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Interns Matter: Maximizing Integration of Interns into Community Agencies

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Interns Matter: Maximizing Integration of Interns into Community Agencies

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Capstone Report #4: Final Report, Recommendations & Reflection
Fall 2017

Author Note
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ABSTRACT

Hope Services is a non-profit agency serving individuals with developmental disabilities in six counties. Over the years, there have been many agencies that have formed connections with Hope Services. One of these collaborative partnerships has been with CSU Monterey Bay’s (CSUMB) integration of interns through their field placement program. However, recently former Hope Services South District Manager, Greg Dinsmore, witnessed a lack of utilization and integration of interns across all Hope Services agencies. Through firsthand experience as a mentor, he witnessed the benefits of utilizing interns and saw the need for further advocacy and support for the integration of interns at all field offices. As a means of informing managers about the benefits of utilizing interns a PowerPoint presentation, “Interns Matter: Maximizing Integration of Interns into Community Agencies,” was created and presented November 1st to twelve Hope Services managers and supervisors from five different offices. The presentation included an overview CSUMB’s Field Placement and Capstone Program, an overview of the Collaborative Health and Human Services (CHHS) Major Learning Outcomes (MLO), information about the benefits of intern integration, and personal testimonies from former and current field placement students. Increased awareness and interest in the requirement of interns was measured by a post survey. Based on the results from the survey, the presentation was deemed successful. Of the twelve managers present at the training, eight completed the post survey and four of those who completed the survey agreed to recruit and utilize interns at their individual field sites.

Keywords: community partners, field placement, CSU Monterey Bay, recruitment, internship, individuals with disabilities.
I. The Problem

Problem Definition

The mission and vision of Hope Services is “to improve the quality of life for people with developmental disabilities and to promote a common understanding that the world is a better place when people with disabilities are fully integrated and accepted in all aspects of our culture and community” (Hope Services, 2017). Hope Services is a non-profit agency serving individuals with developmental disabilities in six counties: San Mateo, Alameda, Santa Cruz, Santa Clara, Monterey, and San Benito County (Hope Service, 2017).

The Monterey county division of Hope Services has had a long standing collaborative partnership with California State University Monterey Bay’s (CSUMB) interns through the university’s field placement and capstone program. The integration of interns into the workforce is integral to the growth and development of an organization. In a study found in the North American Colleges and Teachers of Agriculture (NACTA) journal, “Assessments of undergraduate internships completion and employment at graduation show internships are one of the most valuable experiences toward early career success. This association reflects not only the benefits of internships on the student, but the direct value to employers as well” (Peffer, 2012). If utilized properly, interns have the potential to bring about new ideas that bring organizations up to date with the demands of today. Greg Dinsmore, the former manager of the Monterey County field office on Portola Drive has had firsthand experience collaborating with CSUMB interns as a mentor, so he can attest to the uniqueness of this program and the positive aspects of utilizing interns at Hope Services. However, due to the expansive reach of all the Hope Services agencies across all six counties, he realized that his colleagues at the other field sites do not have
the opportunity to share in this same experience. As a result, there is a lack of intern integration and utilization of interns across all Hope Services agencies.

**Problem Causes/ Contributing Factors**

There are many factors that contribute to this lack of intern utilization across all Hope Service agencies. Among the contributing factors are misconceptions about interns, a lack of knowledge about interns and internship programs, and time constraints on agency personnel. These are problems faced by many agencies not just Hope Services.

**Misconceptions**

Many of us have heard the statement “never judge a book by its cover.” Well one would wish that interns would have that same opportunity to not be judged as so, but that is not always the case. There are many misconceptions and pre judgments out in the world and workforce about who interns are and what they can do. Research in the Australasian Marketing Journal (2009) states, “Employers believe that students lack the necessary practical and negotiation skills, tolerance for ambiguity, and ultimately real work preparation” (Alpert, F., Heaney, J., Kuhn, K. p. 36).

Many managers and supervisors have been at their jobs for several years. They are pros in their field. When potential agency mentors hear preconceived notions and negative views about interns the thought of bringing an intern into their agency might be something that does not appeal to them.

