

**Student Affairs  
Practicum and Internship Manual  
(2011)**

**Information, Policies, Procedures & Forms**



**WKU®**

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

## **Introduction**

Practicum (CNS 590) and Internship (CNS 595) are two of the most important and unique courses within the Student Affairs program. Each is designed to provide a blend of practical experience in a setting similar to that in which the student expects to be employed. Within this context, supervision is provided by the site supervisor and individual/group supervision is provided by a faculty supervisor. The faculty supervisor, after extensive consultation with the site supervisor, submits a final course grade for Practicum and Internship.

Practicum and Internship are designed to provide experiences in student affairs work for students before they enter their chosen fields. This is accomplished under the direction of site supervisors who coordinate student experiences at the on-site locations, and the faculty supervisor who facilitates development of relevant skill areas. The course number for Practicum is CNS 590 and it yields three hours of graduate credit. Successful completion of Internship results in six hours of graduate credit. The course number for Internship is CNS 595; two Internships are required in this program resulting in a total of six hours of credit.

Relevant on-site experiences must be gained in at least two different placements. Interns can satisfy this requirement by completing their Practicum and Internship at one site and their second Internship at another, or they may elect to do either their Practicum or Internship at two different sites. 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. Understand and be able to respond to the developmental needs of college students.
3. Understand and be able to articulate appropriate management and/or programming techniques.
4. Have a commitment to students and the profession.

## **Important Considerations**

There are numerous strategies that practicum students and interns can implement to increase the probability of a meaningful and highly successful supervised practice experience. (Please note that whenever the term “intern” is used, it generally also refers to practicum students). 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.
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. Interns should remember basic etiquette by leaving written “thank you” notes and/or a small token of appreciation for the site supervisors and others who had influential roles in the supervised practice experience.

## **Curricular Objectives/Relation to CACREP Standards**

The Practicum and Internships associated with the MAE degree program in Student Affairs in Higher education are designed to meet the 2009 CACREP (Council for the Accreditation of Counseling and Related Educational Programs) Standards. Collectively, Practicum and Internship meet specific CACREP Standards for Student Affairs and College Counseling academic programs. The CACREP Standard addressed by each Course Objective is note in parentheses.

Upon completion of Practicum and internship, the student will be able to:

1. Demonstrate the ability to apply and adhere to ethical and legal standards in student affairs and college counseling (Foundations, Standard B1).
2. Demonstrate an understanding of the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community (Foundations, Standard B2).
3. Demonstrate the ability to understand, support, and advocate for postsecondary student learning and development (Foundations, Standard B3).
4. Apply knowledge of issues that affect student affairs practice (e.g., public policy, finance, governance, cultural contexts, international education, global understanding) (Foundations, Standard B4).
5. Demonstrate an understanding of leadership, organization, and management practices that help institutions accomplish their missions (Foundations, Standard B5).
6. Participate in the design, implementation, management, and evaluation of student affairs programs, and is aware of various systems and environmental contexts that affect participants (Foundations, Standard B6).
7. Demonstrate an understanding of the psychological impact of crises, disasters, and other trauma-causing events on students, faculty, and institutions (Foundations, Standard B7).
8. Apply multicultural competencies to the practice of student affairs and college counseling (Counseling, Prevention, and Intervention, Standard D1).
9. Demonstrate the skills necessary to facilitate the academic, social, and career success of postsecondary students (Counseling, Prevention, and Intervention, Standard D2).
10. Demonstrate skills in helping postsecondary students cope with personal and interpersonal problems, as well as skills in crisis intervention in response to personal, educational, and community crises (Counseling, Prevention, and Intervention, Standard D3).
11. Demonstrate the ability to use procedures for assessing and managing suicide risk (Counseling, Prevention, and Intervention, Standard D4).

