

**Supervised Practice  
in  
Student Affairs**

**Student Affairs Practicum  
CNS 590**

**Student Affairs Internship  
CNS 595**

**Information, Policies & Procedures**

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

## Contents

<i>Preface</i>	4
<i>Contributors</i>	5
<b>1 Introduction</b>	<b>6</b>
<b>2 Definitions</b>	<b>8</b>
Experiential Education	8
Supervised Practice	8
Practicum	8
Internship	8
Administrative Internship	9
Intern	9
Site Supervisor	9
Faculty Supervisor	10
Internship Site	10
Prospectus	10
<b>3 General Purpose</b>	<b>11</b>
<b>4 Self-Evaluation and Assessment</b>	<b>12</b>
<b>5 Guidelines</b>	<b>13</b>
Specific Objectives	14
Practicum and Internship Prerequisites for Interns	14
Practicum and Internship Requirements	15
Typical Requirements	15
<b>6 Practicum/Internship Site</b>	<b>17</b>
<b>7 Interning</b>	<b>18</b>
Internship Responsibilities	19
<b>8 Supervision</b>	<b>21</b>
<b>9 Faculty Supervision</b>	<b>23</b>

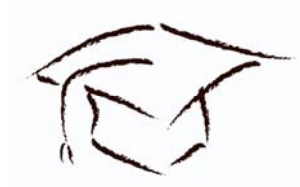
## ***Supervised Practice in Student Affairs***

Faculty Supervisor's Responsibilities	24
<b>10 Site Supervision</b>	<b>25</b>
Site Supervisor's Responsibilities	26
Suggestions for Site Supervisors	27
<b>11 Helpful Tips</b>	<b>28</b>
<b>12 Planning for the Future</b>	<b>30</b>
<b>13 Prospectus</b>	<b>28</b>
The Prospectus Should Contain	33
<b>Appendix A</b>	<b>35</b>
Practicum/Internship Prospectus	
<b>Appendix B</b>	<b>37</b>
Practicum/Internship On-Site Confirmation Statement	
<b>Appendix C</b>	<b>38</b>
On-Site Schedule Form	
<b>Appendix D</b>	<b>39</b>
Practicum/Internship Journal Instructions	
<b>Appendix E</b>	<b>40</b>
Suggested Intern Activities	
<b>Appendix F</b>	<b>41</b>
Sample Contact Letter to Internship Site Supervisor	
<b>Appendix G</b>	<b>42</b>
Sample Contact Letter to Practicum Site Supervisor	
<b>Appendix H</b>	<b>43</b>
Sample Site Supervisor Contact Letter	
<b>Appendix I</b>	<b>44</b>
Practicum/Internship Student Evaluation Form	
<b>Appendix J</b>	<b>51</b>
Practicum/Internship Student Evaluation Form	

## ***Supervised Practice in Student Affairs***

<b>Appendix K</b>	<b>53</b>
Assessing Organizational Viability:Site Evaluation Form	
<b>Appendix L</b>	<b>58</b>
Practicum/Internship Site Evaluation Form	
<b>Appendix M</b>	<b>59</b>
Personal Information Form	
<b>Appendix N</b>	<b>60</b>
Internship in Student Affairs:Self Assessment	
<b>Appendix O</b>	<b>62</b>
Internship Essay Outline	
<b>Appendix P</b>	<b>63</b>
End of Term Reflection Report	
<b>Appendix Q</b>	<b>64</b>
Supervisor’s End of Term Evaluation Form	
<b>Bibliography</b>	<b>66</b>

## **Preface**



Most graduate programs in Student Affairs are comprised of three basic components: (1) Foundations, (2) Professional Studies, and (3) Supervised Practice. Foundational studies include the study of the ideological and philosophical framework of student affairs, i.e. Introduction to Student Affairs, The American College Student, Student Development and Administration of Student Affairs. Professional Studies include a variety of theory courses, i.e. Research Methods, Introduction to Counseling, Social and Cultural Diversity and Career Counseling. Supervised Practice includes Practicum and Internship, courses consisting of a structured supervised work experience.<sup>1</sup>

Graduate students are familiar with the learning that comes from attending lectures, completing class assignments, writing papers, and taking exams. However, the educational value of the supervised practice experience is somewhat elusive for many students. Making the connection between what has been learned in the classroom and what occurs in professional practice requires some new skills and understanding. It also requires more self-direction than is typically required in more traditional classroom courses<sup>2</sup>

Generally, the prescribed program of study at the master's level include two or more supervised practice experiences in a minimum of two distinct environments.<sup>3</sup> Supervised experiences are an important part of any professional preparation program.