There may be misconceptions about what an intern does. Interns can be viewed as a nuisance and a waste of resources and time. Personnel may think that interns are just gofers. However, this is an unfair misconception. An article in Lab Animal (2004) states, “All interns are not alike. Apart from what any student perceives as personal motivation, strengths, and skills,
every student arrives with a different package of academic courses and practical experience” (Silverman, J., Delano, M., p. 35). No two interns are alike, so it is important for managers to ignore these misconceptions or they may miss out on great opportunities that result from the utilization and integration of interns at their agency.

Lack of Knowledge

Many agencies can benefit greatly from utilizing an intern. However, many agencies do not have the knowledge about these potential benefits nor do they understand the process on how to recruit and attain an intern for their agency. In essence they are blind to the possibilities. As stated in Business Administration Journal (2000), “Many times the participants don’t realize the benefit of such a partnership until the internship actually begins, but the end result is almost always a positive experience for each of the parties” (Coco, p. 42).

They may lack the knowledge about what an internship mentorship process entails. Justly so, they may be unaware of the potential internship mentorship opportunities that exist within their community. When potential internship mentors gain this knowledge and become mentors, internships have the potential to benefit all parties involved.

Time Constraints

Working with an intern can require lots of time and supervision on the part of an agency mentor. The NACTA Journal states, “Despite the recognized benefits, the time investment required by personnel to govern internship programs can be a limiting factor in their implementation” (Peffer, 2012). Many managers already have extremely busy schedules, so adding an intern to their already heavy workload can be seen as burdensome. For CSUMB’s program in particular, “an agency mentor functions as an educator, role model, and evaluator for student interns by extending the formal academic training into their field and guiding their
professional development” (Collaborative Health & Human Services Program, 2017). No two interns are alike, some may have the ability to work independently while others may require additional support to be successful in their internship. This may require an adjustment in the mentor’s schedule, so the need for constant supervision can add to the reluctance of some agencies wanting to recruit an intern.

**Problem Consequences**

The importance and positive aspects that result from internships on all parties do not go unnoticed. The Review of Business states, “An internship program administered by a college offers substantial advantages for students, employers and the college” (England, V. et al, pg. 28). According to the NACTA Journal, “Internships provide a realistic understanding of the organization, structure, and expectations of the chosen profession; support the transition from student to professional; and promote networking opportunities that establish professional relationships, (Peffer, 2012). By not recruiting and utilizing an intern at their agency an organization can miss out on the above stated benefits and face many consequences. Among these consequences are a lack of advocacy, a lack of experienced employees, and a lack of growth opportunities.

**Lack of Advocacy**

When an organization brings in new fresh faces it opens up interns to working with a new demographic served by that agency. While working with a particular agency and gaining experience on site, an intern begins to develop knowledge about the agency, the agency’s needs and their mission. An article in the Public Relations Quarterly (1994) states, “Even if they’re still in school and not available for immediate hiring, your former interns can become ambassadors
for your agency, and help spread the word among their fellow students that your agency is a desirable place to work” (Farinelli, J., Mann, P., p.36).

The new knowledge and experience that interns gain through this opportunity results in interns become advocates and ambassadors for that organization. As stated in the Australasian Marketing Journal, “Internships programs can generate publicity and positive word-of-mouth. They also provide a means of creating stronger ties with other industries, which can assist agencies in seeking funding” (Alpert, F. et al., p. 37). Not utilizing interns has negative impacts because an agency misses out on potential opportunities to recruit advocates who could promote their mission out into their community.

**Lack of Experienced Employees**

Interning at an agency provides opportunity and experience to an intern who can eventually become an employee for that agency. The Journal of Vocational Behavior (2014) states, “internships are a key means of career exploration, whilst for organizations internships are an important means by which to attract and identify talented future employees” (Rose, P., Teo, S., & Connell, J., p. 153). By working with interns mentors also have the opportunity to gain first hand pick of the graduates they would like to employ in the future. As stated in Internships: A Valuable Recruitment Tool (1999), “Internships can give you a competitive edge in being able to attract and retain the best and the brightest entry-level candidates to your field” (Messmer, p. 28).

