

# **STUDENT INTERNSHIP HANDBOOK**

**For students enrolled in the  
Emergency Management  
Associate of Applied Science (AAS)  
Program**

**MID-ATLANTIC CENTER FOR  
EMERGENCY MANAGEMENT**

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## Contents

<b>Overview</b> .....	4
<b>Eligibility</b> .....	4
<b>Application Process</b> .....	4
<b>Internship Guidelines</b> .....	5
<b>Online Component</b> .....	5
<b>The Learning Plan</b> .....	5
<b>General Guidelines</b> .....	6
<b>Core Learning Outcomes</b> .....	6
<b>Specific Learning Outcomes</b> .....	6
<b>Weekly Log</b> .....	7
<b>Final Report</b> .....	8
<b>Non-Discrimination Statement</b> .....	9
<b>Appendices</b> .....	10
Appendix A - How to Plan for an Internship .....	10
Appendix B - Additional Considerations.....	11
Appendix C - Emergency Management Internship Student Orientation Check List.....	12
Appendix D - Sample Learning Objectives .....	13
Appendix E - Sample Weekly Log of Work Activities .....	15
Appendix F - APA Formatting (6th edition).....	17

## Overview

The FCC Internship Education Program is designed to provide students enrolled in the Track I Emergency Management (EM) Associate of Applied Science (AAS) Degree Program with an opportunity to apply theoretical knowledge gained through classroom learning in a real-world environment. Interns have the opportunity to develop competencies within his/her chosen profession while earning credit towards graduation. Internships provide learning experiences not available in a classroom setting that build career-related experience in a new area.

Internship opportunities can also allow for career path change or serve as an entry point for students who are attempting to break into EM. The value that an internship brings cannot be missed as 82% of graduating seniors will have completed at least one internship, according to Mark Oldman, co-founder of Vault, and author of Best 109 Internships. As a result of this information, Mr. Oldman states that “In the United States an internship is no longer an optional benefit, but an essential stepping stone for career success.”

The specific area in emergency management a student chooses as the focus of their internship is limited only by their imagination and the opportunities available; however, this freedom is not intended to imply a lack of program framework. The proposed internship approach must meet a few parameters such as the internship must be supervised and occur during the INTR 103 course. In addition, internships must be in an area that is a new experience and is outside of the intern’s everyday common career responsibilities.

For additional information on the EM Internship Program, please contact the Emergency Management Program office at [EmergMgt@frederick.edu](mailto:EmergMgt@frederick.edu) or 301-624-2854.

## Eligibility

EM Program students who have successfully completed Emergency Management modules 1A – 4A are eligible for the internship. Upon successful completion of modules 1A – 4A, students must make contact with the EM Program Manager to discuss all of the details and requirements of the internship. At this time, the student and the EM Program Manager can begin discussions on the proposed project approach to ensure that it meets the criteria of the program. Once the project is approved, the EM Program Manager will register the intern for the course and the student will be required to quickly submit payment.

## Application Process

**Note:** Please read all of the following instructions before starting your application. After concept approval, students then complete the following steps:

1. Complete the [On-line Student Application](#) on the FCC website.
2. Complete the Memorandum of Understanding (MOU) and submit to the EM Program Manager.
3. Complete the Specific Learning Outcomes Worksheet and submit to the EM Program Manager.

All application materials must be submitted prior to course registration. Required internship forms can be found on the FCC internship webpage at: <http://www.frederick.edu/current-students/internship-program.aspx>.

## Internship Guidelines

Although there is a tremendous amount of flexibility for students when developing the internship concept, there are certain frameworks that must be followed to ensure that the internship meets EM Program expectations. Internships must occur in a new learning area of professional experience and cannot be performed as part of a student's normal duty/employment. A repeat of a previous job or a continuation of existing career responsibilities does not qualify. Previous or current emergency management experience will not exempt a student from the internship requirement.

The field of EM is expansive enough in nature and covers many areas including disaster theory, public law, disaster human services and administration and disaster policy and economics. As a result, there is no need to repeat a previous experience with so many new areas to explore.

