A Developmental Model for Supervising Student Affairs Internship Students
Dear Site Supervisor,

On behalf of the Department of Counseling & Student Affairs, thank you for hosting one of our graduate student interns. The purpose of this overview and the Internship Manual is to familiarize you with important elements of the fieldwork process.

The Department of Counseling and Student Affairs is hopeful that the student intern, in addition to gaining enriching and useful experience, will be an enthusiastic and exceptional asset to your unit. We look forward to working with you and hope this will be an enjoyable and rewarding experience that will continue in the future.

Again, thank you for your graciousness and willingness to share your expertise. Should you have any questions or want additional information, please feel free to contact Dr. Monica Burke, Associate Professor and Faculty Supervisor for Internships, and Dr. Aaron Hughey, Professor and Program Coordinator.
Internship (CNS 595) is an important and unique course within the Student Affairs program. It is a unique and essential part of the learning experience in the Student Affairs program 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 consultation with the site supervisor, submits a final course grade for the Internship.
Internship 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. Two internships are required and successful completion of Internship results in six hours of graduate credit.
Basic Requirements/Expectations

Students are required to:

• Complete supervised internship experiences that total a minimum of 400 clock hours over the course of two semesters.

The Internship experience must include:

• At least 150 clock hours of direct service and experience.
• Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
• An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship the faculty supervisor.
Students are required to:

• The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service and experiences (e.g., meeting with students, collaboration in developing/planning a project/program, advising student group, research, workshops, as well as divisional and staff meetings).

• 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’s Responsibilities

• Oversee and direct experiences and activities for interns in your department.
• Evaluate intern’s learning, disposition, and performance.
• Provide feedback to the intern.
• Provide feedback to the faculty supervisor about the intern’s performance.
Good supervision is based on:

1) a trusting and supportive relationship between the supervisors and interns;

2) an organizational structure that permits interns to observe widely and to assume some responsibilities normally associated with professionals in the site;

3) theory-based practice;

4) open and candid communications;

5) mutual respect;

6) practice that emphasizes observance of professional ethical standards; and

7) accountability.
Internship site supervisors should seek to create conditions that will allow the interns to:

• experience the full range of activities and services associated with the host setting;
• acquire necessary knowledge and information about the functional unit;
• gain insight into the formal and informal organizational functioning;
• develop skills through hands-on experience while functioning in a professional role; and
• gain direct experience interacting with the various clienteles served by the site.

—(Stanton, 1994).
Suggestions for Site Supervisors:

1. Provide the intern with information related to procedures, policies, common practices, and any relevant state/federal regulations applicable to the host site.

2. Discuss confidentiality and open record limitations of the job and/or host site.

3. Acquaint the intern with the full range of services provided by the unit.

4. Introduce the intern to staff and others the intern will collaborate with and explain their role.

5. Provide opportunities for intern participation in all areas as they become more knowledgeable.
Suggestions for Site Supervisors

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.
Supervision in an important responsibility.

Supervision Components:

1. Administrative
2. Developmental
Administrative

1. 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.

2. Notify the intern of the purpose, goals, and operating procedures of the host site.

3. Provide the intern with a description of the duties and responsibilities assumed by members of the host site’s professional staff.

4. Make available to the intern a variety of professional resources available within the agency/department.

5. Consult with the faculty supervisor regarding the intern’s progress.

6. Participate in the evaluation of the intern.
Developmental

The development of the student affairs professional begins with the person. The supervision process is interactive and encouraging.

- Observe
- Instruct and Guide Intellectual and Professional Growth
- Mentor
- Consult
- Support
  - Emotional
  - Social
- Modeling Professional Role (Behavioral Expectations)
Supervising interns is a developmental process.

It involves:

• Professional issues
• The context of helping
• The development of personal qualities that facilitate helping
• The development of skills
• The integration of skills into practice
Consider the Image of a Rope.