By not utilizing interns and hiring them an agency has to spend more time and resources in the training of new employees, whereas if they were to hire an intern from their agency they already have a trained staff member. The Review of Business states, “employers benefit from an internship program in a number of ways. Interns are talented students who contribute to an increased output for the firm. Participants reduces a firm’s recruitment costs since management
can identify individuals with the skills and personal traits needed based on the audition implicit in the internship experience” (Englander, 2000). Utilizing an intern is a win-win for all parties involved, “An intern who continues as a fulltime employee has a better understanding of the working environment and the division of responsivities (Englander, V. p. 21, 2000). By not utilizing interns an agency misses out on this free trial opportunity to build and mold an intern into their ideal employee at no cost to them.

Lack of Growth Opportunities

The dynamics and benefits to integrating an intern are quite unique. The article, Benefits for Student Interns and Supervising Faculty (2008) states, “students frequently interact with colleagues and other professionals during their internship experience” (Lanigan, p. 102). Integrating new interns who are educated provides an opportunity for agencies to create a dialogue that connects agencies to new ideas and recent knowledge that directly can affect the demographic served by their agency. By engaging in the intern mentorship process, agency mentors have the opportunity to evaluate and provide input to field instructors about their students. By providing input mentors have the opportunity to directly influence academia and positively impact the curriculum taught to future employees in their field by making sure that students have the correct knowledge for the job.

Utilizing an intern has positive effects on all parties involved. As stated in the Australasian Marketing Journal (2009) an agency also is positively affected because, “The development of the existing staff may also be enhanced, as they reflect on their own duties and actions as part of their supervisory role, which can lead to improvements in operations and procedures” (Alpert, F. et al., p. 37). It provides growth potential for all personnel. Additionally, a publication by the faculty of Western Oregon University states, “Interns have the potential to
introduce new ideas and/or apply their unique skills and abilities in ways that improve the agency’s efficiency and/or effectiveness” (Murphy, D. Gibbons, S., 2007, p. 4). Interns have the potential to solve problems and bring about positive changes for the agency and community that they serve. By not utilizing an intern an agency can miss out on all these potentials for growth.

**Problem Model**

Figure 1: Problem Model – Causes and consequences, demonstrates the causes that contribute to the lack of utilization of interns and demonstrates the consequences if the problem is not addressed.

### II. Project and Justification

**Capstone Project Title**

Interns Matter: Maximizing Integration of Interns into Community Agencies

**Purpose/ Justification**

Mr. Dinsmore witnessed a need for growth and further support among all his colleagues for the utilization and integration of interns. He realized that other agency managers and supervisors do not acquire the knowledge about the overall intern mentorship and recruitment
process for the utilization of interns. The intended capstone, a training titled “Interns Matter: Maximizing Integration of Interns into Community Agencies” aimed to address this problem by delivering information to several Hope Service managers and supervisors about the benefits and potential uses of interns at their individual field sites, general knowledge about why interns matter, and information about the internship mentorship and recruitment process at CSUMB.

III. Implementation

Project Implementation

The information provided in the training was delivered in the form of a fifteen minute PowerPoint presentation at the Hope Services managers meeting held on Wednesday, November 1st at their La Guardia office located Salinas, CA. The information gathered was pulled together by a collaborative effort between the California State University Monterey Bay (CSUMB) Collaborative Health and Human Services (CHHS) field placement program advisors, and personal reflections and testimonies from current field placement students and recent CSUMB graduates gathered through a Google survey (Appendix A). Additionally, information was also gathered through attending the September 2017 Community Partner Orientation and Internship Fair. A full version of the PowerPoint presented is located in Appendix B. Additionally, a full overview of the project activities, deliverables, and deadlines can be located in Appendix E.

Implementation Obstacles and/or Unexpected Circumstances

There were several obstacles leading up to and during the implementation of the training presentation. One obstacle was coordinating a beneficial date for all parties involved for the delivery of the training. Originally the training was set for October, but had to be pushed back to the first week of November.
Secondly, an additional negative was the absence of Greg Dinsmore on the date of the implementation. It would have been greatly beneficial to have him present at the meeting, so that he could have had the opportunity to share his input on the idea behind the project to his colleagues.

