

**Student Affairs  
Internship Manual**

**Information, Policies, Procedures & Forms**



**WKU®**

**Department of Counseling and Student Affairs  
Western Kentucky University**

## Table of Contents

Introduction	3
Important Considerations	4
Prerequisites and Requirements	5
Student Responsibilities	6
Internship Site	8
Supervision	9
Options for Internship	13
Prospectus	15
Prospectus Form	16
Journal Instructions	20
Example of Journal Entry	21
Internship in Student Affairs Student Evaluation Form	24
Internship in Student Affairs Site Evaluation Form	30
Internship in Student Affairs End of Term Reflection Paper	31
Internship Essay Option Form	32
Internship Essay Outline	33
Research Option Form	34
Internship in Student Affairs Suggested Supplemental Activities	35

## **Introduction**

Internship (CNS 595) is an important and unique course within the Student Affairs graduate program. It is designed to provide a blend of practical experience to afford students with a breadth of supervised professional practice in a variety of settings. Within this context, supervision is provided by the site supervisor, who coordinate student experiences at the on-site locations, and by a faculty supervisor, who provides individual/group supervision and facilitates development of relevant skill areas. The faculty supervisor, after consultation with the site supervisor, submits a final course grade for Internship.

The course number for Internship is CNS 595 and two Internships are required in this program, resulting in a total of six hours of credit (3 hours for each course each semester). Relevant on-site experiences must be gained in at least two different placements. For students who are employed full-time, there is an essay option and for students interested in research, there is an option that allows the student to engage in a research project.

An essential part of the Student Affairs program is the opportunity to put theory into practice. In order to effectively accomplish this objective, students should:

1. Know and be supportive of the educational mission of the site unit.
2. Be knowledgeable of and able to respond to the developmental needs of college students.
3. Articulate appropriate management and/or programming techniques.
4. Have a commitment to students and the profession.

## Important Considerations

There are numerous strategies that interns can implement to increase the probability of a meaningful and highly successful supervised practice experience. They include the following:

1. Interns should perform their duties and responsibilities in a highly professional manner. Interns will observe behaviors, attitudes, and values in action that exemplify the highest standard of professional conduct. Therefore, interns should measure up to the highest ethical standards and code of conduct advocated by the student affairs profession at all times.
2. There is no escaping the fact that many student affairs functional units face issues of legal liability and legally mandated rules and regulations. Thus, interns need to be conscious of the practical legal implications and consequences of any action that is judged inappropriate or represents a failure to discharge assignments and responsibilities professionally.
3. It is extremely important that interns be sensitive and knowledgeable about confidentiality and student records, defamation, discrimination, negligence, and sexual harassment. Thus, interns need to be familiar with the Family Educational Rights and Privacy Act of 1974. Based upon the site placement, interns should be aware of other constitutional amendments that govern the said practice of the student affairs profession.
4. One of the most important allies and resources that interns have are the support staff, especially administrative staff, office associates, and student workers. They are rich sources of information and advice that can assist interns in experiencing meaningful and productive supervised practice experiences.
5. To assist in orchestrating a successful supervised practice experience, interns should schedule meetings with the site and faculty supervisors. Interns should always be well prepared for the sessions (develop agendas) and be prepared to receive and provide candid and professional feedback. Interns should be reasonably assertive in dealing with site supervisors, always being professional and task oriented.
6. It is important that interns dress as “professionals”, within the norms established by the practitioners at the site. As a general rule, interns should dress slightly more formally than students or other consumers. This means that in many sites, interns should wear a dress shirt and tie and women should avoid jeans and shorts during the normal day. If professionals in the functional unit wear dress shirts and ties or business suits, interns would be well advised to do the same. Equally, if more casual attire were the norm, then interns would be advised to follow suit.
7. It is recommended that interns acknowledge and express gratitude for the time and effort provided by site supervisors and others who had influential roles in the supervised practice experience.
8. Communicate concerns or significant difficulties with the internship to the On-Site Supervisor, the Faculty Supervisor/Advisor, or both as soon as possible.

## Prerequisites

1. Official admission to the MAE degree program in Student Affairs in higher education.
2. Completion of 15 hours in the Student Affairs major.

## Requirements

The Internships are designed to have students gain experience in a different area, enhance their professional skills, and take on increasing levels of responsibility in a work setting.

Students are required to:

1. Complete supervised internship experiences that total a minimum of 200 hours **each** semester.
2. The Internship experience must include:
  - a. At least 150 hours of direct service and experience (e.g., answering phones and filing do not count toward the total hours), including experience leading groups or working individually with students.
  - b. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the on-site supervisor.
  - c. An average of one-and-one-half hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member; this is typically met by attending the weekly internship class meetings.
  - d. The opportunity for the student to become familiar with a variety of professional activities and resources. Professional activities may count toward hours; however, the criteria must be established in concert with the faculty supervisor *before* attending the activity.
  - e. Evaluation of the student's performance is conducted throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.
3. The Internship should be scheduled to begin at or within a couple of weeks of the beginning of the academic term. If the experience is to begin prior to the first day of classes, approval must be acquired from the faculty supervisor.

