***Internship Coordinator Zoom Meeting -- Jun 18, 2020 3:00 PM Mountain Time***

[Zoom Meeting June 18](https://byu.zoom.us/rec/share/5fNwdbzc0n5JZJHv5WjaR5IhMIfdaaa80CQaqftZyBoIAvd-KRxm4Iys17yE015h%22%20%5Ct%20%22_blank)[th](https://byu.zoom.us/rec/share/5fNwdbzc0n5JZJHv5WjaR5IhMIfdaaa80CQaqftZyBoIAvd-KRxm4Iys17yE015h%22%20%5Ct%20%22_blank)

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I first want to let you know that we received a directive from the President’s Council that they are granting two more internship exemptions or allowances.

I will be emailing all internship coordinators as soon as some of the legalities have been finalized. However, since you are here, I want to apprise you of these changes.

1. We are going to continue with the internships on campus, and ones that will be performed remotely.
2. If there are students who want to intern on site, they need to meet the new exemptions:
	* + - 1. whose visa status depends on a credited internship, or
				2. students with an in-hand offer for full-time employment that requires a preparatory internship.

Students who qualify for these two new exemptions will be required to sign the indemnification waiver and assumption of risk agreement that includes COVID-19 language and parameter

The internship provider will need to sign an addendum to the internship master agreement and the addendum includes language that as an employer and internship provider, they will follow state and federal regulations for COVID safety measures.

**Scott Dunaway:** Do these regulations only apply to summer term or do they apply to fall as well? Do we know anything about fall yet?

**Adrienne C:** Nobody has said a peep about fall yet. This applies to summer term as of now. And all international internships are still not being approved.

\*\*These two new parameters apply to students who want to intern off-campus and on site.

To give you a sense of the number of internships that were approved for spring term or spring/summer semester, for 2020 there were a total of 622 internships. That is significantly less than 2019 numbers (1,070 internships).

And of the 622, 37% were on campus internships and 63% were facilitated through remote internships. In 2019, 14% of the internships were on campus and 86% were through different providers.

**Discussion topics**: How have you changed your syllabus for a remote internship?

**Scott Dunaway:** The main change I made in our syllabus for the Political Science internship program is to have the students submit a weekly report. In that report they indicate the number of hours that they worked, projects they’ve worked on, what they learned that applies to the discipline, and what they’ve learned about the profession. The internship report has to be emailed to me each week and CCed to their internship supervisor. I have found that it is tricky to make sure the students are getting the hours that they say they are going to do. I assume that having them send it to their internship supervisor and display what hours they are reporting, then it keeps them honest.

**Nancy Turley:** We usually have students do that on a monthly basis, but do you feel like it helps the student be more present and aware of their learning by doing it on a weekly basis?

**Scott Dunaway:** Yes, it’s worked out pretty well. The nature of remote internships or any type of work from home is that there is no structure and it can be hard to stay focused. The report is not hard; three short paragraphs. I’ve never done this before. We usually have the students submit a series of assignments specifically focused on their discipline, but the weekly reports have seemed to work out pretty well. And I feel like the students have been kept accountable and it offers them a chance to let me know of any concerns that they might have. I still have them do a mid-semester assessment, and they assemble a portfolio of their work at the end of the semester.

With regular internships that are not remote, the size of the portfolio depends on how many credits they are getting. We’ve kept our remote internship experiences capped at 3.0 credits because it’s not as close to getting the real internship experience in person.

**Next question:** How have you guys monitored students’ remote mentorship and teaching by internship providers? How are you monitoring that they are getting enough or rigorous oversight by the provider?

 **Julie Schow:** For ours, the required supervision is a minimum of 25% otherwise they can’t count it as clinical practicum hours as required by our certification/ accreditation. Our supervisors are doing that and we’re in constant contact with them. So, it’s not any different.

And actually, for the Tele practice, when we first started, it was under 100% supervision because that is what our certifier required and now we are back to 25%. In fact, they just made telehealth available as practicum hours because of Covid. Students were not allowed to count those hours before.

**Next question:** What have you learned about facilitating remote internships that you will incorporate into your internship program?