**IV. Reflection of Outcomes**

*Defining the Outcome(s)*

An expected outcome of this capstone was to successfully carry out the training session as a means of informing all Hope Services managers present at the meeting about the benefits and potential uses of utilizing interns at their individual field sites. Another expected outcome was to successfully provide general knowledge and awareness about interns and to provide knowledge about the uniqueness of the CSUMB’s field placement and capstone process. Additionally, to provide knowledge and steps on how Hope Services managers could become mentors for interns. Lastly, the overall goal of this capstone was to increase support and openness for the recruitment and integration of additional interns by more Hope Services managers.

*Outcome Measures/ Methodology*

The expected outcomes and effectiveness of the training were measured by a post survey completed by the managers at the November 1st meeting. The survey consisted of a variety of thirteen questions and one feedback portion related to the content of the training. Results from the survey were inputted into Excel spreadsheet. A more detailed overview of the questions can be viewed in Appendix C.

To gauge their attitudes and feelings towards working with interns in the past the managers were asked to circle one of six attitudes (not positive, somewhat positive, positive,
very positive, very positive, and extremely positive). To measure their degree of increased knowledge about interns and the internship mentorship process in general after the training they were asked a series of three questions: Was this your first time hearing a presentation from a CSUMB intern? How valuable was the information presented today? On a scale of 1 being the lowest (Not Valuable) and 10 being the highest (Very Valuable). How much of this information was new information to you? (Not New Information, Somewhat New Information, Very New Information)

To measure whether a manager was more open and likely to recruit more interns at their agency and their willingness to becoming a mentor after listening to the presentation they were asked the following questions: Are you likely to integrate more interns at your agency after listening to this presentation? (Not Likely, Somewhat Likely, Likely, Very Likely). Are interested in acquiring more information about becoming a mentor? (Not Interested, Maybe, Yes I would like to become a mentor). Are you interested in attending a CSUMB Community Agency Orientation? (Not Interested, Maybe - I’d like a follow up email, Yes - send me an invitation).

**Discussion of Results**

The information provided to the managers was well received by all of the twelve managers present at the training. Of the twelve managers and supervisors present there were five Hope Services agencies represented. They all had very positive reactions and expressed words of gratitude after the delivery of the training. Though not all of the twelve managers completed their surveys, eight totaling over 50% were able to provide measurable feedback. After reviewing the results of the post survey the expected outcomes of the capstone were deemed successful. A more detailed view of the survey results is located in Appendix D.
An expected outcome was to successfully provide general knowledge and awareness about interns and to provide information about the uniqueness of CSUMB’s service learning, field placement and capstone programs. Success of this outcome was recognized after reviewing the results for the question, “Was this your first time hearing a presentation from a CSUMB intern?” This question yielded seven out of eight of the managers responding “Yes” to this question. Positive results were also recognized through the question, “How much of this information was new information to you?” For this question, three of the eight managers answered “Very New Information” and the remaining five stated they had learned “Somewhat New Information.” The results of these two questions alone helped to recognize that the managers received valuable information and gained increased knowledge about interns and CSUMB internship process that they did not know prior to the training.

The goal of this capstone was to increase support and openness for the recruitment and integration of additional interns from more Hope Services managers. Based on the results yielded by the following survey responses, this goal was deemed successful. For the survey question, “Are you likely to integrate more interns at your agency after listening to this presentation?” two of the eight managers stated that they were “Likely” to integrate more interns and the remaining six stated that they were “Very Likely” to integrate interns. To further show proof of success, three of the eight managers reported, “Yes” that they want to be a mentor and one of the remaining five stated that they “Maybe” would like to become a mentor. Additionally, to show further interest in their commitment two of the four who stated that they would like to become mentors asked for an invitation to the CSUMB Community Agency Orientation and the other two stated they would like a follow up email about the event. Overall, these results expressed
that potentially four additional Hope Services managers would be becoming mentors for interns in the near future.