The time commitment for internships will vary based on the agency needs but will typically require a commitment of at least 135 hours over an 8-week (17 hours weekly) or 15-week (9 hours a week) semester.

During the internship, both the intern and the Work-Site Supervisor are required to complete a final evaluation of the internship. Each intern will be assigned an EM Internship Faculty Coordinator and is expected to arrange meetings during week four and week eight of the semester, and prior to the close of the semester. The EM Internship Faculty Coordinator will also make arrangements to visit interns at your work-site (if local) or conduct a teleconference with your Work-Site Supervisor.

## Online Component

Although interns will complete their experience in person at an agency location, the INTR 103 course includes an online component. Students must submit weekly reports and a final report in the Blackboard INTR 103 course. Submitting work with the Assignment tool in Blackboard allows students to easily upload coursework to the instructor and receive files back, along with comments and grades. There is no need for paper or even email.

Through the use of Blackboard, all aspects of dealing with assignments are maintained in a single location, accessible from anywhere with an internet connection. The Blackboard course will reduce the amount of paper handling required. Archiving electronic versions of documents reduces the physical storage space required for paper versions.

## The Learning Plan

The Learning Plan is at the center of the Internship experience. It will assist students in achieving his/her goals for the semester and for their career beyond. The learning plan contains the following components (each component will be explained in detail in the next section):

#### A. Specific Learning Outcomes

- a. These are objectives that are specific to the internship assignment. The student and their Work-Site Supervisor will design these objectives before the course start, and the objectives will be approved by the EM Internship Faculty Coordinator.

#### B. Weekly Log

- a. The weekly log will enable the intern to outline work activities for the week and reflect on the importance of these activities in relation to overall internship goals. Students are required to submit their weekly log to the EM Internship Faculty Coordinator by Friday of each work week.

#### C. Final Report

- a. In the Summary Project, the internship student will present detailed evidence of his/her achievement of the Specific Learning Outcomes.
- b. Outline his/her internship experience.
- c. Evaluate his/her internship experience.

The Final Report will be used to assist in evaluating the extent to which the intern demonstrated achievement of the Specific Learning Outcomes. The EM Internship Faculty Coordinator may suggest alternative formats for the Summary Project.

#### D. Student Evaluation

- a. The Work-Site Supervisor and EM Internship Faculty Coordinator will evaluate student progress during the internship. The student will also be required to assess their progress in the Final Report and evaluate the extent to which the internship experience has met his/her work experience and learning outcomes.

### General Guidelines

The student will work closely with the EM Internship Faculty Coordinator to seek out appropriate experiences and develop job seeking skills as part of the internship education experience.

### Core Learning Outcomes

As a result of the internship experience students will be able to:

1. Apply appropriate workplace behaviors in a professional setting.
2. Demonstrate content knowledge appropriate to job assignment.
3. Exhibit evidence of increased content knowledge gained through practical experience.
4. Describe the nature and function of the organization in which the internship experience takes place.
5. Explain how the internship placement site fits into their broader career field.
6. Evaluate the internship experience in terms of their personal, educational and career needs.

### Specific Learning Outcomes

Specific Learning Outcomes are a set of statements that you create that clearly and precisely describe what you intend to accomplish during your internship placement. Internship education

is a part of the EM Program academic curriculum and academic credit is earned, not for working, but for the application of learning and new learning that takes place as a result of working. Learning outcomes establish performance targets and assist you in evaluating achievement.

How do interns develop and write their own learning outcomes?

Start by carefully reviewing your internship job requirements with your Work-Site Supervisor, identifying areas in which you can:

- Gain new skills
- Increase your knowledge

It is important that you:

- Make your objectives (goals) as specific as possible and avoid broad general statements.
- Confine your objectives to those which can be accomplished during a single semester.