## ***Supervised Practice in Student Affairs***

They are designed to complement and enhance classroom learning, aid in the translation from theory to practice, and give the student a first-hand look at the world of work. In most cases, students will be expected to become fully participating members of the professional staff with all of the responsibilities attached thereto.

The supervised practice experience is the place where theory, application skills, personality attributes, technical knowledge, institutional resources, and politics come together.<sup>4</sup> During the experience, the aforementioned qualities are deployed and evaluated. Many administrators view this as the acid test of students' aptitude and readiness for life as student affairs practitioners.

### **Contributors**

We want to express our sincere appreciation to Ben Harris, Brian Melton, and Kathleen Barnes for their important contributions to the completion of this publication. Ben Harris, a student affairs graduate assistant in the Department of Counseling and Student Affairs, was instrumental in pulling together the various materials for the manual. Brian Melton, a WKU senior majoring in Advertising, designed the cover for the manual. Kathleen Barnes, a graphic artist from WKU's Department of Academic Technology, was very helpful in preparing the final draft of the manual for publication.

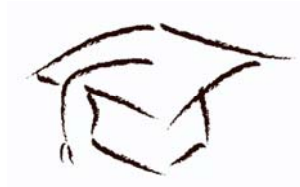
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## **Introduction**



According to John Dewey, one of education's most influential philosophers, "engaging in supervised practice in graduate preparation programs is an intentional effort to infuse experience into formal education, a component absolutely essential to quality learning". Hence, "training and preparation for professional practice, historically and to this day, are rooted both in experience and practice and in formal graduate work".<sup>5</sup> Historically, supervised practice has played an essential role in the preparation of student affairs practitioners. Indeed, most graduate preparation programs have offered such experiences for decades, and they are generally viewed as a fundamental component of the curriculum.<sup>6</sup>

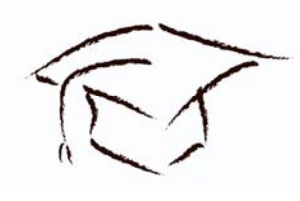
A supervised practice experience (internship) is generally the culmination of the academic sequence leading to a degree in student affairs. It can be an exciting, challenging and rewarding experience, and many students anticipate it with mixed emotions. Internship students often find themselves facing unfamiliar situations, engaging in intense encounters, and processing powerful feelings, which all lead to increased introspection, personal reassessment, change, and growth.<sup>7</sup> The internship may be the students' first opportunity to interact independently with real clients in a professional capacity as a student affairs practitioner, as well as the first experience in scrutinizing those interactions during a formal supervisory experience.

The supervised practice experience is typical of what many new practitioners

## ***Supervised Practice in Student Affairs***

encounter when they start their first professional position.<sup>8</sup> The integration of orientation, setting goals, establishing good supervisory relations, and planning for evaluation and feedback are all parts of any new job. According to Creamer, Winston and Miller , this integration process can best be realized by providing students the opportunities to: (1) observe the daily activities of functional units within a higher education institution, (2) experience the details of administrative life in a structured, supervised context, (3) apply what has been learned in the classroom to real problems and situations, (4) receive candid feedback about performance, (5) receive emotional and tangible support as students experiment with new behaviors and acquire new knowledge, and (6) reflect on the personal meaning gained from the experience.<sup>9</sup> What has been learned during the supervised practice experience should serve one well during the future. Further, through observation of practitioners and through assuming responsibility for tasks, projects, and activities associated with the ongoing operation of the site, students have multiple opportunities to acquire technical and practice skills needed to become fully functional practitioners.<sup>10</sup>

## Definitions



**Experiential Education:** A broad and holistic educational concept that involves not only the cognitive but other dimensions. In other words, knowing and learning must be pursued together in an ongoing integrative way, whereby each activity redefines and transforms the other. Learning by experience is a concept that must permeate the curriculum in a systematic and developmental way.<sup>11</sup>

**Supervised Practice:** Supervised practice experiences are called many things. They are often called practica or internship. Sometimes, they are called field experiences, externships, shadowing programs, work-study programs, on the job training, or apprenticeships.<sup>12</sup>

**Practicum:** A supervised practice experience that normally occurs during the first half of the professional preparation program. The experience provides the intern a more generic and elementary introduction to the functioning of the organization. The duties and responsibilities assumed by practicum students are more superficial and less demanding. The amount of purposive learning, intensity of involvement, and level of psychological engagement is carefully directed and monitored. In a sense, practicum students are allowed to see a “day in the life of” an activities director, career counselor, admissions director, academic advisor, financial counselor, etc.