**Adrienne C:** Perhaps telehealth will be a standard offering!

**Julie Schow:** They are working on it.

**Nancy Turley:** I always have a beginning-of-the-semester meeting with my interns, and an end-of-the-semester meeting which has always been difficult because of their schedules. But I’ve now realized that I can just do that as a zoom meeting.

**Caroline Thorne:** We also have been doing face-to-face orientations individually with each student, then they have a wrap-up meeting with one of the professors. We are now having those meetings with Zoom. I will either record that, or keep it so that we don’t have to spend as much time face-to-face. They can do that wherever their internship is. I really like being able to do that.

**Next question:** What is working well for you all? What is not working well?

**Scott Dunaway:** Probably the challenge that I am most concerned with is just for the students. They don’t get the same kind of socialization experience.

I participated in a webinar last week— I posted it on Microsoft Internship Coordinator Team channel (any of you can access that if you’d like because I paid for it and so BYU is free to use it) and the fellow who was sponsoring that talked about things that internship providers can do in order to give the students an idea of what the other people in the organization do and interact with them in some way.

But one of the problems is that our students don’t get that kind of interaction with other members of the organization they normally would. And it’s one of those intangible things that you get out of just being in an office that you can’t get if you’re just doing research from home.

If anybody’s found a good solution to that, I’d be interested in knowing. It takes a lot of initiative and extra work on the provider’s part to work.

**Gale Larson:** Over in Life Sciences, it didn’t really work out. I’m not a very good contributor to this, but I just wanted to gain some insight and ideas from others and some data for the future as well.

But the question that has been bothering me all along, and I am wondering if anyone else has felt this way, I felt that we should have continued to support students who have internships in a hospital or a clinic because those clinics and hospitals had stringent requirements of keeping everybody safe. They’re safer going to their internship than coming to campus and studying in the library or something like that. That was just my feeling because the physical distance thing was definitely practiced, the masks, the constant sanitizing of everything, etc., and so why wouldn’t we just trust the student and trust the eexperience provider to keep everybody safe and allow them to earn internship credit?

**Adrienne C:** It has been really frustrating. There’ve been meetings and conversations for hours on end about what to do with our students and how to adequately protect their health and safety. Our office has spent a great deal of time advocating for them to be able to make their own choice and put legal agreements and indemnifications in place for all students. Unfortunately, leadership decided otherwise for the health and safety of the students.

**Brad Harris:** In the Experience Design and Management major, we had about 40 students (Hospitality, tourism, travel incentives, and event planning.) We went from 100 to 0 all in one day. We lost all those internships and the students have had to talk to their providers to see if they could do similar work online. It’s more sterile, and we’ve managed to save most of them, but this whole industry, especially hospitality, is in a kind of freefall right now.

We had six students accepted into the Marriott program, very competitive, full salary for a year, ready to go, and every one of them had been laid off.

**Adrienne C:** Brad, what has your department decided to do for students who are required to do an internship for graduation and there may not be a remote internship experience? Have other courses been designated as an appropriate filler class?

**Brad Harris:** We took each student individually to make some adjustments but we still have the same standards. There were some students that were doing it a year earlier than we asked so we told them that they’ve got a year to do this and wait until this all blows over.

**Caroline Thorne:** I know that our field is a little bit different and that it spills over into remote internships a lot easier than most fields probably do, but we found that as we worked with our companies to help them create ways to be online rather than actually in-person, they were all so willing to put forth the effort to see what they needed to do. We ended up salvaging most of our internships for international students that actually had to be in a class to be able to work. And even a lot of the other companies were very willing to work with us.

So I think a lot of times we, especially if this goes on into the fall and longer, we just need to make those efforts to reach out to our contacts and say “how can you help us make this work with the accommodations that we need as per our university?”

**Julie Schow**: I also had some comments and would appreciate a moment to share with everyone and to continue to advocate.

The students I had in winter semester, the ones that were in IHC facilities and had to abruptly end, I was able to reassign some through Tele practice through the schools. In Communication Disorders, our students are required to have 400 clinical practicum hours to graduate and to certify. There is no negotiating those standards…In Winter semester, we got everyone that was supposed to graduate in April to be able to get their hours done one way or another. Our Spring ones did not happen. Our summer ones that are supposed to start on Monday are not happening because our school placements with extended school year programs are going to be live— they’re not doing telehealth practice so our students can’t participate. The VA hospital has allowed some student programs to work intermittently but since BYU is not allowing it, our students cannot participate.