## Student Responsibilities

1. To identify and obtain appropriate site locations for Internship.
2. To develop, in collaboration with the site and faculty supervisor(s), a Prospectus that outlines the proposed goals, objectives, and outcomes of the Internship. Students who wish to take internship during the summer must have their Prospectus approved by the faculty supervisor well in advance of the summer session because the summer term is compressed.
3. To submit the completed and signed Prospectus and the site supervisor's résumé **before** beginning the internship experience.
  - a. Please note that any hours worked prior to the submission of this required forms will not count toward internship hours.
  - b. Be sure to monitor your hours throughout the semester to ensure you are on track to earn the required hours for internship. You cannot be issued a grade until the required number is acquired.
  - c. Note that your hours can be verified with the site supervisor.
4. To adhere to the policies and operational procedures of the host organization and/or department and meet the expectations outlined with the site supervisor in the Prospectus.
5. To complete all assignments, including readings, reports, case studies, journal entries, assigned by the site and faculty supervisors.
6. To maintain confidentiality of student or departmental information.
7. To obtain and maintain professional liability insurance.\*
8. To seek prior written approval from the University Human Review Board (IRB) for conducted research involving individuals representing the host organization or department.
9. To provide the site supervisor with a schedule indicating when the student will be interning.
10. To exercise courtesy and professionalism in dealing with all individuals connected with the host organization/department.

11. To submit all required documents (i.e., journals, evaluations, and essay) to Blackboard in a timely manner in order to receive a final grade for the course. Submit documents in a PDF format (should not be submitted as a photo, jpeg, or gif). In addition, be aware of graduate school deadlines to earn degree for the intended semester for graduation. If you are intending to earn your degree in the spring or fall semester, all documents must be submitted by commencement. For the summer semester, documents must be submitted by the end of the summer session. Be sure to review your documentation for accuracy before submitting it. If it does not meet the requirements outlined in the manual, it will not be accepted.

\* Depending on your Internship site, it may be advisable to acquire some form of appropriate professional liability insurance. This is for the protection of the student as well as the Internship site. Reasonable liability insurance can be obtained individually or through a professional association. For example, liability insurance is available through NASPA: [www.naspa.org/membership/benefits.cfm](http://www.naspa.org/membership/benefits.cfm) or ACPA: [www2.myacpa.org/membership#benefits](http://www2.myacpa.org/membership#benefits). In some instances, insurance may be available through the host site or the student may be covered by the host site. In any event, proof of professional liability insurance must be provided prior to the beginning the internship experience.

## Internship Site

An appropriate site is one where the graduate intern can become familiar with a wide range of student affairs services and activities, including direct work experience with the student population. It allows the intern to obtain supervised experience in organizational development and interaction with a variety of constituencies, i.e. students, prospective students, parents, alumni, faculty, staff and outside agencies. The site should have an on-site supervisor who is available to work with the intern, who possesses a degree and/or certification equivalent to that for which the intern is preparing (a master's degree) and who has a minimum of two years of appropriate professional experience. If the site supervisor does not possess a master's degree, but has the minimum two years of appropriate professional experience, a signature from a supervisor who possesses a minimum of a master's degree is needed on the Prospectus and evaluations. Note that the site supervisor will need to communicate with the specified supervisor regarding their supervision of the Internship. Be sure to provide a copy of the supervisor's (in addition to the on-site supervisor's) CV/résumé. Note that the faculty supervisor must approve all Internship sites.

If your internship includes an international component, please note all WKU students participating in a credit-bearing experience abroad are required to apply through the office of Study Abroad & Global Learning in advance of their departure. This ensures that you receive important information related to health and safety, international travel, insurance, study abroad policies, etc. and that WKU is aware of your whereabouts in case a crisis situation occurs at your international location and enables WKU to contact you in the event of an emergency or to relay health/security updates impacting your travel destinations. Information about the policy and procedure for international travel can be found at <http://www.wku.edu/policies/docs/193.pdf>. Please carefully review the information provided on the WKU International Travel Registry (ITR), which is hosted by the Office of Study Abroad and Global Learning (SAGL) for [students](#).



## Supervision

The site supervisor is expected to be knowledgeable of the program's expectations, requirements, and evaluation procedures as they pertain to the intern. In addition, site supervisors are to help the student develop and articulate appropriate learning goals for internship, provide one hour per week of direct supervision to the student, provide feedback to both the student and supervising faculty regarding the student's performance, and arrange for appropriate work space, work related resources, and work schedule.

Quality supervision is about promoting learning with student interns. Central to this process is building relationships, especially between the site supervisor and the intern. Good supervision is based on: (1) a trusting and supportive relationship between the supervisors and interns; (2) an organizational structure that permits interns to observe widely and to assume some responsibilities normally associated with professionals in the site; (3) theory-based practice; (4) open and candid communications; (5) mutual respect; (6) practice that emphasizes observance of professional ethical standards; and (7) accountability.