**Internship:** Internship is an advanced and applied learning experience that normally occurs during the last half of the professional preparation program. The learning

## ***Supervised Practice in Student Affairs***

experience moves beyond the elementary levels of supervised practice, i.e. field observations and job shadowing. The intern is provided more active and direct involvement with students and staff and assumes more responsibility while serving in a number of paraprofessional and leadership positions. In short, the intern is provided greater autonomy, responsibility, and authority.

**Administrative Internship:** A supervised practice where the students' focus is more on the organization, administration, and operation of a variety of activities, programs or services. In an administrative internship, the practice is based on theories of organizational development, student development and student development learning. An administrative internship, as opposed to a counseling internship, does not require minute supervision and generally does not require a critique of tapes.<sup>13</sup>

**Intern:** The graduate student is the key player in the supervised practice experience. The intern is required to complete nine credit hours of supervised practice; three in Practicum and six in Internship. It is through the supervised practice component of professional preparation that the student intern is able to observe the attitudes, skills, knowledge, and values that successful professional practitioners incorporate into their daily lives.<sup>14</sup>

**Site Supervisor:** The site supervisor is the second key player in the supervised practice experience. The site supervisor is the person with whom the intern will have the most contact throughout the Practicum and Internship experience. Site supervisors are volunteers who agree to accept interns and to provide supervision as a responsibility above and beyond their customary work assignments. Site supervisors usually receive no additional monetary compensation and very little recognition for the

## ***Supervised Practice in Student Affairs***

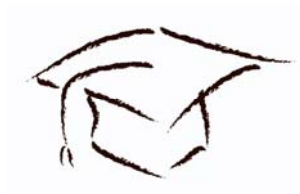
important contribution they make to the interns' growth and development. Site supervisors serve these functions because of a sense of professional responsibility and out of a desire to make a contribution to professional preparation.<sup>15</sup>

**Faculty Supervisor:** The third key player in the supervised practice experience is the faculty supervisor. The faculty supervisor is a member of the teaching faculty in the graduate professional preparation program. This person works closely with the intern and is responsible for a number of important tasks, to include: conducting group seminars; providing individual supervision and emotional support; serving as a information source, sounding board and placement facilitator; and assigning grades.<sup>16</sup>

**Internship Site:** Internship sites in Student Affairs exist to primarily fulfill administrative and academic support duties and responsibilities. Additionally, and perhaps equally important, internship sites provide graduate interns an important venue for student learning and practice. Generally, internship sites are available in various functional units in student affairs, enrollment management, alumni affairs, institutional advancement, and athletics. Valuable learning experiences can be acquired in any of the types of settings afforded in the aforementioned functional units.

**Prospectus:** A learning contract that represents the clearest expression of what the student hopes to achieve in a supervised practice experience. The development of the contract is an essential component of designing a meaningful experience. The contract outlines what the site expects to contribute to the intern's learning experience.

## **General Purpose**



At Western Kentucky University, CNS 590 (Practicum) and CNS 595 (Internship) 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 by the faculty supervisor. The faculty supervisor who receives significant input from the site supervisor submits the final course grade.

The Student Affairs Internship experience is designed to extend and expand upon the Practicum experience. Therefore, in order to be eligible to register for Internship, students must first successfully complete Practicum.

## **Self-Evaluation and Assessment**



The main focus of the supervised practice experience is to link theory with practice, a concept that serves as the foundation of the student affairs profession.<sup>17</sup> The concept requires students to function as reflective practitioners who understand their strengths, weaknesses, preferences, personality types, leadership potential and learning styles. Most importantly, an aspiring practitioner uses his or her own appraisal and self-assessment as a central force for predicting effectiveness.<sup>18</sup> Therefore, it is important for students to conduct a personal assessment of their skills in order to identify areas they wish to develop through the supervised practice experience. In conducting an honest self-assessment, students need to establish realistic expectations about what the supervised experience can offer. Students should consult with their faculty advisors and faculty supervisor to determine if they can realistically expect to be successful in the supervised practice experience. Once the experience unfolds, interns should seek feedback from both the site and faculty supervisors. Further, interns need to take an active role in the evaluation of the actual site, supervision received at the site, supervision received by the faculty supervisor, and most importantly, an assessment of their own performance.<sup>19</sup>

## ***Supervised Practice in Student Affairs***

### **Guidelines**



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 Practicum and Internship experience is available to interns during the fall, spring and summer terms. 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.