**Limitations of Results**

Due to the tight schedule of the meeting on November 1st the managers present were unable to complete the survey immediately after the presentation. Surveys had to be picked up two days after the presentation. Due to not having the opportunity to collect on the day of the presentation there was not 100% participation in the completion of the surveys by all those in attendance. This alerted the results slightly because the feedback from four managers could not be measured. Because of this the results did not reflect a true outcome of all those in attendance.

**V. Conclusion**

**Implications of Results for Agency**

Despite those pitfalls however, the overall idea behind this capstone and the implementation of the training session was a success. The most positive aspects about this capstone was the opportunity to include personal testimonies about the overall field placement and capstone experience from current and former interns. The managers really enjoyed hearing about the potential uses of interns and positive experiences through the eyes of the interns themselves. It provided a full circle view of the journey of a typical intern from start to finish. Additionally, the inclusion of the overview of the Major Learning Outcomes (MLO’s) also helped to provide a framework for of the scope of knowledge and the skills that a potential CHHS intern possess and could apply to an agency through their internship experience.

The benefits of presenting a training session such as this to Hope Services was an asset because it provided the agency with valuable information and helped to encourage community connections. In learning about internship opportunities and committing to be a mentor, Hope
Services managers acquire first hand pick of the next generation of future employees from their community. By utilizing an intern Hope Services has a free trial period to work with college students whose knowledge in the Health and Human Services department specifically meet the needs of their agency and clients. Additionally, they gain an opportunity as mentors to engage and collaborate with field placement instructors and to voice their needs as employers about what they look for in future employees. Thusly, helping to mold students to become better working adults. The National Public Accountant journal states, “In time, your commitment to providing a valuable learning experience for both participants and those among your full-time staff who serve as mentors will have lasting effects within your company, community and industry” (Messmer, p. 29). Utilizing an intern is a win-win for all involved.

Lastly, and most importantly when Hope Services recruits interns to work directly with their clients they create lifelong advocates for individuals with disabilities. By interacting with Hope Service clients, interns gain awareness and firsthand knowledge to the direct needs of the demographic served by this organization. Interns become active participants of their field sites culture and have an opportunity to set their organization's vision and mission into action. Just like the mission of Hope Services, interns also learn to be active agents who, “strive to improve the quality of life of individuals with developmental disabilities” (Hope, 2017).

VI. Recommendations

Recommendations for the Agency

One of the recommendations is for the information gathered from the post survey to be forwarded to current CSUMB field placement instructors. The intended purpose is that they utilize the contact information provided to reach out to the Hope Services managers who stated an interested in utilizing an intern and in becoming a mentor. An additional recommendations
would be for Hope Services to utilize a future intern specifically to help in the coordination of recruiting interns for various field sites and to utilize an intern to create a capstone project focused on the creation of an internship binder or manual to be followed by all managers. Lastly, my final recommendation would be for Hope Services and other agencies to require all their existing interns to present an exit presentation that they can share with their organization at the end of their time served. In doing so, it would provide the agency with an overview of what their intern achieved at their agency and also provides a reflective tool to assess how they can grow as mentors.

**Recommendations for Future Students**

A recommendation for future students interning at Hope Services is to make it a goal to laugh every day. Many of Hope’s clients face disabilities with speech, vision, and learning so at times it can be difficult to carry on a conversation with a client. However, when we laugh and smile together it can break those barriers and leaves a lasting impression on both parties. There can be many things that can go awry during your internship, but having a good laugh is a great tool for self-care.

Secondly, when out in the community remember to only speak positive things about your agency. There might be things that an intern does not like about their agency or about the mentor you are working with. However, it is important for future interns to remember that it is not about them, it is about the client. Many agencies rely on outside donors for funding, so what we speak out in the community could come back to potential donors and negatively affect the agency. Lastly, enjoy the experience and keep a journal to document the experience.

**Final Thoughts**
Overall, the capstone experience was a great learning opportunity. Having the opportunity to speak about my experience as an intern provided me with a great opportunity to self-reflect on my own experience and to validate that all the time and effort I put into my studies was worth the struggle. I am honored and blessed to have been a part of such a great agency and to be able to become an advocate for Hope Services’ clients and all individuals with disabilities. Through this experience I felt like I was an active agent for change and positively contributing to my community. The sweat and tears were all worth it in the end. I understand the importance of the internship program and because of this I am now an advocate for Hope Services and for the CSUMB Field Placement program forever. Go Otters!
References


Collaborative Health & Human Services Program (2017). Field Practice Program PowerPoint.