Internship site supervisors should seek to create conditions that will allow the interns to: (1) experience the full range of activities and services associated with the host setting; (2) acquire necessary knowledge and information about the functional unit; (3) gain insight into the formal and informal organizational functioning; (4) develop skills through hands-on experience while functioning in a professional role; and (5) gain direct experience interacting with the various clienteles served by the site (Stanton, 1994). Site supervisors are also limit setters who establish the parameters of an intern's work. In so doing, site supervisors should protect interns from situations that carry high risk for legal entanglements, political infighting, or situations that have potential of becoming volatile or emotionally draining (Winston & Creamer, 2002). Site supervisors should serve as supporters and models of professionalism. Another important function of site supervisors is to provide the interns regular and candid feedback about their work performance and attitude. Effective supervision provides the interns a valuable service when they identify behaviors or attitudes that have potential negative consequences for the intern's future career.

Interns should feel professionally and personally comfortable with their site supervisors and believe that such individuals are good role models and advocates. The time interns and site supervisors spend together should provide ample opportunities for meaningful interaction and assessment. Site supervisors maintain a major responsibility for the integrity and value of the internship and for encouraging interns to pursue careers in student affairs. Site supervisors and interns should share the goal that the internship will be a relevant, worthwhile and enjoyable experience. Pursuant to the supervised practice experience, any reservations or disappointments manifested by the interns should be discussed candidly with their site supervisors and/or faculty supervisor so that any necessary accommodations can be made.

A student may not use his or her current employment in fulfillment of the internship requirement. However, a student may engage in one placement in the same office/organization where he or she is employed as long as the internship duties are vastly different from employment obligations. For example, for a student who has an assistantship in residential life as an assistant hall director, working in in the area of budgeting in residential life might be an appropriate internship setting. As a reminder, the faculty supervisor must approve the site for the internship experience.

## **The Site Supervisor**

To serve as a site supervisor, an individual must have:

1. A minimum of a master's degree in student affairs or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled. If the site supervisor does not possess a master's degree, but has the minimum two years of appropriate professional experience, a signature from his/her supervisor who possesses a minimum of a master's degree is needed on the Prospectus and evaluations.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in student affairs/higher education supervision.

The site supervisor's role is to:

1. Interview prospective interns and indicate preferences for placements.
2. Develop, in collaboration with the intern, a Prospectus that outlines the details of the internship arrangement. The Prospectus should outline the goals, duties and responsibilities to be assumed during the field experience.
3. Notify the intern of the purpose, goals, and operating procedures of the host site.
4. Provide the intern with a description of the duties and responsibilities assumed by members of the host site's professional staff.
5. Make available to the intern a variety of professional resources available within the agency/department.
6. Consult with the faculty supervisor regarding the intern's progress.
7. Participate in the evaluation of the intern.

## **Suggestions for Site Supervisors:**

1. Provide the intern with information related to procedures, policies, common practices, and any relevant state/federal regulations applicable to the host site.
2. Discuss confidentiality and open record limitations of the job and/or host site.
3. Acquaint the intern with the full range of services provided by the unit.
4. Introduce the intern to staff and others the intern will collaborate with and explain their role.
5. Provide opportunities for intern participation in all areas as they become more knowledgeable.
6. Familiarize the intern with referral sources both within the university and community (i.e., agencies, individuals, support groups, etc.).
7. Arrange for interns to attend staff meetings, student conferences, professional training sessions, and other learning opportunities.

8. Encourage interns to read professional resource materials (i.e. articles, books, memos, directives) that will enhance their knowledge.
9. Provide periodic informal feedback regarding the intern's performance.
10. Allow time for formal feedback at mid-term and at the end of the semester.

## **The Faculty Supervisor**

The faculty supervisor plays a major role in the supervised practice experience. While the faculty supervisor is not present at the practice site, he/she has the overall responsibility for Internship oversight. One of the first responsibilities is to assist students in locating suitable placements. Even though the interns are primarily responsible for locating suitable sites, the faculty supervisor should verify that the site supervisors are qualified and willing to supervise the interns for a given period of time. The faculty supervisor should maintain close contact with the interns (i.e. individual sessions and group seminars, e-mail and telephone conversations). The faculty supervisor should serve as a sounding board for the interns and assist in analyzing their feelings and reactions related to events that occur at the practice site. Another important role for the faculty supervisor is to serve as an information source, especially if the intern encounters tasks or assignments that require insight or understanding that they simply don't possess. In such cases, the intern should consult with the faculty supervisor for assistance. Finally, the faculty supervisor is responsible for assigning grades. Final grades are largely influenced by the site supervisor's evaluation, quality of the journal and essay, completion of assignments and projects, class participation, and the intern's attitude.

## **Faculty Supervisor's Responsibilities**

The faculty supervisor's role is to:

1. Approve host sites as well as professional development/supplemental activities upon request.
2. Approve the Prospectus which has been jointly developed by the interns and their site supervisors.
3. Provide interns individual supervision and encouragement.
4. Consult with site supervisors regarding the interns' progress.
5. Facilitate group supervision of the graduate interns.
6. Maintain confidentiality regarding client information obtained during supervisory sessions.
7. To evaluate and submit grades for the interns.