Each experience represents a strand; multiple strands make up to the whole that represents the development of the student affairs professional.
Supervision Defined

A distinct intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes:

1) enhancing the professional functioning of the junior members;

2) monitoring the quality of professional services offered to the clients he/she/they see(s) and,

3) serving as a gatekeeper for those who are to enter the particular profession.
An often cited model of student affairs interns’ development includes the following stages:

**Orientation** (clarifying of expectations, gathering information)

**Working** (enhancing existing skills)

**Transmitting** (assuming responsibility and taking initiative)

**Integrating** (integrating experiences and developing professional identity)
Within the Work Environment:

- Be the role model
- Clear work expectations
- Establish mutual commitment
- Acknowledge positive performance
- Frame it as an ongoing process
Planning for Supervision: Questions for Discussion

- **Content** – What topics do you discuss in supervision?
- **Process** – What skills do you model in your interaction with your supervisee/intern?
- **Structure** – How do you format your day?
- **Evaluation** – How do you document the effectiveness of your supervisee’s/intern’s progress?
• Student affairs trainees entering internship want to **make a difference** not only with students but also in the department.

> “Nothing ever becomes real until it is experienced.”
> — John Keats

➢ How can supervisors provide interns with realistic expectations of and strategies for entering an already established community?
A positive, trusting relationship between supervisor and trainee allows the intern to explore issues of concern.

➢ How can site supervisors engage interns in ways that strengthen their working alliance?

“A mentor is someone who allows you to see the hope inside yourself.”
— Oprah Winfrey
Feedback is a critical element in internship supervision.

What is feedback?
• Comments in the form of opinions about or reactions to something.

Why:
• To initiate and improve communication.
• To evaluate or modify a process or product.
• To enable improvements to be made.
• To provide useful information for future decisions and development.
Giving Effective Feedback

• **How can they improve without it?**
  • It underlies everything we do.
  • It is difficult and often unwanted (i.e., it relates to judgment and objective messages).
  • It is an opportunity to learn and grow.
What Feedback is not!

- Necessarily negative
- A one-way monologue
- A need to be a wrestling match
- An opportunity for personal attack
- Represent the only point of view
What Feedback is

• Critical to managing effectively
• Fosters positive change
• Positive- reinforce preferred behavior
• Corrective- introduce more productive work patterns
• Multidirectional
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Feedback</th>
<th>Coaching</th>
<th>Performance Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To reinforce or change behavior</td>
<td>To improve skills</td>
<td>To evaluate past work</td>
</tr>
<tr>
<td>Participants</td>
<td>Any two (or more) people</td>
<td>Typically supervisor to direct report, but can be multidirectional</td>
<td>Supervisor to direct report</td>
</tr>
<tr>
<td>Place</td>
<td>Private and quiet space</td>
<td>Depends on the skill to be learned</td>
<td>Usually in the supervisor’s office</td>
</tr>
<tr>
<td>Tone</td>
<td>Typically causal although can be more formal</td>
<td>Somewhat formal, but potentially relaxed</td>
<td>Very formal, often stressful</td>
</tr>
<tr>
<td>Timing</td>
<td>Impromptu as needed during formal sessions</td>
<td>Regular meetings</td>
<td>Scheduled every six months or once a year</td>
</tr>
<tr>
<td>Follow-up</td>
<td>Continual</td>
<td>Continual</td>
<td>Based on action plan</td>
</tr>
</tbody>
</table>
Focus on job performance, skills, behavior—things that can be changed most easily.
Planning the Feedback

• Name the issue or behavior
• Impact – Team, Department or Project
• Detail to describe the behavior (Who, What, When)
• Purpose of the feedback
• Possible barriers
• Results, Short term and Long term
Points of Delivery

During feedback session, make the person comfortable. For feedback to be accepted, the receiver should view the giver as reliable and as having good intentions.

• Acknowledge the uneasiness or discomfort you may feel.
  Say: “May I share an observation with you?”
  “As I’m telling you this, I’m aware of how uncomfortable I am.”

• Deliver the Impact

• What Impact it had on you.
  • “When you did (behavior), I felt (impact) or “When you said (behavior), I was (impact).”
  • “When you told me in the meeting that my concerns about the deadlines were overblown, I felt belittled.”
Feedback: Basic Principles

• Use the **first person**: “I think,” “I saw,” “I noticed.”

• Describe what you observed and be specific. **State facts**, not opinions, interpretations, or judgments.