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. Part-time graduate students employed in full-time professional student affairs positions may elect to: (1) write a comprehensive essay on their area of responsibility as fulfillment for three semester hours of credit in Practicum/Internship, or (2) substitute an approved elective for three semester hours of Practicum/Internship credit. It should be noted, however, that the graduate student is still responsible for obtaining two additional supervised practice placements in approved functional units outside their professional area of employment.

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:

## ***Supervised Practice in Student Affairs***

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.

### **SPECIFIC OBJECTIVES**

The objectives of Practicum and Internship are the following:

1. To gain an in-depth experience and understanding of a minimum of two specialized Student Affairs areas.
2. To enhance organizational, interpersonal and communication skills.
3. To enhance analytical decision-making and problem-solving skills.
4. To explore leadership potential within a realistic context.
5. To develop a personal philosophy of Student Affairs work.
6. To prepare for employment in a Student Affairs unit upon completion of the program.

### **Practicum and Internship Prerequisites for Interns**

1. Complete 15 hours in the Student Affairs major, to include CNS 571 (Introduction to Student Affairs), CNS 572 (The American College Student), and CNS 574 (Student Development) and obtain permission from the faculty supervisor. Exceptions to the 15 hour requirement must be approved by the faculty supervisor in consultation with the intern's faculty advisor. As noted, enrollment in Internship must follow successful completion of Practicum.

2. Admitted to the Student Affairs graduate program and successfully cleared by the Kentucky State Police (KSP) Background Check.

3. Identify Practicum and Internship sites and host supervisors. Site supervisors should be individuals possessing graduate degrees equivalent to the ones that the interns are seeking.

4. Obtain clearance for your Practicum and Internship sites from the respective

## ***Supervised Practice in Student Affairs***

on-site organizations.

5. Discuss with your site supervisors a variety of activities that you may be involved as well as opportunities for on-site supervision. Your activities should be representative of the duties and responsibilities performed under the auspices of the host organization.

6. Depending upon 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.

### **Practicum and Internship Requirements**

Although the requirements of Practicum and Internship ultimately rest with your faculty supervisor, you may expect:

1. A. **Practicum:** To participate in a minimum of eight class seminars. Duration of the group meetings will depend upon the number of students enrolled in Practicum. Individual meetings with your faculty supervisor will be scheduled on a need basis.

B. **Internship:** To participate in a minimum of eight class seminars per enrollment. Duration of the group meetings will depend upon the number of students enrolled in Internship. Individual meeting with your faculty supervisor will be scheduled on a need basis.

2. A. **Practicum:** To spend a minimum of 150 hours (including class time) in field experiences, 50 hours of which should be spent in the delivery of student services to a designated target population. Each Practicum student is expected to engage in 3-5 developmental activities that facilitate insight into the practical applications of Student Affairs work.

B. **Internship:** To spend at least 400 hours in field experiences. A minimum of 100 of those hours should be spent in the direct delivery of student services to the designated populations.

3. To maintain a Journal of supervised practice hours which will be turned in to the faculty supervisor at the end of the term.

4. To complete all assigned readings with appropriate critiques.

### **"TYPICAL" REQUIREMENTS**

1. **Seminars.** Attend and participate actively in scheduled seminars (group meetings).

2. **Individual Conferences.** Attend scheduled supervisory sessions with the faculty supervisor.

## ***Supervised Practice in Student Affairs***

3. **Experience.** Accumulate a minimum of 150 field experience Practicum hours and 400 Internship hours. The hours should be documented in the Practicum and Internship Journals.

4. **Activities.** Engage in developmental activities that facilitate insight into the practical applications of Student Affairs work.

## *Supervised Practice in Student Affairs*

### **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.<sup>20</sup>

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.

