

**Student Affairs in Higher Education
Internship Manual**

Information, Policies, Procedures & Forms



WKU[®]

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

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Internship (CNS 595) is an important and unique course within the Student Affairs graduate program. It is designed to provide practical experience to students with a breadth of supervised professional practice in a variety of settings. The experience will provide students with the opportunity to engage in the reflective practitioner process as you are immersed in the field and gain experience. Within this context, supervision is provided by the site supervisor—who coordinates student experiences at the on-site location—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.

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. These two options (essay and research) can be selected only once.

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.

The student selects the appropriate setting for their internship in consult with the faculty supervisor. It is recommended that students meet with their potential site supervisors at least two months to the actual beginning of the internship and are prepared for the meeting. The Prospectus must be submitted and approved by the faculty supervisor prior to starting the internship experience. The approval of an internship site is based upon the kinds of experiences offered, the quality of supervision, the quality of support provided for the student, the ability of the site to meet or exceed the program expectations and provide sufficient working hours. There are **no exceptions** to having these required documents submitted **prior** to counting any hours toward the internship.

Note that the site supervisor must possess at least a master's degree and have a minimum of two (2) years of appropriate professional experience (you must submit a copy of the site supervisor's CV/résumé to the faculty supervisor before beginning your internship). 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 (or someone in the supervisory chain) 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 their respective supervisor regarding their supervision of the Internship.

Important Considerations

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

1. Interns should perform their duties and responsibilities in a highly professional manner. Interns should display behaviors, attitudes, and values that exemplify the highest standard of professional conduct. Behaviors such as lack of attendance or consistent lateness, poor interpersonal and collaboration skills, unethical or unprofessional conduct, and/or a lack of insight into own behavior and frequent blame of others or external factors for failures and difficulties in the academic or internship environment are unacceptable and can result in the internship agreement being invalidated. Therefore, interns should be aware of all professional expectations, ethical standards, and code of conduct outlined by the student affairs profession.
2. Interns need to be conscious of the practical legal implications and consequences of any action that is judged inappropriate, illegal, or as a disregard of professional responsibilities and expectations and act accordingly. If there is an issue with ethical and/or professional behavior, consequences will be applied after discussions with the student, site supervisor and faculty supervisor as well as any other administrators if needed.
3. Interns must 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 (FERPA) and Title IX. Interns should be aware of other legal and professional expectations that govern the student affairs profession.
4. Interns should meet regularly with their site supervisor. Interns should always be well prepared for the meetings and ready to receive candid, yet professional, feedback as a part of their growth process.
5. Interns should communicate any concerns or significant difficulties with the internship site and/or the on-site supervisor to the faculty supervisor immediately.
6. It is important that interns dress in appropriate professional attire within the norms established at the site.

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

Students enrolled in CNS-595 (Internship) who have selected the internship option are required to:

1. Complete supervised internship experiences that total a minimum of 175 hours **each** semester (of course enrollment).
2. The Internship experience must include:
 - a. At least 125 hours of direct service and experience (e.g., answering phones and filing do not count toward the total hours), including experience leading groups, planning programs and/or initiatives, 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 the faculty supervisor, which is typically met by attending the weekly Internship class meetings. Students are expected to participate in all activities and complete all assignments, including readings, reports, case studies, discussions, projects, and initiatives. Absences should be avoided.
 - d. An evaluation of the student's performance that is conducted throughout the Internship, which includes a formal evaluation by the site supervisor after the student completes the Internship and by the faculty supervisor based on group supervision with consideration of the site supervisor's feedback.
 - e. Documentation of the internship experience in a journal is required. Only hours actually spent toward the internship experience should be documented. Falsification of the journal by documenting hours not actually worked is grounds for dismissal from the program. In addition, hours worked at the internship site are verified by the site supervisor. Class attendance (hours) are also recorded in the journal. With prior approval from your faculty supervisor, professional development activities are included as well. The journal must be completed correctly, per established instructions, to be accepted as complete.
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.

To receive a grade, **all** properly completed and required documents must be submitted to your faculty advisor (via Blackboard):

1. The Prospectus dated and signed by the student, on-site supervisor, and the faculty supervisor.
2. The CV/résumé of the on-site supervisor.
3. The Journal with all hours, activity descriptions, and reflections properly documented.
4. The signed student evaluation (completed by the site supervisor).
5. The site evaluation (student's evaluation of the host site and site supervisor).
6. The end-of-term Reflection Paper.