IHC has a soft open on some programs— it’s not as hard closed as it was. I’m in constant contact with all of the supervisors that our students interviewed for. Very competitive positions that we’ve lined up a year ahead of time and the seven that were supposed to be starting on Monday are just devastated because all of the supervisors are booked solid for that coming year. The supervisors are saying that “if anything opens up, we will take them!” but advocating to the leadership at BYU is crucial for some of the programs; I can’t just give another course. They have to have these live hours.

We are already short speech language pathologists who are certified. This is going to impact people who want to start jobs and graduate a year from now. So, this is serious! I appreciate everyone advocating for our students.

**Scott Dunaway:**  Julie, I do know you can get an exemption in some cases. For example, in our college, Clinical Psychology and Social Work cannot do them remotely and meet the requirements. All of our students in those programs have received an exemption to do regular internships.

**Charlene Clark:** All of our internships are kind of a blend. Some are remote and some are on site but all are COVID approved. Our department chair submitted a request about why we needed to do this because our students need a certain number of internship hours, and we are a critical need.

We submitted a petition for an exemption to our department chair, who submitted it to the dean, who submitted it to the AAVP’s office and we got the approval.

We didn’t have any Spring term internships, but we will start summer internships next week.

In the petition request, we included that internship hours are an accreditation requirement. Our major requires them, and we checked with all of our providers to see what safety measures they were following and if it would be safe for our students.

And then we offered our students the option to defer, but all of our students chose to do the internship.

**Adrienne C**: To propose an exemption, there needs to be that level of support. The dean has to agree and send it on to AVP Shane Reese for consideration. If Shane Reese approves it, he sends an email to me for notification of the approved exemption. Our team approves those internship applications when they come through.

**Lavdie Huff:** Is this something that I could look into? I’m having to tell a lot of our students that they cannot do internships. Chemical Engineering cannot happen online or in your own kitchen. I have a grad student that really needs to go in person. And all of these companies have the CDC guidelines in place, and it is very safe.

**Adrienne C:** I suggest first coordinating this with your chair, and if they are supportive then they send it to the dean, and if the dean is supportive it goes to the AVP.

**Scott Dunaway:** Isn’t part of the petition based on the fact that it is an essential service? I don’t know the nature of your students’ internships, Lavdie, but for Clinical Psych and Social Work, there were accreditation hours that could not be changed, and they were deemed essential work.

**Adrienne:** Yes, that was one of the parameters (the nature of the industry as being essential) and the addition of the accreditation requirement.

**Next discussion points:** How are the internship providers evaluating the students’ remote work?

Have you heard if the providers are satisfied with the students’ work being done remotely?

What is the quality and frequency of student mentorship through remote interaction?

What is missing from the student/internship provider relationship with remote internships? Any ideas to overcome this gap?

Scott touched on one gap-- that students aren’t able to socialize with other workers in the office and learn from them.

**Scott Dunaway:** I can touch on what I’ve seen as far as providers evaluating students’ work/performance. With our students, they are all working for firms where every other employee is also working remotely. So, in cases like that, the student ends up having a natural fit as to what is going on in the office. It is still inferior to actually working in the office in-person, but it’s successful. So far, the reports that I have been getting back is that they are quite pleased with the students’ work. I did not get any negative reports back.

**Gale Larson**: Do you know if any of those firms were holding regular staff meetings, and if the interns could be included in those?

**Scott Dunaway:** I haven’t heard that they are, but I haven’t heard that they aren’t either. One of them is a lobby firm in DC, and they hold weekly meetings where the student is included in those meetings.

**Dave Waddell:** What’s the feedback from students? Are they frustrated? Are they learning? Have you heard any positive or negative feedback from them?

**Scott Dunaway:**  I’ve heard that it’s okay. I don’t know of any students that are thrilled about it, but I haven’t had any students saying that this would have been my first choice.