## **Interning**



Most interns enter the supervised practice experience with high expectations. They expect to learn how to function effectively as a professional in the field of their choice, i.e. student activities, admissions, career services, judicial affairs, etc. They're hopeful that at the end of the experience and after completion of all degree requirements that they will be fully prepared for at least an entry-level position in student affairs. Although they are to be admired for this optimism and enthusiasm, such goals may be too ambitious. Hence, students need to be realistic about their expectations. Perhaps the most important learning lesson for the intern is that they are at the site to learn about the organization and its functioning in the broadest sense. If interns leave the supervised experience with a thorough understanding of the organization and its inner workings they can be more realistic about what to expect should they end up working in that, or a similar setting.<sup>21</sup>

Astin advocates that active involvement is the key ingredient in getting the most out of a supervised practice experience. He defines involvement as the amount of physical and psychological energy an intern devotes to the educational experience.<sup>22</sup> Involvement has both quantitative and qualitative components. Even though the amount of time spent at the host site is certainly important, the level and quality of activity and energy one devotes to the experience is key. Perhaps the most significant

## ***Supervised Practice in Student Affairs***

challenge in promoting a high density of involvement is to create incentives for oneself and to make active commitments to personal growth and learning.

According to Astin, to increase the intensity of involvement and subsequent learning from a supervised learning experience, interns need to advance beyond the basic course requirements of number of on-site hours or attendance at group seminars.<sup>23</sup> For example, interns should consider participating in workshops, reading additional materials, or interviewing staff or students. Interns should ask themselves frequently, “what am I learning from this experience and how can I make it a more powerful experience?”

### **Internship Responsibilities**

1. To identify and obtain appropriate site locations for Practicum and Internship.
2. To develop, with the collaboration of the site and faculty supervisors, a Prospectus which states 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 a minimum of 550 hours of supervised Practicum and Internship experiences.
5. To complete all assignments, including readings, reports, case studies, Journal entries, and various forms specified by the site and faculty supervisors.
6. To participate in a minimum of eight group seminars per enrollment with the faculty supervisor. Length of seminar meetings will depend upon number of enrolled interns.
7. To maintain confidentiality of client, school, or agency information.
8. To maintain professional liability insurance, on a need basis, appropriate for the site location.
9. To seek prior written approval from the University Human Review Board for conducted research involving individuals representing the host organization.

### ***Supervised Practice in Student Affairs***

10. To provide the site and faculty supervisor a schedule indicating when the student will be interning.

11. To exercise courtesy and professionalism in dealing with all individuals connected with the host organization.

## **Supervision**



Intern supervision is a key element in the ultimate success of students in preparation for their professions. According to Winston and Creamer, it is the lynchpin of all staffing practices.<sup>24</sup> Because this experience serves to help students integrate all of their learning experiences in their preparation program, the quality of the supervision goes a long way in defining success for the student. Quality supervision is about promoting learning with student interns. Central to this process is building relationships, especially between the site supervisor and the intern.

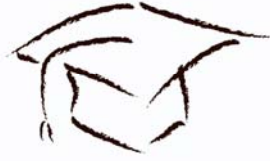
Good supervision is based on: (1) a trusting and supportive relationship between the supervisors and interns; (2) an organizational structure that permits interns to observe widely and to assume some responsibilities normally associated with professionals in the site; (3) theory-based practice; (4) open and candid communications; (5) mutual respect; (6) practice that emphasizes observance of professional ethical standards; and (7) accountability.<sup>25</sup>

In general, the supervised practice experience allows interns to gain a familiarization with host sites. They “bump into” real world experiences in their day-to-day work activities. They observe daily what work is being performed in many functional units and come away from such experiences more fully informed professionals. They

## ***Supervised Practice in Student Affairs***

see how complex a college or university really is and how many “cogs” it takes to run the entire “machine”.<sup>26</sup>

## **Faculty Supervision**



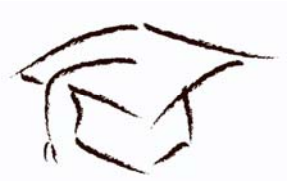
The faculty supervisor plays a major role in the supervised practice experience. While the faculty supervisor is not present at the practice site, he/she has the overall responsibility for Practicum/Internship oversight. One of the first responsibilities is to assist students in locating suitable placements. 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.

## *Supervised Practice in Student Affairs*

### **Faculty Supervisor's Responsibilities**

1. To approve host sites.
2. To approve the Prospectus' which have been jointly developed by the interns and their site supervisors.
3. To provide interns individual supervision and encouragement.
4. To consult with the site supervisors regarding the interns' progress.
5. To facilitate group supervision of the graduate interns.
6. To maintain confidentiality regarding client information obtained during supervisory sessions.
7. To evaluate and submit grades for the interns.