## The Internship

*Below is a short guide to completing the process for the Internship experience option.*

- Step 1.** Discuss your preferences and professional goals regarding your internship with your academic faculty advisor at least six weeks before enrolling in the internship course. It is essential to plan ahead in order to commit necessary time and resources to complete the internship.
- Step 2.** When appropriate, officially register for Internship. Sections are restricted; therefore, you must inform your faculty advisor and they will enroll you or release the restriction so that you can enroll.
- Step 3.** Prepare a one-two page résumé prior to interviewing for internship.
- Step 4.** Identify placement sites with the assistance of your academic faculty advisor. The advisor may be asked to review and assess potential internship sites.
- Step 5.** Select potential sites and contact people at the sites concerning the availability of an internship and to arrange for interviews.
- Step 6.** Continue discussions regarding site selections with your faculty advisor and/or inform the faculty advisor of a selection of a site where you have been accepted by the site supervisor.
- Step 7.** In collaboration with your site supervisor, develop a Prospectus which outlines every aspect of your internship experience (see “Prospectus” section below). Review the prospectus with your site supervisor and obtain their signature. Both documents, In addition to the (1) signed Prospectus and (2) his/her résumé, must be submitted **prior** to the start of the internship.
- Step 8.** Meet with your faculty advisor and go over your prospectus with them. If approved, they will sign the prospectus. The faculty advisor will send a notification and pertinent information to the site supervisor.
- Step 9.** Attend all individual and group supervision sessions applicable to your internship class.
- Step 10.** Document your internship in a journal following the format provided (see “Journal” section below). The form for the journal is available in Blackboard.
- Step 11.** Near the end of your internship, request that your site supervisor complete the final student evaluation form. The signed form is to be returned directly to the faculty advisor by the site supervisor once the evaluation conference has been completed.
- Step 12.** Ensure that the following items have been submitted to your faculty advisor: (1) your Journal, (2) your signed site supervisor (student) evaluation form, (3) your evaluation of the host site, and (4) the End-of-Term Reflection Paper.

## **The Essay Option**

For those selecting the essay option, complete the appropriate form and submit it to your faculty supervisor. The paper must use the proper writing style guidelines and meet the page length requirement. The essay must be comprehensive and properly illustrate critical thinking and reflection, clarity, and analysis. Note that for this option, the student **must** be employed full-time in a student service department and this option is only available for one internship experience. If there are any questions regarding the essay, be sure to discuss it with your faculty supervisor.

## **The Research Option**

For students who wish to complete the research option, complete the appropriate form and submit it to your faculty supervisor. A student selecting this option will have the opportunity to conduct research (which may include research reports, updates on professional issues, examinations of legal and policy issues, dialogues and debates, historical articles, literature reviews, opinion pieces, or projections of future trends) on a given topic. Next, meet with your faculty supervisor to discuss your topic selection, research question, and identify who will serve as your research advisor/supervisor. Remember, you will need to complete the IRB process if you are conducting research; therefore, you need to be aware of this as you prepare your timeline and compose your manuscript. A final draft of the manuscript must be submitted to the faculty supervisor before submission to a journal/scholarly publication for review. After a quality draft is submitted, a final grade will be issued.

**\*THE DOCUMENTS REQUIRED FOR THE INTERNSHIP ARE AVAILABLE AT**

**[http://www.wku.edu/csa/sa/prac\\_intern\\_manual\\_forms\\_instructions.php](http://www.wku.edu/csa/sa/prac_intern_manual_forms_instructions.php)**

## **The Prospectus (Contract)**

The success of the Internship experience depends to a large extent on how purposeful the contract or Prospectus is designed. Intentional designs are grounded in careful assessments of skills and selective designations of objectives. These objectives should be translated into a carefully crafted contract that clearly delineates what the intern will do and what skills and competencies the intern should work on developing.

A purposeful Prospectus should be an instructive contract. It should provide all the parties involved in the experience with a clear and concise overview of what the intern intends to do and what the intern hopes to achieve from the experience. When done well, developing a Prospectus should enable interns to clearly identify goals, create activities that directly link to such goals, and calculate the amount of time it will take to complete such activities. The learning contract (Prospectus) represents the clearest expression of what the intern hopes to achieve in a supervised practice experience, what the intern plans to bring to the site, and what the intern expects the site to contribute to the experience.

In order to insure that all parties concerned with the Internship experience have similar expectations, a Prospectus outlining the intern's major responsibilities and the relative time allotted for each is suggested. During the first week of the Internship experience, the intern should arrange a meeting with the site supervisor to conjointly develop a listing of activities, responsibilities, and goals for the Internship. The student, site supervisor and faculty supervisor should sign the Prospectus. Since the Prospectus represents a beginning point; it may be modified throughout the experience upon consultation with the site and faculty supervisor.

The Prospectus should contain:

1. Intern's name, address, and telephone number.
2. Intern's beginning and ending dates at the host site.
3. Name, address, telephone number, and e-mail address of the host site.
4. Services offered at the host site.
5. Site supervisor's name, title, highest degree, and professional work experience (a résumé may be attached).
6. Regular days and times the intern is scheduled to be at the host site.
7. Plans for on-site supervision.
8. A list of all intern duties and the approximate time devoted to each.
9. Signatures of the student, site supervisor, and faculty supervisor.