Each learning objective should contain four types of information:

- A statement of what you expect to achieve through your work experience.
- An indication of the level of achievement that you expect to obtain. A clear statement of expected level of achievement reduces the effect of personal opinion and provides the basis for an objective evaluation.
- Identification of the method of evaluation to be used, for example, "as judged by my supervisor."
- A connection to the Core Learning Outcomes.

**Note:** A description of job duties does not constitute a learning objective. Each learning objective must indicate some definite change that will occur during the semester as a result of your work. An example of a Specific Learning Objective can be found in Appendix D.

### Weekly Log

**Activity logs must be submitted in the Blackboard INTR 103 course.** Hand written logs will not be accepted. The naming convention for your document should be last name, first name and the work week, i.e. – JohnsonDwayne\_Week\_1\_Activities.

- Note your work activities as soon as possible after they occur.
- Be sure to include your comments, reactions, and notes in the appropriate sections. Narratives that lack a proper explanation of the work activities for the week will receive grades that reflect the effort.
- Weekly Log of Work Activities must be uploaded in the Blackboard INTR 103 course **each week**.
- Review your up-to-date Activity Log at each meeting with your EM Internship Faculty Coordinator.

Keeping track of your on-the-job experiences will help you to:

- Assess your progress in meeting Specific Learning Outcomes.

- Address areas of accomplishment or concern with your EM Internship Faculty Coordinator and your Work-Site Supervisor.
- Gather information that will help you complete your final report.

Weekly logs with limited or incomplete narrative data will not suffice. It is important that students relay internship experiences for the week in a narrative form to his/her EM Internship Faculty Coordinator. Outline successes and challenges and the proposed methodology for addressing each. An example of an exemplary weekly log from a former student is listed in Appendix E.

### Final Report

**The Final Report must be submitted in the Blackboard INTR 103 course.** Interns are required to submit a college-level written account of the experience by the last day of the internship course to receive academic credit. Revisions are accepted following the first submission, but an approved report must be on file by the end of the academic term following the internship. Presentations, spreadsheets, published works, photographs, products, or recordings may be submitted in addition to the internship report, and often act as important supplementary material, but these do not replace the report itself.

Because evaluation of the student internship requirement rests upon the content of the internship report, students must outline their experience in detail. The report should be written objectively with specific examples of new concepts or ideas experienced during the internship assignment. The report should not be a personal account of your time or how you felt about the job. The report should offer observations on how the real world works and what an intern has learned during their assignment. Satisfying the internship requirement is based on the report and how the experience broadens the student's perspective beyond the actual work performance. The report should demonstrate to the reader that something new and interesting was learned through specific examples.

**Note:** The length of the report should be a minimum of 7 pages (2,500 words, MS Word, double-spaced, referenced, APA Sixth Edition Style). See Appendix F for APA requirements. The report must be submitted in Blackboard before the last day of class.



## Non-Discrimination Statement

Frederick Community College prohibits discrimination against any person on the basis of age, ancestry, citizenship status, color, creed, ethnicity, gender identity and expression, genetic information, marital status, mental or physical disability, national origin, race, religious affiliation, sex, sexual orientation, or veteran status in its activities, admissions, educational programs, and employment.