## **Site Supervision**



According to Kinser, Stanton and Ali, site supervisors assume multiple roles in the lives of their interns.<sup>27</sup> Indeed, they play a highly significant role in and hold many responsibilities for the interns' training. Under their supervision, interns begin to demonstrate the knowledge and skills that have been developed through their formal academic training. Foremost, site supervisors are educators and teachers. In that role, they 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 clientele served by the site.<sup>28</sup> 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.<sup>29</sup> 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.<sup>30</sup>

## ***Supervised Practice in Student Affairs***

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.<sup>31</sup>

### **Site Supervisor's Responsibilities**

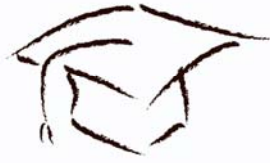
1. To interview prospective interns and indicate preferences for placements.
2. To develop in collaboration with the intern, a Prospectus that outlines the details of the Practicum and Internship arrangement. The Prospectus should outline the goals, duties and responsibilities to be assumed during the field experience.
3. To orient the intern as to the purpose, goals, and operating procedures of the host organization.
4. To provide the intern with a description of the duties and responsibilities assumed by members of the host organization's professional staff.
5. To make available to the intern a variety of professional resources available within the agency.
6. To consult with the faculty supervisor regarding the intern's progress.
7. To participate in the evaluation of the intern.

## *Supervised Practice in Student Affairs*

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

## Helpful Tips



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

1. Interns should perform their duties and responsibilities in a highly professional manner. Interns will observe behaviors, attitudes, and values in action that exemplify the highest standard of professional conduct. Therefore, interns should measure up to the highest ethical standards and code of conduct advocated by the student affairs profession.<sup>32</sup>
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.<sup>33</sup>
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

## ***Supervised Practice in 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.

## **Planning for the Future**



Student affairs professionals affirm that supervised practice experiences offer graduate interns insights into the world of work, development of professional skills, expand interpersonal and social skills, link theory to practice, and enhance employment prospects.<sup>34</sup> Research findings suggest that those who successfully complete Practicums and Internships are more likely to be deemed qualified for entry-level positions than those who have not worked in professional settings. Scannell and Simpson assert that students who experience supervised practice experiences during their formal education are more attractive candidates for employment and are more likely to be satisfied with work in the field.<sup>35</sup> They are also more likely to report greater satisfaction with their positions and to earn higher salaries than those who did not complete supervised work experiences.<sup>36</sup>

After most student affairs practitioners gain entry-level positions, many of which only require a baccalaureate degree, they should develop a “plan of action” or “roadmap” designed to enable them to assume more responsibility. Such a plan normally consists of the following: (1) completing a master’s degree in a student affairs professional preparation program; (2) working in an entry-level student affairs position and demonstrating success in performing assigned responsibilities; (3) after 3 to 5 years

## ***Supervised Practice in Student Affairs***

of successful entry-level work experience, moving to a mid level management position and/or enrolling in a doctoral program in student affairs or higher education; (4) continuing through positions of increasing responsibility, i.e. department head in areas such as housing, student activities, career services; (5) after completion of terminal degree and accumulating five to ten years of successful administrative experience, move to a position as an assistant/associate dean or vice president; and (6) complete the career plan by applying for senior-level administrative positions, such as Dean or Vice President.

The aforementioned career plan demands that from the outset the student begin the critical process of building a resume. The resume should be extremely well organized, provide vital information, and include a minimum of three references. The length of the resume will depend upon the level of position sought. While there is no standard outline for a resume, the following elements should be included:

1. Immediate Career Objective and Long-range Objective
2. Education
3. Publications
4. Work Experience (include Practicum and Internship experience, Graduate Assistantships, Employment)
5. Leadership Positions; Recognition (honors, awards, honorary societies) and Extra-class Involvement
6. Professional Presentations and Memberships
7. Names and Addresses of References

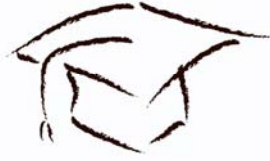
**Note:** Sweitzer and King provide some important information related to the

## ***Supervised Practice in Student Affairs***

identification of potential references, as follows:

- ◆ Before requesting letters of reference, determine that the individuals feel comfortable and are willing to write letters that will be positive and supportive. Less than positive letters will hurt a candidate in a job search more than no letter at all.
- ◆ Regardless of who is requested to write letters or serve as references, it is important for the candidate to provide the reference a clear description of future career goals and objectives. It is extremely important for the candidate to provide the references a copy of his/her resume to help the references refresh their memories.
- ◆ Give plenty of advance (two-four weeks) notice to those who are writing letters of reference. In the case of those being listed as references on one's resume, always provide them a list of positions to which you are applying as well as a brief description of specific interests.<sup>37</sup>

## **PROSPECTUS**



The supervised practice experience can be nothing more than on-the-job training or it can be one of the most meaningful learning experience 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.<sup>38</sup>

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.<sup>39</sup>

In order to insure that all parties concerned with the Practicum/Internship experience have similar expectations, a Prospectus outlining the intern's major

## ***Supervised Practice in Student Affairs***

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, and telephone number of the host site.
4. Services offered at the host site.
5. Site supervisor's name, title, highest degree, and professional work experience.
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.