# STUDENT AFFAIRS INTERNSHIP PROSPECTUS

## Student Information

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
(street)

\_\_\_\_\_  
(city, state, zip)

Phone: \_\_\_\_\_  
(home) (work) (cell)

E-mail Address: \_\_\_\_\_

## Host Information

Host Name: \_\_\_\_\_ Position: \_\_\_\_\_

\_\_\_\_\_  
(name of department, unit, institution)

Address: \_\_\_\_\_  
(street)

\_\_\_\_\_  
(city, state, zip)

Phone: \_\_\_\_\_

E-mail Address: \_\_\_\_\_



Provide the time frame of your Internship experience including the times and dates you plan to work, the number of hours you intend to complete at this site, and the average number of hours per week you plan to work.

Describe your on-site supervisor's educational and work experience (also attach on site supervisor's CV or résumé).

List the services offered at your Internship site.

Identify the duties and responsibilities you intend to perform during the Internship experience and the relative amount of time you plan to devote to each.

List your personal and professional goals as they pertain to the Internship experience and describe how this experience fits into your career plan (e.g., exploring a new area, experiencing a new type of institution, learning or refining specific skills).

Describe the plan for supervision.

## Student, On-site Supervisor, and Faculty Supervisor Confirmation

*Our signatures indicate that we understand and will abide by the following guidelines for completing the Internship experience at this site:*

Students are required to:

1. Complete supervised Internship experiences equivalent to a minimum of 200 hours over the course of one semester (400 over two semesters). In general, quality is more important than quantity; the higher the intensity of the experience, the less the hours required. In this situation, the exact number of hours is worked out on a case-by-case basis with each student in consultation with the on-site supervisor and the faculty member.
2. Complete supervised Internship experiences that conform to the following minimum requirements:
  - a) Engage in direct service and experiences with students in order to foster the development of student affairs skills, including some work with groups.
  - b) Engage in weekly interaction that averages at least 30 minutes per week of individual supervision throughout the Internship, usually performed by the on-site supervisor.
  - c) Participate in an average of one-and-one-half hours per week of group supervision provided on a regular schedule throughout the Internship and performed by the faculty supervisor (which is typically met by attending the weekly class meetings).

The Site Supervisor is expected to:

1. Provide an opportunity for the student to become familiar with a variety of professional activities and resources.
2. Conduct an evaluation of the student's performance throughout the Internship, including documentation of a formal evaluation after the student completes the Internship by the site supervisor.

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Site Supervisor signature

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Date

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Student signature

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Date

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Faculty Supervisor signature

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Date

## STUDENT AFFAIRS INTERNSHIP JOURNAL INSTRUCTIONS

1. Each student should maintain a journal of all Internship experiences. The journal should be submitted to the faculty supervisor via Blackboard at the end of the term for documentation and grading purposes. The student should make a duplicate copy for his/her file. The document to maintain the journal is available in Blackboard.
2. Each activity in which you participate as part of the Internship experience should be recorded as a separate entry. This includes all of your on-site experiences as well as any other approved developmental activities in which you participated.
3. Each Journal entry **must** include: (a) the date, (b) time frame, (c) time spent that day (hours), (d) a running total time spent at the site, (e) a brief description of the activity in which you participated, and (f) corresponding feelings about the experience. Elaborate as necessary.
4. All activities and supervision should be included in your journal where it falls chronologically. The journal form includes four sections (tabs) to record information: (1) Internship hours and activities; (2) Supervision (includes consultation with your on-site supervisor); (3) Consultation with program faculty and weekly attendance to class meetings; and (4) Professional Development (which must be pre-approved by faculty supervisor).

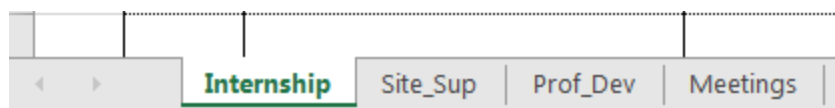
*Note:* Documented hours in journal can be verified with site supervisor.

# Instructions for Journal Entries

1. Each student should maintain a journal of **all** Internship experiences. The journal should be submitted to the faculty supervisor at the end of the term for documentation and grading purposes. The student should make or save a duplicate copy for his/her file.
2. Each activity in which you participate as part of the Internship experience must be recorded as a separate entry. This includes all of your on-site experiences as well as any other approved developmental activities in which you participated.
3. Each Journal entry **must** include the following:
  - a. the date,
  - b. time frame
  - c. time (hours) spent that day
  - d. a running total time spent at the site,
  - e. a brief description of the activity in which you participated **and** your corresponding feelings about the experience. Elaborate as necessary.
4. All supervision **must** be included in your journal where it falls chronologically in relation to your other Internship activities.
  - a. Supervision includes consultation with your on-site supervisor.
  - b. Consultation with program faculty.
5. Each weekly class meeting attended, with a synopsis of class and your corresponding thoughts, **must** be included. Note that you are to include actual hours you attended.

An Excel sheet has been provided to you in Blackboard to maintain your journal entries. Please note that the journal is reviewed by the faculty supervisor and the recorded hours can be verified by the site supervisor(s). Credit will not be issued for incomplete journals and/or those that do not include *all* of the required information (see above).