12. Demonstrate a general understanding of principles and models of biopsychosocial assessment and case conceptualization that lead to appropriate counseling for students in postsecondary education (Counseling, Prevention, and Intervention, Standard D5).
13. Participate in the design, implementation, and evaluation of programs that promote wellness, as well as prevention and intervention services for students in postsecondary education (Counseling, Prevention, and Intervention, Standard D6).
14. Demonstrate how student learning and learning opportunities are influenced by the characteristics of both the student and the postsecondary environment (Diversity and Advocacy, Standard F1).
15. Analyze postsecondary student needs for appropriate learning and developmental opportunities (Diversity and Advocacy, Standard F2).
16. Collaborate with the postsecondary community to assist students, and uses postsecondary community resources to improve student learning and development (Diversity and Advocacy, Standard F3).
17. Apply multicultural competencies to serve diverse postsecondary student populations (Diversity and Advocacy, Standard F4).
18. Address multicultural counseling issues as they relate to student development and progress in postsecondary education (e.g., discrimination, power, privilege, oppression, values) (Diversity and Advocacy, Standard F5).
19. Advocate for policies, programs, and services that are equitable and responsive to the unique needs of postsecondary students (Diversity and Advocacy, Standard F6).
20. Assess and interpret postsecondary student needs, recognizing uniqueness in culture, languages, values, backgrounds, and abilities (Assessment, Standard H1).
21. Analyze and use multiple data sources, including institutional data, to make decisions about improving differentiated student programs (Assessment, Standard H2).
22. Apply relevant research findings to inform the practice of student affairs and college counseling (Research and Evaluation, Standard J1).
23. Develop measurable outcomes for college counseling and student development activities (Research and Evaluation, Standard J2).

## **Prerequisites**

### **Practicum:**

1. Official admission to the MAE degree program in Student Affairs in higher education.
2. Completion of 15 hours in the Student Affairs major, including CNS 571 (Introduction to Student Affairs), CNS 589 (Group Dynamics in Student Affairs and Higher Education), CNS 555 (Social and Cultural Diversity), CNS 558 (Counseling Theories), and CNS 577 (Counseling Concepts and Applications for Student Affairs Professionals). As noted, enrollment in Internship must follow successful completion of Practicum.
3. Depending on your Practicum and Internship sites, it may be advisable to obtain some form of liability insurance either through the American Counseling Association (ACA), the National Association of Student Personnel Administrators (NASPA), the American College Personnel Association (ACPA), or privately.

### **Internship:**

1. Successful completion of Student Affairs Practicum (CNS 590).

## **Basic Requirements/Expectations**

### **Practicum:**

As per CACREP stipulations, students are required to:

1. Complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term.
2. Each practicum experience must include:
  - a. At least 40 clock hours of direct service with actual students that contribute to the development of student affairs skills.
  - b. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
  - c. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
  - d. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with students.
  - e. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

## **Internship:**

As per CACREP stipulations, students are required to:

1. Complete supervised internship experiences that total a minimum of 600 clock hours over the course of two semesters.
2. The Internship experience must include:
  - a. At least 240 clock hours of direct service, including experience leading groups.
  - b. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
  - c. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
  - d. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
  - e. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with students.
  - f. Evaluation of the student's performance 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.

## **Student Responsibilities**

1. To identify and obtain appropriate site locations for Practicum and Internship.
2. To develop, in collaboration with the site and faculty supervisors, a Prospectus that outlines the proposed goals, objectives, and outcomes of the Practicum and Internship.
3. To adhere to the policies and operational procedures of the host organization.
4. To complete all assignments, including readings, reports, case studies, Journal entries, and various forms specified by the site and faculty supervisors.
5. To maintain confidentiality of student, institution or agency information.
6. To obtain and maintain professional liability insurance when appropriate or required.
7. To seek prior written approval from the University Human Review Board for conducted research involving individuals representing the host organization.

8. To provide the site and faculty supervisor a schedule indicating when the student will be interning.
9. To exercise courtesy and professionalism in dealing with all individuals connected with the host organization.

## **Practicum/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, and who has a minimum of two years of professional experience. The faculty supervisor must approve all Practicum and Internship sites.

## **Supervision**

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.

Practicum and internship site supervisors 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 the interns' work. In so doing, site supervisors should protect the 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 enablers 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 interns' 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 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.

## **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 Practicum/ 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. On a need basis, faculty supervisors should provide emotional support to interns as they work through difficult or challenging situations. Another important role for the faculty supervisor is to serve as an information source. Frequently, interns encounter tasks or assignments that require insight or understanding that they simply don't possess. In such cases, the interns 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 the intern's attitude and participation.

## **Faculty Supervisor's Responsibilities**

The faculty supervisor's role is to:

1. Approve host sites.
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 Site Supervisor**

In order 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.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.