For students who intend to graduate at the end of the semester, note that to receive the degree for the current semester, **all** paperwork (properly completed) must be submitted and the grade (not an IP) is posted by the final date grades are posted for the semester (typically the Tuesday by noon following commencement in the fall and spring).

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 a 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. Students should monitor hours throughout the semester to ensure they are on track to earn the required hours for internship. You cannot be issued a grade until the required number of hours is acquired.
 - c. Note that hours accrued on site are verified by the site supervisor.
 - d. Plagiarism or forgery of any forms that require the site supervisor's signature will result in a failing grade and consequences for academic dishonesty as outlined in Student Handbook (see <https://www.wku.edu/studentconduct/process-for-academic-dishonesty.php>).
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 provide the site supervisor with a schedule indicating when the student will be interning.
6. To complete all assignments, including readings, reports, case studies, journal entries, assigned by the site and faculty supervisors.
7. To maintain confidentiality of student or departmental information.
8. To seek prior written approval from the University Human Review Board (IRB) for research conducted involving individuals representing the host organization or department.
9. To exercise courtesy and professionalism in dealing with all individuals connected with the host organization/department.

10. To submit all required documents (i.e., journals, evaluations, and essay) that is completed properly per instructions to Blackboard in a timely manner in order to receive a final grade for the course. Submit documents in a PDF format (*must not* be submitted as a photo/image, jpeg, or gif). Be aware of graduate school deadlines to earn a 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 (typically the last week of July). Be sure to review documentation for accuracy before submitting it. If it does not meet the requirements outlined, it will need to be edited to appropriately meet the requirements and resubmitted.

Internship Site

An appropriate site is one where the graduate intern can become familiar with a wide range of student affairs/student 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, such as 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 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.

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 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.

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 process 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 the Internship, provide thirty minutes to 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.

Interns should acquire practical knowledge and hands-on experience through direct contact. 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.

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.

When an internship site supervisor has a concern about an intern's behavior or performance and contacts the faculty supervisor, a discussion with the student, site supervisor, and the faculty supervisor as well as an informal review will occur. The purpose of this meeting is not to be interpreted as disciplinary but rather as an effort to assist the student in finding ways to improve his/her performance or to explore the option of voluntarily leaving that specific internship site.

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 the intern's participation in all areas of the department 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 internship site, he/she has the overall responsibility for Internship oversight. One of the first responsibilities of the faculty supervisor is to collaborate with students in locating suitable placements, even though the interns are primarily responsible for securing a site. The faculty supervisor maintains contact with the interns and serves as a sounding board for the interns, including assisting students 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. 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 required documents, 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 with individual supervision.
4. Consult with site supervisors regarding the intern's progress.
5. Facilitate group supervision of the graduate interns.
6. Maintain confidentiality related to information obtained during supervisory sessions.
7. Evaluate performance and submit grades for the interns.

Options for Internship

There are three options to fulfill the internship requirement: (1) the internship experience at a site; (2) the essay option for those with full-time employment in a student affairs/service role (can only be selected once); and (3) the research option. Details about each option follow:

The Internship Experience

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 faculty supervisor at least six weeks prior to enrolling in the internship course. It is essential to plan ahead in order to commit necessary time 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 résumé prior to interviewing for an internship if you do not have one available.
- Step 4.** Identify placement sites with the assistance of your 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.** Inform the faculty advisor of the 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 (handwritten signature or WKU digital ID signature). Submit the (1) signed Prospectus and (2) the site supervisor’s résumé to Blackboard **prior** to starting the internship.
- Step 8.** Your faculty supervisor will review the Prospectus. If approved, it will be signed. 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, remind your site supervisor to complete the final student evaluation form. The signed form (handwritten signature or WKU digital ID signature) is to be submitted to Blackboard once the evaluation conference with the site supervisor has been completed.
- Step 12.** Ensure 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 via Blackboard. 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 the option is only available for one of the internship experiences. 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 via Blackboard. 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. You will also need to secure a faculty research advisor to guide you through. Be sure to work closely with your research advisor as you prepare the manuscript. A final draft of the manuscript must be submitted to the faculty supervisor to ensure quality and will undergo a review. An evaluation of the manuscript will be based on (1) APA formatting (currently 7th edition); (2) content organization/clarity; (3) writing clarity/efficiency; (4) writing mechanics; (5) appropriate sourcing/citations; (6) overall paper structure/flow; (7) appropriate methodology for the research thesis/research questions; and (8) thorough presentation of findings and results. The research manuscript must be your own work (review notes regarding plagiarism in the APA manual). After it is determined that the manuscript is suitable, a final grade will be issued.