Appendix A
Field Placement & Capstone Survey

Field Placement & Capstone Survey

Hello,

My name is Valerie, I am an expectant graduate of California State University Monterey Bay's class of 2017. Currently, I am in the process of completing my Capstone implementation and I would appreciate your feedback. My Capstone project "Interns Matter: Maximizing Integration & Efficiency of Interns into Community Agencies" focuses on the Field Placement and Capstone process itself. My research involves feedback from graduates and current field placement students about their overall field placement and capstone experience. If you can complete this survey your help is greatly appreciated. Congratulations to all of you graduates and good luck to all you future graduates. Thank you for your time.

* Required

1. Email address *

2. What was your graduation date or what is your expected graduation date? *

3. Field placement site? *

4. Demographic served at your field placement? *

5. Approximate field placement hours completed? *

6. Capstone Project Title? *

7. Capstone Project Type? *
8. Brief description of your Capstone Project: *


9. What tasks, special projects or responsibilities did you perform at your field site location (feel free to provide bullet points)? *


10. Did you help with the writing of grants at your field placement site? If yes, please describe the grant and funds granted if applicable. *


11. Did you help with any fundraising for your field placement? If yes, briefly describe the fundraiser. Approximately how much funding was raised? *


12. What was the overall capstone and field placement process like for you? Express your feelings, concerns, lessons learned, etc. *
Field Placement & Capstone Survey

13. What advice do you have for current or future field placement/capstone students? *


14. Were you offered a job or did you apply for employment at your field placement site? *


15. Do you feel that you are more prepared for a future career after completing the field placement/capstone process? Please elaborate. *


16. Do you have any suggestions or recommendations for potential field placement mentors? *
Appendix B

Hope Services Managers Meeting PowerPoint – Capstone Project: Interns Matter

Introduction

- Who I am
- Senior at CSU Monterey Bay graduating December 2017
- 3rd semester of Field Placement at Hope Services Portola
- Directly under the mentorship of Greg, Ellen, and Maria
- Monterey Park Elementary Garden Program

My Goals

- Express my reasons for being here today
- Share my experience as an intern
- Summarize CSU Monterey Bay’s Service Learning, Field Placement, and Capstone Program
- Advocate for the utilization of interns at your agencies
- Discuss why you should become a mentor
- Provide information on how you can become a mentor
My Internship Experience

Garden Club Photo Booth Fundraiser
- Purpose: To raise funds for Monterey Park Elementary’s new gazebo
- Students raised about $200
- Students had fun
- Took pictures with clients
- Teachers participated
- Each student left with a memory

CSU Monterey Bay Program
- Service Learning
- Field Placement
  - Hours vary by department
  - CHHS has a 240 hours minimum
- CHHS Major Learning Outcomes (MLOs)
- Capstone
  - Project addressing agency need
  - Culmination of 2 semesters of work
  - Panel, presentation, poster
  - December & May
How can an Intern help your agency?

- Clerical tasks
- Research
- Education
- Marketing
- Advocacy
- Grant Writing
- Fundraising
- Attend Career Fair
- Fill staffing gaps
- Interact with clients
- Case Management
- Piece of mind
- Help you become a better boss/mentor
- Continued learning
- Keep you up with the times
- Exchange of knowledge

What do CSUMB interns and graduates have to say?

*Stressful, but so rewarding*

*My internship helped me to better understand the needs of clients at my organization.*

*Through my internship I learned how to break stereotypes and assumptions.*

*This process pushed me out of my comfort zone and increased my skills and knowledge.*

*Through this experience, I was able to apply the tools given to me by my mentor in many areas of my life.*

*Having the chance to be an intern helped me gain an understanding of how a non-profit works, focus on professional growth, and create a change in our community. Although at times it was hard to balance school, internship and work every experience with staff and clients was rewarding.*

CHHS Intern 2016-2017 Quick Facts

<table>
<thead>
<tr>
<th>Agency Sites</th>
<th>CHHS Interns</th>
<th>Total Hours Served</th>
<th>Unique Projects</th>
<th>Total Value of Volunteer Time</th>
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<td>107</td>
<td>218</td>
<td>50,150</td>
<td>218</td>
<td>$1,210,621</td>
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</table>
Which other agencies utilize CSUMB interns?