The site supervisor's role is to:

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

## **Suggestions for Site Supervisors:**

1. Familiarize the intern with office staff, procedures, materials, and record-keeping practices.
2. Discuss confidentiality and open record limitations of the job and/or organization.
3. Acquaint the intern with the full range of services provided by the unit.

4. Provide opportunities for intern participation in all areas as the student becomes more knowledgeable.
5. Familiarize the intern with referral sources both within the university and community, i.e. agencies, individuals, support groups, etc.
6. Arrange for interns to attend staff meetings, student conferences, professional training sessions, etc.
7. Encourage interns to read professional resource materials, i.e. articles, books, memos, directives.
8. Familiarize interns with scheduling procedures. When appropriate, allow interns to schedule appointments with students.
9. Acquaint interns with relevant state/federal regulations applicable to the agency/organization.
10. Familiarize interns with the variety of forms used by the agency or organization.
11. Educate the interns regarding the general methods used by the agency/organization to serve client needs.
12. Provide periodic informal feedback regarding the intern's performance.
13. Allow time for formal feedback at mid term and at the end of the semester.

### **The Step-By-Step Process**

Here is a short guide to completing the Practicum/Internship process:

- Step 1.** Upon admission to the SA program, each student is required to meet with his/her advisor to set up an individual plan of study to discuss other expectations of the program. At this time you should begin thinking about your future practicum and internship placements. It is essential to plan ahead in order to commit necessary time and resources to complete the internship.
- Step 2.** Discuss your preferences and professional goals regarding your practicum and internship your academic faculty advisor six months before your practicum.
- Step 3.** When appropriate, officially register for Practicum or Internship. Sections are restricted; your faculty advisor's permission is required before you will be allowed to enroll in either practicum or Internship.
- Step 4.** Prepare a one-two page resume prior to interviewing for internship.

- Step 5.** Identify placement sites with the assistance of your academic faculty advisor. The advisor may be asked to review and assess potential practicum and internship sites.
- Step 6.** Select approximately three potential sites and contact people at the sites concerning the availability of a practicum and internship and to arrange for interviews.
- Step 7.** Continue discussions regarding site selections with your advisor and/or inform the advisor of a selection of a site where you have been accepted by the site supervisor.
- Step 8.** In collaboration with your site supervisor, develop a Prospectus which outlines every aspect of your Practicum and internship experience (see “Propsectus” section below). Review the prospectus with your site supervisor and obtain their signature.
- Step 9.** Meet with your faculty advisor and go over your prospectus with them. If approved, they will sign the prospectus and distribute copies to you and the site supervisor, together with relevant information about your Practicum/Internship.
- Step 10.** Attend all individual and group supervision sessions applicable to your practicum or internship class.
- Step 11.** Document your practicum or Internship in a journal following the format provided (see “Journal” section below).
- Step 12.** Near the end of your practicum or Internship, request that your site supervisor complete the final evaluation form that was provided to them by the faculty advisor; the signed original is to be returned directly to the faculty advisor once the evaluation conference has been completed.
- Step 13.** 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, (4) all required audio/video recordings, and (5) the End-of-Term Reflection Paper.

## The Prospectus

The supervised practice experience can be nothing more than on-the-job training or it can be one of the most meaningful learning experiences in the student's professional preparation. The success of the 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 Practicum/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 Practicum/Internship experience, the intern should arrange a meeting with the site supervisor to conjointly develop a listing of activities, responsibilities, and goals for the Practicum/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 vitae 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 PRACTICUM/INTERNSHIP PROSPECTUS

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

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

\_\_\_\_\_ *city, state* \_\_\_\_\_ *zip*

Phone: \_\_\_\_\_ (h) \_\_\_\_\_ (c) \_\_\_\_\_ (w)

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

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

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

\_\_\_\_\_ *city, state* \_\_\_\_\_ *zip*

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

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

Describe the inclusive dates of your Practice/Internship experience, the times and dates you plan to work, the number of hours you intend to complete at this site, the number of direct service hours you plan to complete at this site, and the average number of hours per week you plan to work:

Describe your site supervisor's educational and work experience:

List the services offered at your Practice/Internship site:

Describe the duties and responsibilities you intend to perform during the Practicum/Internship site and the relative amount of time you plan to devote to each:

List your personal and professional goals as they pertain to the Practicum/Internship experience:

\_\_\_\_\_/\_\_\_\_\_  
(student's signature) (date)

\_\_\_\_\_/\_\_\_\_\_  
(site supervisor's signature) (date)

\_\_\_\_\_/\_\_\_\_\_  
(faculty supervisor's signature) (date)

**STUDENT AFFAIRS PRACTICUM/INTERNSHIP  
ON-SITE SCHEDULE FORM**

\_\_\_\_\_  
ON-SITE LOCATION

\_\_\_\_\_  
NAME & TITLE OF SITE SUPERVISOR

**SCHEDULED TIMES**

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

COMMENTS:

\_\_\_\_\_  
YOUR NAME

\_\_\_\_\_  
DATE

**NOTE:** Complete this form and distribute one copy to the Practicum/Internship site supervisor, one copy to the faculty supervisor, and keep one copy for your reference. Distribution of copies should be facilitated immediately after arranging your schedule with the site supervisor. Please keep the faculty supervisor apprised of all schedule changes in a timely manner.

## **STUDENT AFFAIRS PRACTICUM/INTERNSHIP JOURNAL INSTRUCTIONS:**

1. Each intern should keep a journal of all Practicum/Internship experiences. The Journal should be submitted to the faculty supervisor at the end of the term for grading purposes. The intern should make a duplicate copy for his/her file.
2. Each activity in which you participate as part of the Practicum/Internship experience should be recorded as a separate entry. This includes your on-site Practicum/Internship experience as well as other developmental activities.
3. Each Journal entry should consist of two sections. The first section should include: (a) the date, (b) time frame, (c) time spent that day, (d) total time spent at the site total, (e) the sponsoring student service agency, and (f) a brief description of the activity in which you participated. The second section should contain your corresponding feelings about the experience. Elaborate as necessary.

### **EXAMPLE:**

#### ACTIVITY

March 29 8:30 a.m. - 11:00 a.m.  
(2 Hours & 30 Minutes)  
(46 Hours & 15 Minutes Total)

Office of Academic Counseling and Retention

Assisted with executing the University Academic Probation Regulations while serving as a member of an Academic Probation Hearing Committee.

Listened to students' reasons for academic difficulty. Counseled with students concerning the removal of academic deficiencies.

#### REACTION

This was a very enlightening experience as well as an awesome responsibility. I was emotionally drained when we finished for the day. I felt torn between the desire to "help" the students and the need to maintain academic integrity for the institution. Overall, I felt pretty good. I think we handled the situations appropriately, although I am looking forward to days when the pressure isn't so intense.

# **PRACTICUM/INTERNSHIP IN STUDENT AFFAIRS STUDENT EVALUATION**

Practicum/Internship Student Supervised: \_\_\_\_\_

Practicum/Internship Site: \_\_\_\_\_

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

## **PART I**

(1) How would you characterize the student's general knowledge of the Student Affairs profession?

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(2) How well does the student understand the mission and overall goals of your particular Student Affairs unit?

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(3) Briefly list and describe the student's assigned duties and responsibilities while in your supervision:

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(4) Based on their internship experience, what do you see as the student's strengths with respect to Student Affairs work:

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(5) By the same measure, what are some areas, which are open to future enhancement?

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**C. Budgeting Skills** 1 2 3 4 5 NA