In the Excel sheet, note that at the bottom, there are *four* sheets (tabs) for you (just click on the tab).



1. **Internship:** In this sheet, insert details about your internship experience at the selected site.
2. **Site\_Sup:** In this sheet, insert details about your site supervision (e.g., meetings with your site supervisor).
3. **Prof\_Dev:** In this sheet, insert details about any professional development opportunities you have attended, as pre-approved by your faculty supervisor. Remember to also upload documentation of your attendance in Blackboard.
4. **Meetings:** In this sheet, include details about faculty supervision and class meetings.

**To complete the sheets:**

1. Insert your name where indicated.
2. In the first column, enter the date of the activity/meeting in the mm/dd/yyyy format.
3. In the second column, provide a description of the activity/meeting.
4. In the third column, provide your reflection of the activity/meeting.
5. In the fourth and fifth column, insert the begin time (be sure to enter a space and then an "a" or "p" to indicate 'am' or 'pm'.

The hours will automatically calculate in the next column and the running total will also accrue in the last column.

Department of Counseling and Student Affairs						
Internship Journal						
Name:						
activity (mm/dd/yyyy)	Description of Activity	Reflection	Time (hh:mm AM/PM)	Time (hh:mm AM/PM)	Hours	Total Hours to date

**Author:**  
In the cell, type the start time, **ENTER**  
**A SPACE**, then type "a" for am OR  
"p" for pm and then press **ENTER**.

**Author:**  
In the cell, type the start time,  
**ENTER A SPACE**, then type  
"a" for am OR "p" for pm and

# Example of Journal Entry

Department of Counseling and Student Affairs							
Internship Journal							
Name:		<div>Author: In the cell, type the start time, ENTER A SPACE, then type "a" for am OR "p" for pm and then press</div> <div>Author: In the cell, type the start time, ENTER A SPACE, then type "a" for am OR "p" for pm and</div>					
Date of activity (mm/dd/yyyy)	Description of Activity	Reflection	Begin Time (hh:mm AM/PM)	End Time (hh:mm AM/PM)	Hours	Total Hours to date	
01/23/2017	Today I assisted with executing the University Academic Probation Regulations while serving as a member of an Academic Probation Hearing Committee. I listened to three students' reasons for their academic difficulties and advised them concerning the appropriate procedures for removing academic deficiencies. I also discussed strategies for helping to insure that they are not back in the same situation at the end of next semester.	This was a very enlightening experience as well as an awesome responsibility. I was emotionally drained when we finished the session. I felt torn between the desire to "help" the students and the need to maintain academic integrity for the institution. Additionally, coming up with an action plan for each of the students was definitely challenging since their circumstances were all fairly unique. Overall, I felt pretty good. I think we handled the situations appropriately, although I am looking forward to days when the pressure is not so intense. Bill, my on-site supervisor, provided me with some good insights regarding my behavior during the student sessions. I realize that I need to focus more on active listening and keeping my personal feelings separate from my professional responsibilities. Apparently I have a tendency to get caught up "in the moment" and I can come across as a little judgmental. I plan to work on this in future sessions.	8:30 AM	11:00 AM	2:30	2:30	
01/25/2017	I met with a couple of students who expressed concerns about their academic performance and are considering changing their majors. I discussed the pros and cons of their current major and reviewed other major interests with the students.	This session allowed me to use some basic helping skills since the students were frustrated and confused with their current major. It felt nice to assist the students in moving from a sense of confusion toward action as we discussed potential next steps. I consciously made sure that I served as a guide in the process and did not offer too much advice or suggest what I thought they should do. I was very proud of myself when the students told me how much they appreciated my assistance and how they felt better. I plan to check in with them next week.	8:30 AM	11:30 AM	3:00	5:30	
01/26/2017	Today, I had an opportunity to present the topic of study skills to a University Experience course. I also had to prep for the course presentation as well.	To my surprise, the topic of study skills seemed to be a difficult subject for many students in the class. For the most part, I believe that it seemed to not catch their attention and a couple articulated that they knew how to study. However, there were about five of the 20 students who expressed appreciation for having an opportunity to review their process for studying in class. If I am to present this topic again in the future, I will make sure that it is more interactive and will probably incorporate more activities.	1:00 PM	3:30 PM	2:30	8:00	
01/30/2017	I met with the staff member responsible for the program that works with students who are on academic probation at the University. We discussed upcoming programming and concerns related to a couple of students in the program.	Honestly, at times I am surprised at the apathy of some of the students who are on academic probation, especially since they are paying for their higher education and are on the verge of not being allowed to stay at the University due to poor academic performance. However, I appreciate being a part of their support network. I also enjoyed collaborating with an experienced staff member who provides interesting perspectives about programming and students who are performing poorly academically. I was actually able to talk with her about the student development theories I learned in class.	8:30 AM	11:00 AM	2:30	10:30	

< > Internship Site\_Sup Prof\_Dev Meetings +





3) Based on their internship experience, what do you see as the student's strengths with respect to student affairs (or related) work:

4) By the same measure, what are some areas in which the student needs enhancement?

5) If you had a position to fill, would you consider hiring this student on a full-time basis? Why or why not?

