


Career and Technical Internship I & II


This course is designed to provide career and technical education students an opportunity to apply learned skills in the workplace. Paid or non-paid internships are provided in the student's related field of study. The student has the opportunity to explore a single potential career or a combination of careers they may be considering. Emphasis will be placed on developing interpersonal skills, work ethics, relevant skills of the workplace, and an understanding of the selected career field of study. Oral and written communication skills are reinforced in this course as the students complete their workplace experience. Opportunities for application of clinical and leadership skills are provided by participation in an appropriate career and technical student organization through activities, conferences and skills competitions. For two credits to be granted, class time must meet the requirements in Bulletin 741, and additional work must be assigned and evaluated.


Prerequisite: Each program area would need to decide what courses should be required for admission to the internship. It is expected that each intern has basic skills in the program area of study. An example for the Health Occupations student would be to successfully complete: Introduction to Health Careers, and Medical Terminology or Health Science I, Allied Health Services I, Dental Assistant I, Nursing Assistant I. Acceptance into the internship should be based on an application process with a teacher and/or administrator recommendation. Good attendance and discipline records are required.

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Career and Technical Internship I & II		Content Guideline																	
Louisiana Related Content Standards		Course Orientation	Expect. of Worksite	Job Seeking Skills	Successful Work Experience	Performance Evaluations													
		Standard One: Research careers and apply skills needed for initial and continued employment.																	
a. Identify individual assets, interests, aptitudes, talents, and occupational abilities.																			
b. Use available tools, including Internet technology, to research local, national, and global employment opportunities and qualifications.																			
c. Select a career pathway, and complete a career plan.																			
d. Begin a personal portfolio for employment purposes.																			
e. Identify the steps to conduct a job search.																			
f. Explain the job application process and complete an application form, compose a resume, and write a letter of application.																			
g. Apply and interview for a job.																			
h. Apply appropriate follow-up after job interview.																			
i. Identify and apply workplace skills (SCANS) to maintain successful employment.																			
j. Evaluate various benefit packages.																			
k. Identify and define employee rights and responsibilities and review legal aspects of employment.																			
l. Relate lifelong learning to employment.																			
m. Define work ethics and professionalism.																			
Standard Two: Develop attitudes, procedures, and skills necessary to function effectively in a variety of work situations.																			
a. Select and utilize equipment and technology appropriate for successfully completing various tasks.																			
b. Compose and produce a variety of job-related documents using correct grammar, punctuation, and format with current and emerging technology.																			

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c. Use appropriate resources as needed for decision-making and problem-solving.														
d. Demonstrate appropriate personal qualities and work ethics.														
e. Demonstrate effective interpersonal skills.														
f. Demonstrate responsible work ethics and business etiquette.														
g. Apply positive attitudes and communications skills.														
h. Recognize privacy issue in the business environment.														
i. Understand the consequences of unethical conduct														
j. Demonstrate procedures for treating coworkers fairly.														
k. Develop skills needed to maintain effective working relationships.														
l. Demonstrate characteristics for working effectively in teams.														
m. Understand strategies for adapting to change.														
Standard Three: Use appropriate communication skills to communicate in the working environment.														
a. Improve listening, comprehension, vocabulary, reading, and analytical skills.														
b. Demonstrate ability to use oral and interpersonal communications skills effectively.														
c. Apply standard rules of grammar and usage.														
d. Improve mechanics of writing to include: capitalization, number usage, punctuation, spelling, and proofreading.														
e. Demonstrate effective oral and written communication skills.														
f. Recognize barriers to effective communication.														
g. Demonstrate proficiency in communication on a professional level.														
Standard Four: Understand the American business system in order to function as a productive citizen, consumer, and worker.														
a. Explore and describe basic economic concepts and their applications.														