Observations/Comments: \_\_\_\_\_

\_\_\_\_\_

**D. Time Management Skills** 1 2 3 4 5 NA

Observations/Comments: \_\_\_\_\_

\_\_\_\_\_

**E. Leadership Potential** 1 2 3 4 5 NA

Observations/Comments: \_\_\_\_\_

\_\_\_\_\_

**F. Decision-Making Skills** 1 2 3 4 5 NA

Observations/Comments: \_\_\_\_\_

\_\_\_\_\_

**G. Professional Ethics** 1 2 3 4 5 NA

Observations/Comments: \_\_\_\_\_

\_\_\_\_\_

**H. Problem-Solving Skills** 1 2 3 4 5 NA

Observations/Comments: \_\_\_\_\_

\_\_\_\_\_

**I. Human Relations Skills** 1 2 3 4 5 NA

Observations/Comments: \_\_\_\_\_

\_\_\_\_\_

**J. Commitment to Diversity** 1 2 3 4 5 NA

Observations/Comments: \_\_\_\_\_

\_\_\_\_\_

**K. Creativity** 1 2 3 4 5 NA

Observations/Comments: \_\_\_\_\_

\_\_\_\_\_

**L. Ability to Delegate** 1 2 3 4 5 NA

Observations/Comments: \_\_\_\_\_

\_\_\_\_\_

**M. Motivation** 1 2 3 4 5 NA

Observations/Comments: \_\_\_\_\_

\_\_\_\_\_

**N. Written Skills** 1 2 3 4 5 NA

Observations/Comments: \_\_\_\_\_

\_\_\_\_\_

**O. Professional Potential** 1 2 3 4 5 NA

Observations/Comments: \_\_\_\_\_

\_\_\_\_\_

**"I have met with the Practicum/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."**

\_\_\_\_\_/\_\_\_\_\_  
Site Supervisor's Signature Date

\_\_\_\_\_/\_\_\_\_\_  
Student Signature Date

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

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

Practicum Site: \_\_\_\_\_

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

\_\_\_\_\_

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

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

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

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

PLEASE USE THE FOLLOWING SCALE TO RATE YOUR PRACTICUM EXPERIENCE:

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

My host 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 USE THE SPACE BELOW (or on the back) FOR ADDITIONAL COMMENTS:**

# **PRACTICUM/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 Practicum/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 Practicum/Internship experience?
3. Have there been any drawbacks or limitations to your experience?
4. How successful have you been in balancing the time and energy demands of graduate coursework with your Practicum/Internship responsibilities?
5. What are you looking forward to most about your internship next term (if applicable)?
6. Please share your thoughts about how the Group Meetings can be more beneficial/meaningful.
7. On the following scale, **rate** your overall level of satisfaction with your Practicum/Internship experience this semester. (1-complete waste of time, 2-mostly dissatisfied, 3-mixed feelings, 4-mostly satisfied, 5-pleased, 6-delighted).

Explain.

## **PRACTICUM/INTERNSHIP IN STUDENT AFFAIRS**

### **Suggested Supplemental Activities**

*Activities must be documented in your Practicum/Internship Journal.*

1. Participate in a student life focus group meeting.
2. Attend an ACT Saturday test session or a GED daily test session.
3. Attend a University Center Board meeting.
4. Attend a Student Government Association Congress meeting.
5. Assist with a University entertainment event.
6. Attend a Board of Regent's meeting.
7. Go on a student recruitment trip with Admissions personnel.
8. Attend seminars sponsored by any Student Affairs unit.
9. Attend professional Student Affairs meeting(s) and/or conferences.
10. Attend an Alumni Club meeting.
11. Attend a Student Affairs workshop(s).
12. Attend a community and agency sponsored program(s) in student support services.
13. Assist the Admissions Office with a College Awareness Day program.
14. Assist the Orientation Office with an OAR program.
15. Assist one night with the University Phonation.
16. Assist one day with University registration.
17. Spend one day at the reception desk in the Office of the Registrar.
18. Spend a day with one of the counselors in the Office of Student Financial Aid.
19. Assist with a University Graduation Program.
20. Assist with a University athletic event. Ex., serve as an usher.
21. Assist with a University special event. Ex., Special Olympics.
22. Spend a shift with the University Police Department; ride in a police cruiser.
23. Spend a day in a Student Affairs office in a community college, junior college or vocational school.
24. Spend a day in the Department of Housing and Residence Life office.
25. Spend a day at the reception desk in DUC.
26. Spend a day in the International Student Office.
27. Spend an evening at the main desk in a residence hall.
28. Attend a sorority or fraternity council meeting; attend a Panhellenic meeting.
29. Attend a session of a Counselor Education 100 class.
30. Assist with a minority relations outreach (recruitment/retention) program.
31. Assist with an intramural activity. Ex., tournament play-off.
32. Visit one of the University-recognized religious centers; outline their program.
33. Critique three Student Affairs articles in different issues of the CHRONICLE of HIGHER EDUCATION or a similar journal.
34. Submit a journal article for publication.
35. Other. Confirm with Practicum/Internship faculty supervisor.

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Portions of this Manual were also derived from the 2009 CACREP Standards (<http://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf>).

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