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## Appendices

### Appendix A - How to Plan for an Internship

1. Begin with identifying your goals. What are your current career goals at this point? Can the internship help you achieve your goals? Can the internship provide expertise that will position you for career advancement? Ideally, an internship should give you the opportunity to "reality-test" a potential career direction you have identified. If you don't currently have a career focus, it may be worth your while to step back and do some general careers research at this point.
2. Research internship possibilities and speak with your EM Internship Faculty Coordinator. The Mid-Atlantic Center for Emergency Management (MACEM), has an Internship Library listing specific opportunities, publications of national internship opportunities, NACE Annuals Summer Employment lists, and files on specific agencies and businesses. In addition, we have relationships with agencies in and around Frederick, MD. Also, consult faculty in your area of interest, and talk with friends and family about your ideas.
3. Make contact with your EM Internship Faculty Coordinator to discuss your specific goals and ideas, and to get guidance on how to identify opportunities in your specific interest area. Faculty advisors can also work with you to develop strategies on how best to approach organizations to inquire about internship possibilities.
4. Prepare a resume. If you don't have a resume, a good place to start the process is by using sample resumes and how-to books in the library. You may want to have the MACEM staff review your resume and give you feedback.
5. Contact organizations you are interested in. Depending on the organization, you may want to start with a phone call to a department supervisor, identifying yourself and asking about internship possibilities. Or, you may want to send a resume/cover letter and follow that up with a phone call. If the site supervisor is interested, set up an interview. Check with the EM Internship Faculty Coordinator if you are having difficulty.
6. Develop a Learning Contract. Once you have been accepted as an intern, work with your EM Internship Faculty Coordinator to develop a learning contract. This should include your learning objectives, methods (including internship duties and academic learning activities), and evaluation criteria.

## Appendix B - Additional Considerations

### **Resume and Cover Letter Preparation**

Students are encouraged to visit the library to review samples to assist you in drafting your résumé and/or cover letter if you do not already have one. Then you should work with you EM Internship Faculty Coordinator to have your résumé and/or cover letter reviewed.

### **Maximizing the Value of LinkedIn and LinkedIn Groups**

Though many people use Facebook and/or Twitter for social media interactions, LinkedIn is perhaps the most successful and widely used business-oriented social media website. LinkedIn offers users the ability to display their experience and qualifications, build a virtual network of contacts and join groups related to various professions. There are literally thousands of groups that users can join on LinkedIn, and the group aspect of this social media website is perhaps one of the most frequently overlooked elements available to users.

Belonging to LinkedIn groups can add credibility to a user's account profile and increase the likelihood of the user's account being viewed by those interested in the same types of groups, potentially leading to network or career opportunities. In addition, valuable professional discussion on current or emerging issues occurs on the group discussion boards that will help users stay abreast of industry specific issues. The downside is that the sheer number of groups on LinkedIn can make it difficult to identify those which offer the greatest potential benefit for users; however, group membership numbers and member activity offer some insight into the best groups to request admission to participate.

### **Interviews**

Arrive for the interview about ten minutes early, dressed professionally. Your attire should be consistent with the organization's culture. Be prepared to discuss your skills, interests, experience, and future career plans. Do research on the agency and if possible, the person who will be conducting the interview. Ask about specifics regarding the internship being offered to determine whether you will enjoy the experience. If you are offered the internship and are still considering other sites, it's not necessary to make a decision immediately. However, you should be aware of the employer's deadlines in filling the position.

### **Thank You Note**

You are strongly encouraged to send Thank You notes (or e-mails) to all the people with whom you interviewed. Once you have made a decision, you should notify any other sites still under consideration.

## Appendix C - Emergency Management Internship Student Orientation Check List

The purpose of the Internship Orientation is to ensure that all internship candidates receive consistent guidance regarding: course requirements, standards and direction both prior to initiating and throughout completion of their internship course. This format will be adhered to when completing the required Advisor to Student Internship Orientation session.

1. Internship candidates must have successfully completed a EM Modules 1A – 4A required for the EM AAS Degree program.
2. Previous or current EM experience will not exempt anyone from this course. The INTR 103 Course (Internship) is required by everyone to complete their AAS degree.
3. All students will submit his/her initial Internship Project Plan to the EM Internship Faculty Coordinator for pre-approval prior to course registration.
4. The Internship Course Project will fulfill the following requirements:
  - a. It must be involved in an Emergency Management field not related to any current or past responsibilities of the intern.
  - b. It must contain enough substance to ensure a minimum of 135 hours of work performance and meet the learning objectives, over the course of the semester period.
  - c. The Internship Project Plan must contain at least 4 approved core subject matter learning goals relating specifically to a field of Emergency Management.
5. Interns must submit the completed Memorandum of Understanding (MOU) from their potential employer prior to course registration.
6. During the semester, interns will ensure timely submission of Weekly Reports to the assigned EM Internship Faculty Coordinator, detailing project progress and potential issue resolution and hours worked.
7. Upon completion of the Internship Project, the intern will submit an Internship Summary Project Report. This comprehensive report will detail all aspects of the project from initiation to completion. It will also include the intern's opinion relating to the positive and/or negative aspects of their Emergency Management Internship experience. The length of the report should be a minimum of 7 pages (2,500 words, MS Word, double-spaced, reference, APA Sixth Edition Style).
8. Final grade determination will factor in all aspects of the internship to include:
  - a. Nature and complexity of project
  - b. Substance and timely submission of Weekly Reports
  - c. Quality and completeness of work performed
  - d. Employer Evaluation
  - e. Overall substance and quality of the Summary Project Report
9. It is the responsibility of the intern to notify their EM Internship Faculty Coordinator as soon as possible, of any issues regarding the progress and completion of their internship, to affect possible resolution.