## PART II

*Please evaluate the student intern on each of the following items related to their performance and competencies using the scale listed below:*

**1= Poor; 2 = Fair; 3= Average; 4 = Good; 5 =Excellent; NA = Non-Applicable or No Opportunity to Observe**

Performance	1	2	3	4	5	NA
Attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timeliness of completing work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation and follow-up/follow-through	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willingness to perform work responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibits an understanding of campus cultures (e.g., academic, student, political, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibits an understanding of institutional and organizational structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receives, comprehends, and integrates feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please provide overall observations and general comments about the intern's performance:**

Please evaluate the student intern using the scale listed below:

1= Poor; 2 = Fair; 3= Average; 4 = Good; 5 =Excellent; NA = Non-Applicable or No Opportunity to Observe

Professional Student Affairs Skills/ Competencies	1	2	3	4	5	NA
Planning Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budgeting Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time Management Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision-Making Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem-Solving Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitment to Diversity, Equity, Inclusion and Social Justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment and Evaluation Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology/Social Media Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application of Student Development Theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural Self-Awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group Facilitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please provide overall observations and general comments about the intern's professional skills/competencies:**

*Please evaluate the student intern using the scale listed below:*

**1= Poor; 2 = Fair; 3= Average; 4 = Good; 5 =Excellent; NA = Non-Applicable or No Opportunity to Observe**

<b>Advising &amp; Helping Skills/Competencies</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
Ability to build rapport with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work with staff and other audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work with diverse individuals/ in multicultural settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to promote student learning and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active listening skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crisis Intervention Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitation Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please provide overall observations and general comments about the intern's advising and helping skills/competencies.**

**I verify that the intern completed \_\_\_\_\_ total hours at this site.**

***I have met with the Internship student assigned to my unit and we have discussed this evaluation in detail. I have also provided the student with a copy of this evaluation for his/her records.***

---

Student signature

---

Date

---

Site Supervisor signature

---

Date

## **INTERNSHIP IN STUDENT AFFAIRS SITE EVALUATION FORM**

**Directions:** This form is to be completed by the student intern and given to the faculty supervisor upon completion of requirements.

Internship Site: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_

Site Host: \_\_\_\_\_

Title: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

PLEASE USE THE FOLLOWING SCALE TO RATE YOUR INTERNSHIP EXPERIENCE:

**1 (Strongly Agree), 2 (Agree), 3 (Disagree), 4 (Strongly Disagree)**

My host/site supervisor or other agency personnel:

\_\_\_\_\_ 1. Clearly explained what was expected of me within the context of this experience.

\_\_\_\_\_ 2. Frequently observed me and offered feedback on my performance.

\_\_\_\_\_ 3. Made helpful suggestions regarding my performance.

\_\_\_\_\_ 4. Allowed me the opportunity to experience a broad range of unit activities.

\_\_\_\_\_ 5. Encouraged my involvement in departmental professional development activities.

\_\_\_\_\_ 6. Responded appropriately to my questions, comments, and concerns.

**PLEASE FEEL FREE TO PROVIDE ADDITIONAL COMMENTS. FEEL FREE TO  
ATTACH AN ADDITIONAL SHEET IF NEEDED.**

# **INTERNSHIP IN STUDENT AFFAIRS**

## **End of Term Reflection Paper**

Your Name \_\_\_\_\_ Date \_\_\_\_\_

Your Supervisor \_\_\_\_\_

**Please prepare a brief (5-7 pages) summary report on your Internship experience. Please use the following questions as an outline.**

1. Describe the quality of your interactions with your supervisor, staff, and students.
2. What have been the positive features and strengths of your Internship experience?
3. Have there been any drawbacks or limitations to your experience? Explain your response.
4. What do you believe you gained from your Internship experience? Explain your response.
5. How successful were you in balancing the time and energy demands of graduate coursework with your Internship responsibilities?
6. Describe the connections between the internship experience and your current and desired professional skills, abilities, and interests.
7. What are you looking forward to most about your internship next term (if applicable)?
8. On the following scale, rate your overall level of satisfaction with your Internship experience this semester. (1-complete waste of time, 2-mostly dissatisfied, 3-mixed feelings, 4-mostly satisfied, 5-pleased, 6-delighted). Explain your rating.

# INTERNSHIP ESSAY OPTION FORM

## Student Information

Term: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

*Last                      First                      M.I.*

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Department: \_\_\_\_\_

Position: \_\_\_\_\_

## Submission Requirements

- The essay must be a minimum of 25 pages.
- Each question must be addressed comprehensively.
- Adhere to APA guidelines for writing style.
- References must be included for any sources used in the essay.