Research assistance is available with WKU Libraries
(<https://www.wku.edu/library/services/reference>).

***THE DOCUMENTS REQUIRED FOR THE INTERNSHIP ARE AVAILABLE AT**
http://www.wku.edu/csa/sa/prac_intern_manual_forms_instructions.php

THE LINKS TO THE FORMS ARE ALSO IN BLACKBOARD.

***Forms in the manual, which are samples, are not to be used for submission.*

The Prospectus (Contract)

The success of the internship experience depends to a large extent on how purposeful the contract, or Prospectus, is designed. The objectives should be grounded in a careful assessment of the intern's current skills as well as the skills they need to develop balanced with the site's needs. The Prospectus should clearly define what the intern is expected to achieve in a supervised practice experience. All parties should be involved in the development process of the Prospectus, culminating with a clear and concise synopsis of what the intern intends to achieve and site supervisor expects from the experience. Within the Prospectus are clearly identified goals, major responsibilities, activities that directly link to goals, a plan for supervision, and the amount of time the intern should commit to accomplishing the goals and activities.

The Prospectus must be completed before the internship experience begins. The student, site supervisor and faculty supervisor must sign the Prospectus (handwritten signature or WKU digital ID signature). Since the Prospectus represents a beginning point, it may be modified throughout the experience upon consultation with the site and faculty supervisor.

The Prospectus can be obtained from

https://www.wku.edu/csa/sa/documents/practicum_internship_manual/prospectus_student_affairs_updated.pdf

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 experience equivalent to a minimum of 175 hours over the course of one semester (350 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.

Site Supervisor signature

Date

Student signature

Date

Faculty Supervisor signature

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.

Example of Journal Entry

Department of Counseling and Student Affairs							
Internship Journal							
Name:				Author: In the cell, type the start time, ENTER A SPACE, then type "a" for am OR "p" for pm and then press		Author: In the cell, type the start time, ENTER A SPACE, then type "a" for am OR "p" for pm and	
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 IN STUDENT AFFAIRS STUDENT EVALUATION

Internship Student Supervised: _____

Internship Site: _____

Please respond to the following questions regarding the Internship student you supervised this term.

PART I

- 1) How would you characterize the student's general knowledge of the student affairs profession?
- 2) How well does the student understand the mission and overall goals of your particular unit?

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

Advising & Helping Skills/Competencies	1	2	3	4	5	NA
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

SAMPLE

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 7th 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 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:

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

Examples of Supplemental Activities for Professional Development

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 for professional development.

1. Participate in professional development workshop/webinar.
2. Attend a student organization meeting, such as Student Government Association, Campus Activities Board (CAB), and a PanHellenic meeting, or an NPHC meeting.
3. Assist with a University entertainment event.
4. Attend a Board of Regent's meeting.
5. Attend seminars or workshops sponsored by the Division of Student Affairs or any Student Affairs unit.
6. Attend professional Student Affairs meeting(s) and/or conferences.
7. Attend an Alumni Club meeting.
8. Attend a community and agency sponsored program(s) related to student support services.
9. Assist the Admissions Office with a recruitment or orientation event.
10. Spend a day with one of the counselors in the Office of Student Financial Aid.
11. Assist with a University Graduation Program.
12. Assist with a University athletic event.
13. Assist with a University special event.
14. Spend a shift with the University Police Department (e.g., a ride along).
15. Assist with MASTERPlan (sponsored by Housing and Residence Life)
16. Spend a day at in a student union working with staff.
17. Spend a day in the International Student Office.
18. Assist with a diversity outreach (recruitment/retention) program.
19. Assist with an intramural activity (e.g., tournament play-off).
20. Assist and/or present at student conferences (e.g., High School Leadership Conference).
21. Present at student development program(s) (e.g., Dynamic Leadership Institute, minority student retreat)
22. Attend a professional conference related to professional development in an area related to student affairs.

*For any activity selected for professional development, confirm with the Internship faculty supervisor.

Manual Last Modified: May 2022