**Alison Sondrup:** I’ve had a couple of students say that they don’t regret doing their internship, but it has been frustrating with the lag-time between them and their internship provider to get their assignments and get going.

**Nancy Turley:** We have quite a few editing interns and for them it’s been very difficult. They go into an internship not knowing a lot of detailed steps on what to do so that requires a lot of emails and video training, but it doesn’t really get explained as well. So, I feel like the editing students are hurting from this experience.

**Adrienne C:** Are there other topics that we haven’t addressed that you folks would like to get any insights from each other?

Also, no one has said a peep about Fall. 😊

**Brad Harris:** They’ve moved registration back to July 6th or something, so something is going to be resolved by then. They are refitting the rooms in the Tanner Building with cameras on top and we already have maps showing that a room that would have 80 students will now have 28. That’s where they are headed. I’m guessing that would go along with internships and having students come back to campus.

These maps were just inside the Marriott School. They sent a PowerPoint over a meeting we had with the Dean that showed a sample room and where students would sit. If I had 56 students, then 28 would attend on Monday, and 28 would attend on Wednesday. The day you’re not in class, you attend through Zoom.

That’s our best plan. It hasn’t been approved yet but that’s our best bet.

**Julie Schow:** Our students are wanting to know if they can do anything—sign petitions, make phone calls—to have their voices heard. They want health and safety for everyone, but this is impacting them.

**Adrienne C:** That is a super question! If your students want to write an email and send it to our office, then we can compile all of them according to department and college and send it up our reporting lines so that they are not inundated with personal emails. We are happy to do that!

**Julie Schow:** What specifically would be helpful that I should ask them to comment on?

**Adrienne C:** How not being able to participate in an internship is affecting their academic plan and their future goals, future prospects, etc…

**Lavdie Huff:** This is very good to know, thank you Adrienne. It is crucial for our students to get internships on order to put their skills to work and get a job in the future.

**Dave Waddell:** Question, do any of you know how these messages about the student experience or what you are seeing about their experiences, or how you are experiencing these policies put in place for internships.. how are those messages getting up the line? Do you take those to your chairs or deans? Is there an avenue for you to get those messages out?

Are we going to be reinventing the wheel if *we* collect those letters and send them up?

**Scott Dunaway**: I meet with our Dean regularly and this is an issue that comes up in dean council every month. There is a great desire to have restrictions lifted for the students. I think a lot of the decisions are being driven by risk management and by the general counsel’s office. There certainly is nothing wrong in collecting student request or stories, but I do think that based on what my Dean has said, if they are going to err, they want to err on the side of being safe.

**Lavdie Huff:** I also think it’s important that we remember that we have OSHA. They have standards that we also need to follow. For example, risk management is pushing that you must wear a mask on campus but with OSHA, they actually aren’t pushing the restriction that you must wear a mask. They are contradicting… I urge them to look at OSHA’s website and see what can be changed.

**Adrienne C:** We have a few more minutes. Are there other challenges that our office can help with? We will advocate for students—and what assurances we can have in place so that BYU is more comfortable with the liability and safety of students.

Please send discussion topic requests and how frequently you would like to get together as a group of internship coordinators.

**Scott Dunaway:** I think if we could meet monthly, that would be helpful. I’m part of a group of 90 institutions that coordinate internships in DC and we meet weekly. That is probably the most valuable meeting that I have because we are able to tell each other what we’ve heard about different providers, and any relevant news, etc.

There are probably groups out there that apply to some of the disciplines here (at BYU) and I suggest you look for some that you can participate in. Talking with others from other schools and hearing how they are dealing with circumstances is very helpful.

**Nicole Norris:** Question—on the new permission that’s allowed for students with an in-hand offer of employment, would this apply to a student of mine who works in a bank and who had planned to use his job as his internship? They have stayed open since it is essential but since it is his employment already, would he be able to provide a letter and be approved for summer?

**Adrienne C:** Yes, we would need a letter stating that full-time employment is contingent on him completing an internship. If they will state that in a letter, then we will attach that to the student’s application and then have the provider sign Addendum 1 and have the student sign the waiver of indemnification.

But if the provider would hire anyone without a pre-requisite, it does not apply.