- [List of agencies with logos]

---

So what if my agency is in Timbuktu?

**Geographical Breakdown of Student Placement**

- Salinas: 80
- Monterey Peninsula: 65
- Watsonville: 30
- Santa Cruz: 24
- Gilroy/Hollister: 11
- South County: 6

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Mentorship Process

- Attending a CSUMB Community Agency Orientation
- Attending the Community Partner Resource Fair
- Begin to make the time in your schedule
- Brainstorm with staff about ways to utilize interns
- A mentor does not have to be a manager
- Complete the Survey
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<th>Name</th>
<th>Email</th>
<th>Agency Location</th>
<th>Position</th>
<th>Have you utilized interns at your designated field office in the past? (Circle one)</th>
<th>Currently have any interns at your agency? (Circle one)</th>
<th>How has your experience working with interns been in the past? (Circle one)</th>
<th>How was this your first time hearing a presentation from a CSU Monterey Bay Intern? (Circle one)</th>
<th>How valuable was the information presented today? (1 low, 10 high)</th>
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</thead>
<tbody>
<tr>
<td>Alejandro Anderad</td>
<td><a href="mailto:xanderad@hopeservices.org">xanderad@hopeservices.org</a></td>
<td>Hollister</td>
<td>Program Coordinator</td>
<td>No</td>
<td>Yes</td>
<td>N/A (No Interns)</td>
<td>Yes</td>
<td>10</td>
</tr>
<tr>
<td>Deb Henson</td>
<td><a href="mailto:dnhanson@hopeservices.org">dnhanson@hopeservices.org</a></td>
<td>LaGuardia, Salinas</td>
<td>Project SEARCH Coordinator</td>
<td>No</td>
<td>No</td>
<td>N/A (No Interns)</td>
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<td>Lindsay Boyce</td>
<td><a href="mailto:lboyce@hopeservices.org">lboyce@hopeservices.org</a></td>
<td>Seaside</td>
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<tr>
<td>Pam Smith</td>
<td><a href="mailto:pmith@hopeservices.org">pmith@hopeservices.org</a></td>
<td>LaGuardia, Salinas</td>
<td></td>
<td>No</td>
<td>No</td>
<td>Extremely Positive</td>
<td>Yes</td>
<td>10</td>
</tr>
<tr>
<td>Rhonda Kim</td>
<td><a href="mailto:rkim@hopeservices.org">rkim@hopeservices.org</a></td>
<td>LaGuardia, Salinas</td>
<td></td>
<td>No</td>
<td>No</td>
<td>N/A (No Interns)</td>
<td>Yes</td>
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<tr>
<td>Neila Filice</td>
<td><a href="mailto:nfilice@hopeservices.org">nfilice@hopeservices.org</a></td>
<td>Seaside</td>
<td></td>
<td>No</td>
<td>Yes</td>
<td>N/A (No Interns)</td>
<td>Yes</td>
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</tr>
<tr>
<td>Ellen Grasso</td>
<td><a href="mailto:egrosso@aol.com">egrosso@aol.com</a></td>
<td>Salinas, Porterle Office</td>
<td>Safety Manager</td>
<td>Yes</td>
<td>Yes</td>
<td>Extremely Positive</td>
<td>No</td>
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<tr>
<td>Name</td>
<td>How much did you enjoy this presentation? (1 low, 10 high)</td>
<td>How much of this information was new to you? (Circle one)</td>
<td>Are you likely to integrate more interns at your agency after listening to this presentation?</td>
<td>Are you interested in acquiring more information about becoming a mentor?</td>
<td>Are you interested in attending a CSU Monterey Bay Community Agency Orientation?</td>
<td>Would you like a copy of today's PowerPoint Presentation to be emailed to you? (Circle one)</td>
<td>Would you like information about the intern/field placement program for another university closer to your agency? (Circle one)</td>
<td>How do you rate Valerie's overall presentation skills? (1 low, 10 high)</td>
</tr>
<tr>
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<td>Alejandro Andrade</td>
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<td>Very Likely</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Deb Hanson</td>
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<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Lindsay Boyce</td>
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Margaret Berlanga</td>
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<tr>
<td>Pam Smith</td>
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<tr>
<td>Rhonda Kim</td>
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<td>Maybe</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Neila Filce</td>
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<td>Very New Information</td>
<td>Likely</td>
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<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Ellen Grasso</td>
<td>10</td>
<td>Somewhat New Information</td>
<td>Very Likely</td>
<td>Maybe</td>
<td>Yes</td>
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## Appendix E
### Scope of Work Timeline

