and conceptualization. If you find this writing becoming burdensome or overly difficult, ask for help from another intern, the internship office, or your faculty sponsor. We are all here to help. After a couple of weeks' practice, this kind of writing should come easily to you and it will form an excellent documentation of your progress during your internship.

ANALYTICAL PAPER

The overall question that you are answering in this paper is “SO WHAT?” So what, that you did this internship? Whom does it affect? How might it be useful? How did your experience connect to your academic work? How did you grow? intellectually and/or personally? Remember that since your internship was a highly individual experience, your paper will also be unique, addressing those specific topics and questions that concerned you. Also note that this is an important means by which your faculty evaluates your academic performance, so include a short description of what you actually did daily, and then demonstrate your analytical ability.

Be sure to thoroughly examine your journal for insights, connections, changes, small incidents that highlight larger issues, and common threads. Rely on your journal for a sense of perspective on the quarter; the more analytical of a journal you kept, the easier this paper should be to write.

Finally, be literate! PROOFREAD AND SPELLCHECK!! This is crucial, because it is difficult to read a paper with multiple misspellings without judging it on appearance more than content. In some cases, mistakes even prevent the content from being understood.

Some topics, which could be included:

- The original goals/expectations and how they were or were not met
- What problems were/were not encountered with the agency, people you were in contact with, and what was the final product?
- Controversy or questions revealed by the research or the experience
- Biases of the agency, yourself, the university, the community
- Pros and cons of different points of view
- How does internship tie into your academics including experience, training, and readings provided?
- Whether your attitude, perspective, or ability changed, and if it did, how?
- Whether your agency worked the way you thought it would, what was different, and how you would change it?
- Do you see a future for yourself in this area, why or why not?
- Strengths and weaknesses you discovered about yourself
- Questions unresolved or things you would've done differently?

Note: The questions change. They don't have immediate answers but, there must be questions.

List of Local, National, and International Internship and Job Web Sites

THESCA.ORG—Student Conservation Association has over 1000 internships for students and those who have already graduated. They usually provide housing and a stipend. Good place to start if you have just graduated and need some more experience.

<http://www.thesca.org>

My Idealist—Local, national, and international jobs, internships, and chat room on saving the world and other ENVS student interests

<http://www.idealists.org/>

Coolworks—a national internship directory

<http://www.coolworks.com/internships/>

Orion—a state, national, and international internships and Non-profit jobs site

<http://www.orionmagazine.org/>

Working for Good—a non-profit jobs site

<https://www.workforgood.org>

AEOE—Association for Environmental and Outdoor Education

<http://aeoe.org/>

GoAbroad.com is the comprehensive on-line source for study abroad, language schools, overseas internships, international volunteer and teaching positions

<http://www.goabroad.com/>

Texas A&M

- Wildlife and Fisheries Sciences Job Board
<https://wfscjobs.tamu.edu/job-board/>

SAMPLE Outline of Analytical-Reflective Paper

Analytical Paper Prompt continued

- I. Description of internship
 - a. responsibilities
 - b. skills learned
 - c. project description
 - d. problems encountered
 - e. your expectations/goals: how and why they were or were not met

- II. Analysis of internship in terms of two or more of the following:
 - comparative analysis with similar project
 - agency organizational structure critique, including analysis of information channels, power structure
 - critique of methodology/program design
 - analysis of the field (i.e.: planning, IPM) and how your project contributed or related
 - what you learned, changes you experienced
 - ethical considerations and issues

- III. Relationship of internship or project to academic literature
 - a. set your experiences in the field in the context of at least two peer-reviewed journal articles
 - b. and/or relate your work to a specific theory you have learned in the classroom

- IV. How internship related to academic work
 - a. academic preparation
 1. how prior academic experience related to field experience
 2. adequacy of academic preparation
 - b. future plans
 1. for coursework
 2. for career

- V. Conclusion

Still feeling unsure? Come look at sample analytical papers in the Internship Program Office. Talk with your faculty sponsor. Talk with the Internship Coordinator. Relax, and remember: it's your paper, so write something that will be of importance to you.

Agency Evaluation of Intern

Student:
Agency Sponsor:

Quarter:
Course no:
No. of units:

Agency:
Faculty Sponsor:

Note: 12-15 hours per
week required per 5 units
(6 hours per 2 units)

Please evaluate the student's work in this internship. Be as specific as possible as to work quality, demonstrated initiative, follow through, and potential to work in this field. This evaluation is a requirement of the student's internship. (Ideally should be reviewed by both student and supervisor, but we understand this collaboration is not always possible.) Please return by email to: esintern@ucsc.edu

Signature: Agency Sponsor

Signature: Student