

**Student Affairs
Practicum and Internship Manual
Information, Policies, Procedures & Forms**



**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 and to afford students with a breadth of supervised professional practice in a variety of setting. 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. The course number for Internship is CNS 595; two Internships are required in this program resulting in a total of six hours of credit. Successful completion of Internship results in six hours of graduate 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.

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.

Internship:

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

Basic Requirements/Expectations

Practicum is designed to be an introduction to student affairs and higher education practice, to serve as an opportunity for students to develop professional skills, and to serve as an opportunity for students to enhance understanding of an office or department in depth. The Internships are designed to have students gain experience in a different area, enhance their professional skills, take on increasing levels of responsibility in a work setting, and is designed for students to work in depth in an office or department.

Practicum:

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 the on-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.
 - d. Evaluation of the student's performance throughout the practicum, including documentation of a formal evaluation, after the student completes the practicum.

Internship:

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 on-site 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.
 - e. 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 supervisor(s), 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 or departmental information.
6. To obtain and maintain professional liability insurance.*
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.

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

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 (a master's degree) and who has a minimum of two years of appropriate professional experience. If the site supervisor does not possess a master's degree, but has the minimum two years of appropriate professional experience, a signature from his/her 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 Practicum/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 Practicum and Internship sites.

Supervision

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

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

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.

A student may not use his or her current employment in fulfillment of the practicum/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 practicum 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 residential life in the area of budgeting might be an appropriate practicum/internship setting. As a reminder, the faculty supervisor must approve the site for the Practicum/Internship experience.

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 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 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 will enroll you 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 (*Contract*)

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* PROSPECTUS

Student Information

Name: _____

Address: _____
(street)

(city, state, zip)

Phone: _____
(home) (work) (cell)

E-mail Address: _____

Host Information

Host Name: _____

(name of department, unit, institution)

Address: _____
(street)

(city, state, zip)

Phone: _____

E-mail Address: _____

Describe the inclusive dates of your Practicum 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 on-site supervisor's educational and work experiences (also attach on-site supervisor's CV or resume):

List the services offered at your Practicum site:

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

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

Supervision Plan:

STUDENT AFFAIRS *INTERNSHIP* PROSPECTUS

Student Information

Student Information

Name: _____

Address: _____
(street)

(city, state, zip)

Phone: _____
(home) (work) (cell)

E-mail Address: _____

Host Information

Host Name: _____

(name of department, unit, institution)

Address: _____
(street)

(city, state, zip)

Phone: _____

E-mail Address: _____

Describe the inclusive dates of your 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 on-site supervisor's educational and work experience (also attach on-site supervisor's CV or resume):

List the services offered at your Internship site:

Describe 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:

Supervision Plan:

Student, On-site Supervisor, and Faculty Supervisor Expectations

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:

3. Complete supervised Internship experiences equivalent to a minimum of 300 clock hours over the course of one semester (600 clock hours over two semesters).
4. Complete supervised Internship experiences that conform to the following minimum requirements:
 - 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 on-site supervisor.
 - c) An average of 1^{1/2} hours per week of group supervision provided on a regular schedule throughout the Practicum/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.
 - e) Evaluation of the student's performance throughout the Internship, including documentation of a formal evaluation after the student completes the Practicum/Internship by a program faculty member in consultation with the site supervisor.

_____	/	_____
Student signature		Date
_____	/	_____
Site Supervisor signature		Date
_____	/	_____
Faculty Supervisor signature		Date

STUDENT AFFAIRS PRACTICUM/INTERNSHIP JOURNAL INSTRUCTIONS

1. Each student should maintain a journal of all Practicum/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 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 all of your on-site experiences as well as any other approved developmental activities in which you participated.
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) a running total time spent at the site, (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.
4. All supervision should be included in your journal where it falls chronologically in relation to your other Practicum/Internship activities. All supervision entries should be highlighted with an asterisk (*).

Supervisory requirements: Practicum: Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the Practicum/Internship by a program faculty member who is working in consultation with an on-site supervisor in accordance with the supervision contract, and an average of 1^{1/2} hours per week of group supervision provided on a regular schedule throughout the experience. Internship: Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the Practicum/Internship by an on-site supervisor who is working in consultation with a program faculty member in accordance with the supervision contract, and an average of 1^{1/2} hours per week of group supervision provided on a regular schedule throughout the experience.

Example of Journal Entry

ACTIVITY

March 29 8:30 a.m. - 11:00 a.m.

(2 Hours & 30 Minutes)

(46 Hours & 15 Minutes Total)

Office of Academic Advising and Retention

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.

* Received ½ hour of supervision regarding my interactions with students on academic probation.

REACTION

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. And 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 isn't 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.

Summary of Practicum/Internship Hours
(To be included at the end of your Journal prior to submission)

Date	Total Hours	Direct Contact Hours	Faculty Supervision	On-Site Supervisor Supervision	Group Supervision
	Totals	Totals	Totals	Totals	Totals

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.

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?

- 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 Practicum/internship Student on each of the following items, using the scale listed below:

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

Please provide observations/comments as appropriate.

Student Affairs Skills/Competencies

A. Planning Skills **1 2 3 4 5 NA**

Observations/Comments: _____

B. Organizational Skills **1 2 3 4 5 NA**

Observations/Comments: _____

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

Observations/Comments: _____

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

Observations/Comments: _____

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

Observations/Comments: _____

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

Observations/Comments: _____

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

Observations/Comments: _____

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

Observations/Comments: _____

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

Observations/Comments: _____

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

Observations/Comments: _____

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

Observations/Comments: _____

L. Communication Skills**1 2 3 4 5 NA**

Observations/Comments: _____

M. Professional Potential**1 2 3 4 5 NA**Observations/Comments: _____

N. Leadership Potential**1 2 3 4 5 NA**Observations/Comments: _____

Helping Skills/Competencies**O. Human Relations Skills****1 2 3 4 5 NA**Observations/Comments: _____

P. General Assessment Skills**1 2 3 4 5 NA**Observations/Comments: _____

Q. Risk Assessment/Management Skills**1 2 3 4 5 NA**Observations/Comments: _____

R. Crisis Intervention Skills**1 2 3 4 5 NA**Observations/Comments: _____

S. Facilitation Skills**1 2 3 4 5 NA**

Observations/Comments: _____

T. Consultation Skills**1 2 3 4 5 NA**

Observations/Comments: _____

U. Referral Skills**1 2 3 4 5 NA**

Observations/Comments: _____

V. Multicultural Skills**1 2 3 4 5 NA**

Observations/Comments: _____

W. Advocacy Skills**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 the back of the form) 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.

Internship Essay Outline

In partial fulfillment of the requirements of Student Affairs Internship (CNS 595).

1. Describe your department's philosophy of “professional development.” Compare/contrast it with your personal philosophy of “professional development.”
2. Describe how your department translates this philosophy into action; i.e., describe the “professional development” activities sponsored by your department, both on a routine basis and on an individualized basis.
3. Describe the professional development activities that you personally (a) have facilitated, and (b) have participated in. Include your assessment of those activities in terms of (a) value to the organization, and (b) value to you personally.
4. Describe how you would change the “professional development” activities of your department if you were solely responsible for its implementation.
5. Describe any professional development activities you have participated in outside your department. Evaluate those experiences in a comprehensive manner.
6. Attach an appendix which lists 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: *For our purposes here, 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.*

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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