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DELIVERABLES</th>
<th>TIMELINE</th>
<th>COMPLETION DATE</th>
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</thead>
<tbody>
<tr>
<td>Finalize capstone project with mentor</td>
<td>Collaborated with mentor to identify agency need</td>
<td>1 day</td>
<td>Aug. 23rd</td>
</tr>
<tr>
<td>Attend Internship Fair</td>
<td>Marketing opportunity, research, recruited one intern</td>
<td>1 day</td>
<td>Sept. 7th</td>
</tr>
<tr>
<td>Attend Community Partner Orientation/ Luncheon</td>
<td>Gather research on steps for internship recruitment and mentorship</td>
<td>1 day</td>
<td>Sept. 8th</td>
</tr>
<tr>
<td>Hope Services New Intern Orientation</td>
<td>Introduction &amp; Orientation, Research, assist with new intern orientation</td>
<td>1 week</td>
<td>Sept. 11th - 15th</td>
</tr>
<tr>
<td>Teach at Monterey Park Elementary School Garden Club Program</td>
<td>Integrate Hope Services clients with community</td>
<td>On going</td>
<td>Aug. – Dec.</td>
</tr>
<tr>
<td>Draft intern survey</td>
<td>Research &amp; information for presentation</td>
<td>1 week</td>
<td>Sept. 18th - 24th</td>
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<tr>
<td>Email out intern survey</td>
<td>Research &amp; information for presentation</td>
<td>1 day</td>
<td>Sept. 25th</td>
</tr>
<tr>
<td>Gather information from intern survey</td>
<td>Gathering of testimonials, success stories</td>
<td>1 week</td>
<td>Sept. 25th - 30th</td>
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<tr>
<td>Put together Managers Meeting presentation &amp; Post Survey</td>
<td>Presentation for October meeting</td>
<td>1 - 2 weeks</td>
<td>Sept. 30th - Oct. 15th</td>
</tr>
<tr>
<td>Hope Services Managers Meeting</td>
<td>Project implementation/ training/ survey</td>
<td>1 day</td>
<td>Nov. 1st</td>
</tr>
<tr>
<td>Measure Results, Reflect, Connect and Report on Experience</td>
<td>Evaluation of project, success, need for growth</td>
<td>1 - 2 weeks</td>
<td>Nov. 3rd – 7th</td>
</tr>
<tr>
<td>Draft Capstone Presentation</td>
<td>Showcase field placement experience and capstone conclusions</td>
<td>1 – 2 weeks</td>
<td>Nov. 7th – 30th</td>
</tr>
<tr>
<td>Capstone Presentation Peer Review</td>
<td>Practice Capstone presentation, Gather feedback from peers</td>
<td>1 day</td>
<td>Dec. 1st</td>
</tr>
<tr>
<td>Capstone #4</td>
<td>Write about capstone project, implementation, conclusion</td>
<td>1 – 2 weeks</td>
<td>Nov. 7th – Dec. 4th</td>
</tr>
<tr>
<td>Capstone Festival Dress Rehearsal</td>
<td>Gather feedback from instructor</td>
<td>1 day</td>
<td>Dec. 8</td>
</tr>
<tr>
<td>Capstone Festival</td>
<td>Professional Presentation</td>
<td>1 day</td>
<td>Dec. 14th</td>
</tr>
</tbody>
</table>