## **APPENDIX A**

### **STUDENT AFFAIRS PRACTICUM/INTERNSHIP PROSPECTUS**

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

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

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

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

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

Business Address: \_\_\_\_\_  
(name of school, business, or agency)

(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:

## ***Supervised Practice in Student Affairs***

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

**APPENDIX B  
STUDENT AFFAIRS PRACTICUM/INTERNSHIP  
ON-SITE CONFIRMATION STATEMENT**

Date: \_\_\_\_\_ Semester: \_\_\_\_\_

Name: \_\_\_\_\_ I.D.#: \_\_\_\_\_

I have made arrangements to fulfill my Practicum/Internship experience at the following unit:

Unit: \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

Phone: (\_\_\_\_\_) \_\_\_\_\_

My Site Supervisor will be:

Name \_\_\_\_\_

Title \_\_\_\_\_

**"I agree to supervise the above named intern as part of his/her Practicum/Internship experience for Counseling 590 or 595."**

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

**Note:** *If multiple units are utilized for the Practicum/Internship experience, please complete a separate Confirmation Statement for each unit. Please return completed forms to the faculty supervisor as soon as possible after arrangements are made with the Site Supervisor.*

**APPENDIX C  
ON-SITE SCHEDULE FORM  
(COMPLETE ONE FOR EACH ON-SITE LOCATION)**

\_\_\_\_\_  
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.

## **APPENDIX D**

### **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, (d) the sponsoring student service agency, and (e) 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)

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.

**APPENDIX E  
SUGGESTED ACTIVITIES  
PRACTICUM/INTERNSHIP IN STUDENT AFFAIRS**

***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.

## **APPENDIX F**

### **Sample Contact Letter to Internship Site Supervisor**

Dear Internship Site Supervisor:

Thank you for agreeing to share your expertise with our graduate Internship student(s). For your information, the following are some important aspects of the Internship:

1. Each student is required to complete 200 hours of Internship experience.
2. Each student is to arrange a schedule of the time he/she is to be in your area; this schedule should include both days and specific times each day. A copy of the student's schedule will be filed with you and the Faculty Supervisor. Each student is expected to adhere to his/her schedule.
3. Each student is required to complete a Prospectus that clearly delineates specific Internship duties and responsibilities. The Prospectus is a "contract" between you and the intern. Once completed, the Prospectus should be signed by you, the student, and the Faculty Supervisor.
4. Each student is expected to learn by doing; the more opportunities you provide--the better.
5. Each student is instructed to view you as a supervising colleague; conversely, you are requested to view the student as a professional colleague.
6. Unless otherwise indicated, the student is assigned to your area for the entire semester; however, either you or the student may request a re-assignment at any time.

When the student has completed his/her Internship experience, please complete the attached Evaluation Form and return it to me. Please be aware that we know this constitutes extra responsibility on your part and we are appreciative of your efforts.

Feel free to give me a call if you have any questions or comments regarding the Internship experience.

Sincerely,

Enclosures

## **APPENDIX G**

### **Sample Contact Letter to Site Practicum Supervisor**

Dr. John Smith  
Office of Academic Advising  
Western Kentucky University  
Bowling Green, KY 42101

Dear Dr. Smith:

Thank you for agreeing to serve as on-site supervisor for James Doe, who is enrolled this semester in Counselor Education 590, Student Affairs Practicum. This is one of the most important courses in the preparation of Student Affairs professionals, and your contribution as facilitator of the student's experience is extremely valuable.

Enclosed is a course syllabus that explains in detail the requirements expected of Practicum/Internship students. You will note that students are expected to spend a minimum of 150 hours in your department in addition to attending weekly seminars. Please provide the student with a wide variety of experiences in order to develop the trainee's understanding of the various functions performed by your unit.