• Address what a person **did**...
  • “You skipped several sections of the counseling script.”

• …**not** your interpretation of his or her motivation or reason for it.
  • “I know you want to finish quickly because it’s almost lunchtime, but you skipped several sections…”
Feedback: Basic Principles

• Don’t be judgmental or use labels:
  • Avoid words like “lazy,” “careless,” or “forgetful”

• Don’t exaggerate or generalize:
  • Avoid terms such as, “you always,” or “you never”

• When making suggestions for improvement, use statements like:
  • “You may want to consider…”
  • “Another option is to…”
Providing Corrective Feedback

• Identify a specific behavior
  • When you meet with the intern, be as precise as possible. For example, instead of saying “X, you’re late to work all the time, say: “X, during the last month, you’ve come into the office an hour late eight times.” Choose your words carefully to keep the focus on the other person. Don’t forget the non-verbals are also relevant in providing feedback.
  • Don’t forget the non-verbals are also relevant in providing feedback.
  • Don’t forget the non-verbals are also relevant in providing feedback.

• Stop talking and start listening
  • Avoid talking so much that you want to hear the other person’s perspective. Once you have described the problem behavior, encourage self-assessment and pay close attention to how they respond—and be sure to both listen to the words and read body language. Listen actively. Concentrate on their message and its implications rather than your response. Paraphrase what the employee says. Restate their response if different words. If you don’t understand ask more questions.
Corrective Feedback

• Agree on what the issue is
  • After expressing your concern and listening to their response, identifying the issue may be very easy; but that’s not always the case. Sometimes the surface behavior is the result of deeper problems. Step back and look at the bigger picture before you move on to the action plan.

• Agree on an action plan
  • Once you know what the issues are, you can work together to develop an action plan. The plan has to address the most immediate problem. Consider different types of solutions:
    1. Offer the carrot: Find more interesting and satisfying assignments for the intern to work on as an incentive.
    2. Use the stick: Demand that the behavior change and establish clear consequences.
    3. Seek a third alternative. Ask them for ways to solve the problem. Ask “How can I assist you in resolving this issue?” or “Do you have some creative ideas about how we can solve this problem together?”
Effective Communication and Feedback Skills: Mentor/Mentee Communication

• People like to learn from mentors who are sincere, approachable, and non-judgmental.

• These qualities are communicated primarily by facial expressions, followed by tone, and, to a limited extent, by words.

• People often remember more about how a subject is communicated than the speaker’s knowledge of the subject.
Effective Communication and Feedback Skills: Mentor/Mentee Communication

- Use active and reflective listening to aid communication.
- Use helping/microcounseling skills (i.e., paraphrasing and summarizing) in conveying discussions with interns.
- Don’t forget the relevance of nonverbal messages when communicating. Good communication—both verbal and nonverbal—is essential for an effective mentoring relationship.
- Feedback should include both positive and “how to improve” commentary; be descriptive, objective, and nonjudgmental; and focus on the individual’s actions.
- While knowledge about a subject is a prerequisite for effective teaching, learning is more often a result of how knowledge is communicated.
Give feedback in a “feedback sandwich”

1) Start with a positive observation

2) Provide a suggestion for improvement

3) Finish with a second positive observation
Barriers to Communication

- Talking too much, not giving mentee time to express him or herself
- Being critical and/or judgmental
- Laughing at or humiliating mentee
- Contradicting or arguing with mentee
- Being disrespectful of mentee’s beliefs, way of life, method of providing patient care
- Lack of trust or rapport
When to Give Feedback

• You can provide feedback any time:
  • During a student encounter
  • Immediately after a student encounter
  • During a review meeting at the end of the day

• **BUT** don’t wait too long to give feedback. The closer the feedback is to the actual event, the more likely the health care worker will remember the teaching point.
When to Give Feedback

• Certain feedback requires more immediate timing:
  • Example: If you see that the student is doing something in error or omitting a very important step during the visit.

• If you provide feedback during a student encounter:
  • Do not alarm the student or the intern. Put them both at ease.
  • Be very calm and patient as you explain your recommendation.
Thank you for the work you do to prepare our future professionals!