## Appendix D - Sample Learning Objectives

<b>Worksheet for developing your specific learning outcomes</b>	
<p>For each objective, be sure that the result will extend your knowledge and experience.</p> <p>Include in each objective:</p> <ul style="list-style-type: none"> <li>• <u>Result</u> you intend to accomplish.</li> <li>• <u>How</u> your progress will be evaluated.</li> <li>• <u>Which</u> Core Learning Outcomes are directly connected.</li> </ul> <p>As you work on your objectives, review them with your Work-Site Supervisor.</p>	
	<b>Objective 1</b>
<ul style="list-style-type: none"> <li>• <b>Result you intend to accomplish.</b></li> </ul>	<p>Student will gain an understanding and appreciation of the state and local roles and responsibilities of participation in the state-to-state Emergency Management Assistance Compact (EMAC), and will contribute to the development of new Mission Ready Packages (MRP) (mutual aid typing definitions) of local and state emergency response resources.</p>
<ul style="list-style-type: none"> <li>• <b>How your progress will be evaluated.</b></li> </ul>	<p>Evaluation will be based upon the degree the student:</p> <p>Demonstrates and articulates to others appropriate knowledge/ familiarization/ self-training (available online), as pertains to the development and employment of National Incident Management System (NIMS) "typing definitions," EMAC and the EMAC MRP program.</p> <p>Provides accurate coordination, meeting hosting/facilitation, technical assistance, suggestions, training, guidance and administrative support in all formats (i.e., verbal, written, presentations) to/for other stakeholders to help develop and lead the teams (primarily in Area D) that participate in developing actual "Mission Ready Packages" for submission to EMAC.</p>

<ul style="list-style-type: none"><li>• Which Core Learning Outcomes are directly connected?</li></ul>	1, 2 , and 4
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Appendix E - Sample Weekly Log of Work Activities

WEEKLY LOG OF WORK ACTIVITIES

John H. Doe Fall 2014  


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Student Name Semester

City of Anywhere, Dept. of EM EM Intern  


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Internship Site Placement Job Title

Hours & Date:

Monday	Tuesday	Wednesday	Thursday	Friday
<b>X</b>	<b>X</b>	<b>10/1 8a.- 6p.</b>	<b>X</b>	<b>10/3 8a.- 5p.</b>

Please include comments, reflections and notes.		
Week 6 Work Activities	New	Routine
Present project to various venues.	X	
Discuss various roles in emergency management.	X	
Educate on difference between EOC, IC location and POD/congregation point.	X	
Explain difference between negligence and willful/wanton negligence.	X	
Exercise public relation skills.		X
<p>Review Core Learning Outcomes and Specific Learning Objectives and describe how your work connects to these goals:</p> <p>Core learning objectives #2, 3 and 6 were at the fore front this week. Knowledge of EM was vital in discussing/presenting. A lot of experience was acquired in exactly how to present to an uneducated (on subject) audience. The largest area of learning was not to take for granted the “general knowledge” that would be assumed the recipient would possess. The value of a full time person committed to EM came to the surface this week.</p>		