---

*Faculty Supervisor*
*Date*

---

*Student*
*Date*



# Internship Essay Outline

An essay can be composed in partial fulfillment of the requirements for one Internship experience. In addition to completing the essay (*minimum* of 25 pages not including title and reference pages using APA 6<sup>th</sup> edition guidelines and formatting), you are expected to engage in a minimum of two professional development activities (submit verification to Blackboard). Upload the documentation of the activities to Blackboard. *Note: For this option, you are required to employed full-time in a department related to student affairs.*

1. Outline the mission of your department and describe the specific activities, programs, and projects are implemented to meet this mission.
2. Describe your department's philosophy of “professional development.” Compare/contrast it with your personal philosophy of “professional development.”
3. Describe how your department translates this philosophy into action. Specifically, describe the “professional development” activities sponsored by your department, both on a routine basis and on an individualized basis.
4. Describe the professional development activities that you personally (a) have facilitated, and (b) have participated in (within and outside of your department). Include your assessment of those activities in terms of (a) value to the organization, and (b) value to you personally. Evaluate these experiences in a comprehensive manner.
5. Describe how you would change the “professional development” activities of your department if you were solely responsible for its implementation.
6. Through your analysis of the “professional development” in your department, outline a professional development plan for your department.
7. Describe the skills and knowledge you currently hold and what skills and/or knowledge you think need to be developed and how you will try to develop these. Outline a professional development plan for yourself
8. Attach an appendix which lists and describes specific “professional development” activities that you engage in on an ongoing basis. Include specific dates and the approximate amount of time you devote to each activity on a weekly basis.

Note: The term “professional development” is defined broadly to include items such as staff selection, training, supervision, evaluation, and all ongoing educational/training exercises related to those activities, as well as other relevant projects undertaken outside the department.

# RESEARCH OPTION

## Student Information

Term: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

## Research Proposal

Title of Research Study: \_\_\_\_\_

Research Advisor: \_\_\_\_\_

Description/Purpose of Research: \_\_\_\_\_

## Required Journal Submission

List at least 3 journals/scholarly publications you intend to submit the manuscript upon completion (before internship is complete).

## Submission Requirements

Your research may include research studies/reports, updates on professional issues, examinations of legal and policy issues, dialogues and debates, historical articles, literature reviews, opinion pieces, or projections of future trends on a given topic.

### Attach a copy of the following with this form:

- ☐ a statement of the objectives of the research
- ☐ a brief literature review
- ☐ a list of your research hypotheses (if applicable)
- ☐ a discussion of your proposed methodology (if applicable)
- ☐ a comprehensive description of all procedures, including the number of subjects and time required (if applicable)
- ☐ copies of all instruments that will be used for data collection (including questions for qualitative measures) if applicable
- ☐ Remember that you will need IRB approval if you are conducting a research study.

## Signatures

\_\_\_\_\_  
*Faculty Supervisor*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Research Advisor*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Student*

\_\_\_\_\_  
*Date*

## **INTERNSHIP IN STUDENT AFFAIRS**

### **Suggested Supplemental Activities**

*Activities must be documented in your Internship Journal and verification must be submitted to Blackboard. Pre-approval from the faculty supervisor is required before participating in the supplemental activities.*

1. Participate in a student life focus group meeting.
2. Attend a University Center Board meeting.
3. Attend a Student Government Association meeting.
4. Assist with a University entertainment event.
5. Attend a Board of Regent's meeting.
6. Go on a student recruitment trip with Admissions' personnel.
7. Attend seminars sponsored by any Student Affairs unit.
8. Attend professional Student Affairs meeting(s) and/or conferences.
9. Attend an Alumni Club meeting.
10. Attend a Student Affairs workshop(s).
11. Attend a community and agency sponsored program(s) in student support services.
12. Assist the Admissions Office with a College Awareness Day program.
13. Assist the Orientation Office with a program.
14. Assist one day with University registration.
15. Spend a day with one of the counselors in the Office of Student Financial Aid.
16. Assist with a University Graduation Program.
17. Assist with a University athletic event.
18. Assist with a University special event.
19. Spend a shift with the University Police Department; ride in a police cruiser.
20. Spend a day in a Student Affairs office in a community college, junior college or vocational school.
21. Spend a day in the Department of Housing and Residence Life office.
22. Assist with MASTERPlan (sponsored by Housing and Residence Life)
23. Spend a day at in DUC working with staff.
24. Spend a day in the International Student Office.
25. Spend an evening at the main desk in a residence hall.
26. Attend a sorority or fraternity council meeting; attend a PanHellenic meeting.
27. Assist with a minority relations outreach (recruitment/retention) program.
28. Assist with an intramural activity (e.g., tournament play-off).
29. Assist and/or present at student conferences (e.g., High School Leadership Conference).
30. For other activities, confirm with Internship faculty supervisor.

## **Acknowledgement**

This Student Affairs Internship Manual (2017) was developed by Dr. Aaron W. Hughey and Dr. Monica Galloway Burke, Department of Counseling and Student Affairs, Western Kentucky University.

Portions of this Manual were contained in the previous version of the WKU SA Practicum and Internship Manual, which was developed by Dr. Jerry R. Wilder and Dr. Aaron W. Hughey, with research and technical support from Ben Harris, Brian Melton, and Kathleen Barnes.

Modified: July 2017

## References

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- Winston, R.B., & Creamer, D.G. (2002). Supervision: Relationships that support learning. In Cooper, D., Saunders, S.A., Winston, R.B., Hirt, J.B. Creamer, D.G. & Janosik, S.M., *Learning through supervised practice in student affairs* (p.77). New York, NY: Brunner-Routledge.