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b. Analyze business career opportunities, and formulate a career plan.														
c. Identify consumer rights and responsibilities of consumer credit.														
d. Describe financial institutions, and interpret banking services.														
e. Discuss protection from different types of economic loss.														
f. Explain and apply the concepts of financial management to personal and business situations.														
Standard Five: Demonstrate the ability to maintain business and personal records.														
a. Maintain personal records for financial planning, banking, and taxes.														
b. Compute personal payroll and calculate personal business expenses.														
Standard Six: Apply math computational and problem-solving skills in personal, business, and consumer applications.														
a. Demonstrate competency in fundamental calculations using whole numbers, fractions, decimals, and percents.														
b. Apply fundamental knowledge to assorted business and personal financial situations.														
c. Use manual and electronic methods to perform calculations.														
d. Apply mathematical concepts to business and personal financial situations such as payroll, budget, and income tax.														
e. Solve problems presented in narrative and unarranged form.														

Career & Technical Internship I & II

Content Guideline

(The student will be able to . . .)

Unit One

Course Orientation

1. Explain the objectives of the Career and Technical Internship program.
2. Compare the characteristics of an internship versus a cooperative work program.
3. Give reasons for the two components of the program: instructional time and workplace experience.
4. Establish the required instructional and worksite hours necessary for successful completion of the internship.
5. Explain the basic content and organization of the Career and Technical Internship program, to include:
 - a. The knowledge, skills, and/or attitudes necessary for successful completion of the internship program.
 - b. The responsibilities of the student, parent, teacher, and employer as it relates to participation in the internship program.
 - c. The necessary forms, certifications, or regulations that must be considered and verified before beginning an internship.
 - d. The instructional component and on-the-job evaluation process.
6. Explain the recruitment, preparation, and orientation of the internship sites.

Unit Two

Expectations of the Worksite

1. Define and explain terms related to employment issues and expectations of employers.
 - a. Labor laws
 - b. Safety
 - c. Confidentiality
 - d. Ethical Behavior
 - e. Sexual Harassment
 - f. Discrimination
2. Discuss job and course evaluations and their purpose.
 - a. Logs
 - b. Journals
 - c. Performance-Based Assessments
 - i. General Workplace Performance
 1. attendance and punctuality
 2. attitude
 3. appropriate dress

4. compliance to rules
 5. dependability
 6. initiative
 - ii. Interpersonal Skills
 1. communication
 2. team work
 3. human relations
 4. judgment
 - iii. Job Assignment Performance
 1. quality of work
 2. quantity of work
 3. job knowledge
 4. task completion
- d. Examinations, Essays, Reports
- e. Final Products/Demonstrations
3. Demonstrate an understanding of the SCANS Workplace Competency Skills.
 - a. Resources: Identifies, organizes, plans, and allocates resources
 - b. Interpersonal: Works with others
 - c. Information: Acquires and uses information
 - d. Systems: Understands complex inter-relationships
 - e. Technology: Works with a variety of technologies
4. Develop worksite learning objectives based on the SCANS Workplace Competency Skills.
5. Demonstrate an understanding of appropriate dress for employment.
6. Review contractual agreements:
 - a. Work Permits (as required by labor laws)
 - b. Student's Agreement
 - c. Parental Permission, Medical Release, Insurance Statement
 - d. Training Agreement

Unit Three

Job Seeking Skills

1. Compile all necessary personal documents needed for employment (social security card, birth certificate, drivers license, evidence of insurance, etc.).
2. Complete a search for an internship site.
 - a. Identify and access resources for internship sites.
 - i. Personal Contacts
 - ii. Media
 - iii. Department of Labor
 - iv. Community Resources
 - v. Professional Journals
 - vi. Career Counselors
 - b. Use resources to contact prospective internship employers.
3. Create a resume.
4. Write a letter of application.

5. Complete a job application form.
6. Demonstrate appropriate interview skills.
7. Complete thank you notes following the interview.

Unit Four

Successful Work Experience

1. Complete student worksite learning plan.
 - a. Determine expectations of the student at the worksite.
 - b. Design a program that is rigorous and relevant to the student's career major.
 - c. Bring into the experience "all aspects of the industry."
 - d. Assign tasks student will perform.
 - e. Predict skills the student will need.
 - f. Review the work environment for the student.
 - g. Identify and predict how work processes, technology, and equipment will be used.
2. Develop effective communication skills.
 - a. Exhibit appropriate greetings.
 - b. Demonstrate good body language and eye contact.
 - c. Use effective questioning techniques.
 - d. Demonstrate proper speech techniques and English usage.
3. Apply problem-solving techniques.
4. Exhibit appropriate telephone etiquette.
5. Demonstrate effective interpersonal skills.
 - a. Co-workers
 - b. Management
6. Apply the use of team work skills.
7. Exhibit an understanding of time management skills.