Comments, Reflections and Notes:

There were some difficulties and discovery this week. Venues were very skeptical of liability issues. The introduction of a preparedness/progressive rather than reactive/on the fly EM concept was difficult for a lot to grasp. The desensitization factor due to the large number of emergencies is difficult to overcome (Why a change?). Several said they had been called upon in the past by various officials in EM situations (no continuity). These actions had to do with first responder activities. The last major event was a wildfire a couple of years ago. Several aspects became apparent to me. 1. The importance of culturing relationships over time. 2. The timing of a project such as this one would be best served at a point after an emergency. 3. The desired results may not be what someone would wish but the “seed” has been planted for cognition later. 4. Introducing, educating and asking for participation in one sitting is a bit much.



## Appendix F - APA Formatting (6th edition)

The learner will prepare a research paper that will demonstrate and utilize the scientific research method through an analysis process using descriptive, historical, correlational, and experimental research methods involving a researched business question/problem.

The following should be the format of the Final Report.

### Cover page

- Title (“Internship at Company XY”)
- Student’s first name and last name
- Student ID at FCC
- Internship start and finish dates, number of internship weeks
- Name and title of Work-Site Supervisor at the company
- Name of EM Internship Faculty Coordinator at FCC

### Privacy Statement (if required)

- Agencies might require a privacy statement (secrecy agreement) which states that the report must not be publicized, copied, or made available for a third party because of the sensitive nature of the narrative data.

### Table of Contents

- Contents of the report with page numbers, list of tables, list of figures, and references.

### Introduction of the Internship

- A short explanation as to why this agency/institution has been chosen and a short account of the major activities carried out during the internship period.

### Description of the Company/Institution

- Give a brief history of the agency, including its various departments, full mailing address and relevant web links.
- Please specify:
  1. In which sector the agency/institution operates.
  2. The services offered to its customers.
- Provide an organization chart of the company, along with information on the number of employees.

### Internship Activities

This is the main part of the report. It should present the activities performed during the internship period.

- Describe work functions: Describe your typical working day (working hours), unusual working days (field trip, overtime), etc.
- Mention difficulties and challenges (familiarization with the new work, communication, any problems) etc.

- Mention other team members or co-workers and their functions in relation to the internship project.
- Explain assigned internship tasks and what experiences were gained throughout the internship.
- Describe any research that was required for the internship project.
- Compare theory (things you have learned at the college) and practice (things you did or observed at the agency).
- Include any pertinent work samples developed at the agency (i.e. - graphs, pictures, data, drawings, or design).

### Evaluation of the Internship

- What skills and qualifications do you think you have gained from the internship?
- Did the internship meet your expectations?
- How do you think the internship will influence your future career plans?
- How was the relationship with the Work-Site Supervisor and colleagues?
- Would you recommend this agency for other FCC students?

### Conclusion of the Report

- Key conclusions derived from the internship experience.

### References

### Appendices and Supplementary Material (charts, graphs, pictures, computer codes, etc.)

Writing must be clear, well organized, and original. Proofreading is expected – spelling and grammatical errors destroy credibility quickly. Use of a fancy vocabulary does not tend to improve the conveyance of ideas. Keep writing simple and straightforward. Be thorough – don't leave a concept half-explained. Be comprehensive – if you were explaining the concepts to unfamiliar audiences, think about what they would want to know and cover all of it.

### **APA formatting:**

- Margins set to 1-inch Top/Bottom and 1-inch Right/left; Double-spaced; 12-point Arial or Times New Roman font; double-spaced.
- Title Page with paper title, author's name, and institution (Frederick Community College) centered horizontally and vertically, and edited Header with Running head: TITLE IN CAPS and page number right aligned.
- Headers with Title (in all CAPS) left aligned and page numbers right aligned
- A complete reference in APA format (6th edition) for each article: Hanging indent used for each reference.

For more information on APA 6<sup>th</sup> Edition formatting, please visit the [APA Formatting and Style Guide - OWL - Purdue University](#).