Unit Five

Performance Evaluations

1. Appraise worksite visitation.
2. Review employer evaluation.
 - a. Successful performance appraisal
 - b. Completion of work project or product
 - c. Demonstration of skills
3. Grade school evaluation.
 - a. Demonstration of learning
 - i. Sharing of learned skills
 - ii. Service learning
 - iii. Exhibition
 - iv. Demonstration
 - b. Product outcomes
 - i. PowerPoint presentation
 - ii. Scrapbook
 - iii. Reflective essay

- iv. Portfolio
- 4. Verify student internship evaluation.
 - a. Self evaluation
 - i. Reflect on facts you learned about work and about yourself.
 - ii. Evaluate how the experience influenced you.
 - iii. Relate aspects of the internship that were most beneficial/troubling to you.
 - b. Internship site evaluation
 - i. Rank the internship site for effectiveness and quality
 - ii. Determine appropriateness of internship site
- 5. Write and deliver thank you notes.

Resources

Farr, M. J. & Pavlicko, M. (1990). *A Young Person's Guide to Getting Keeping a GOOD JOB*, Indianapolis, IN: JIST Works, Inc.

Farr, M. J. & Christophersen, S. (1992). *An Introduction to Job Applications*. Indianapolis, IN: JIST Works, Inc.

Stanish, B. & Earle, B. (1997). *Be A Problem Solver*, Prufrock Press.

Career Choices Careerware®

Troutman, K.K. (1998). *Creating Your High School Resume*, Indianapolis, IN: JIST Works, Inc.

Dictionary of Occupational Titles, U.S. Department of Labor, Employment and Training Administration, JIST Works, Inc., 1991.

Farr, M.J. (1995). *Getting the Job You Really Want – A Step by Step Guide*. Indianapolis, IN: JIST Works, Inc.

Ludden, L.L. & Luddenm, M. (1996). *Job Savvy: How to Be a Success at WorkJob Smarts – Understanding Work and Myself*. Curriculum Associates, Inc.

Goldberger, S., Kazis, R. & O'Flanagan, M.K. (1994). *Learning Through Work: Designing and Implementing Quality Worksite Learning for High School Students*. Manpower Demonstration Research Corp.

Louisiana Career Compass – Navigating the Job Market, LA Department of Labor, 2003-04.

Louisiana Career Paths – Wages, Education, Training Information for LA Jobs, LA Department of Labor, 2003-04.

Occupational Outlook Handbook, U.S. Department of Labor, 2002-03 Edition.

Planning and Conducting Student Summer Internship Experiences, Southern Regional Southern Regional Education Board, Atlanta, GA.

Feist, B. (1995). *Real Life Decision-Making at Work*, Scholastic, Inc.

Covey, Dr. S., *Seven Habits of Highly Effective People*.

Braham, B, J. (1992). *Self Esteem and Getting Ahead*, South-Western Publishing.

Farr, M. J. & Christophersen, S. (1992). *Why Should I Hire You?* Indianapolis, IN: JIST Works, Inc.

Morrow, C. A. (1999). *Worksite Mentoring Guidebook: Practical Help for Planning and Implementing Quality Worksite Learning Experiences*. Columbus, OH: Ohio State University Press.

Internet Sites

www.drake.marin.k12.ca.us/academ/pbl/download.htm Rubrics and internship materials provided from internship program at Sir Francis Drake High School – San Anselmo, CA.

www.bls.gov/oco/ U. S. Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook.

www.careeradviser.com Career Adviser.

www.LAWORKS.net Louisiana Works Department of Labor.

www.CareerOneStop.org Career One Stop.

www.ajb.org America's Job Bank – allows job seekers to search for job openings in any occupation in any area of the country.

www.acinet.org American's Career InfoNet – helpful for people seeking out information on lots of different occupations – trends, wages, skill & educational requirements.

www.servicelocator.org America's Service Locator – helps with job searches, whether just beginning or looking to change jobs.

www.pathfinder.org Pathfinders Historians.

<http://www.realgame.com> The Real Game Series.