You will also note that a Practicum Evaluation Form has been included in your packet of materials. Although I am ultimately responsible for the intern's grade, your input is essential to my assessment of student performance. I recommend that you spend some time discussing your evaluation with the trainee, as your feedback is a valuable instrument in student growth.

I plan to both meet and talk with you by phone during the course of the semester. If you have any questions or concerns at any time, please do not hesitate to call me at 270-745-4224.

Thank you for your contribution in this most important element of the student's professional preparation.

Sincerely,

Enclosures

## **APPENDIX H**

### **Sample Site Supervisor Evaluation Letter**

Dear Practicum/Internship Supervisor:

Thank you for serving as Practicum/Internship Supervisor for one of our graduate students in the Master's degree program at Western Kentucky University. I trust this has been a very rewarding experience for both you and the intern.

In order to assign an appropriate grade for the Practicum/Internship course, several factors will be taken into consideration. A primary consideration will be your assessment of how well the student fulfilled your expectations of their role within your department. Feedback in this regard is very important and will weigh heavily on the determination of a grade for the Practicum/Internship class.

Therefore, please take a few minutes to complete the enclosed Practicum/Internship Evaluation Form. Since your comments are especially relevant, I would appreciate it if you could give some thought to each item on the Evaluation. Once completed, please schedule a conference with your Practicum/Internship intern in order to discuss your assessment of his/her performance on each of the items covered on the Evaluation.

When completed, forward this Evaluation directly to me at the following address:

Department of Counseling and Student Affairs  
TPH 415  
Western Kentucky University  
Bowling Green, KY 42101

Again, thank you for allowing your department to be a learning environment. If I can ever be of assistance to you in anyway, please do not hesitate to give me a call.

Sincerely,

Enclosure

## **APPENDIX I**

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

Practicum/Internship Student Supervised:

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Practicum/Internship Site:

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Please respond to the following questions regarding the Practicum/Internship student assigned to your department:

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

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

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

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

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

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

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

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

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

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

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

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***Supervised Practice in Student Affairs***

**"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

\_\_\_\_\_  
Intern's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

*Supervised Practice in Student Affairs*

**APPENDIX J**

**PRACTICUM/INTERNSHIP EVALUATION FORM (*Alternate*)**

Practicum/Internship Student: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_

For each of the following dimensions, circle the number which best represents your judgment of the students understanding and competency in that area:

**1. Student Affairs Philosophy, Objectives, and Function**

5	4	3	2	1	0
Excellent	Above Average	Average	Below Average	Poor	Insufficient Information

**2. Communication, Facilitation, and Consultation**

5	4	3	2	1	0
Excellent	Above Average	Average	Below Average	Poor	Insufficient Information

**3. Administrative Management Skills**

5	4	3	2	1	0
Excellent	Above Average	Average	Below Average	Poor	Insufficient Information

**4. Student Development Understanding**

5	4	3	2	1	0
Excellent	Above Average	Average	Below Average	Poor	Insufficient Information

## ***Supervised Practice in Student Affairs***

### **5. Programming Ability**

5	4	3	2	1	0
Excellent	Above Average	Average	Below Average	Poor	Insufficient Information

***Please use the space below for additional comments.***

**APPENDIX K**

**Assessing Organizational Viability:  
An Evaluation of the Site Location**

**(For classroom discussion ONLY)**

John Gardner has outlined nine requirements that are essential to organizational viability. Please evaluate your Internship host site in terms of these nine requirements, including documentation where appropriate. This evaluation will be discussed at one of our group supervisory conferences.

**Requirement 1: The organization must have an effective program for the recruitment and development of talent.**

A shortage of talent and/or developmental programs exists	Some talent exists but much is being wasted	A steady supply of highly trained and motivated personnel exists
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1                      2                      3                      4                      5

Observations:

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**Requirement 2: The organization must be a hospitable environment for the individual.**

No "sparks" of individuality are present	Some idea people are present but too often smothered	Individuality is encouraged and supported
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1                      2                      3                      4                      5

Observations:

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## ***Supervised Practice in Student Affairs***

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**Requirement 3: The organization must have built-in provisions for self-criticism.**

Those in power are often self-deceived and fail to see what is really going on

Certain organizational members are allowed to criticize the organization but many more are not afforded the luxury

An atmosphere exists in which uncomfortable questions can be asked of those in power

1                      2                      3                      4                      5

Observations:

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**Requirement 4: The organization must have a fluidity of internal structure.**

Jurisdictional boundaries are set in concrete

Some room for flexibility exists but boundaries tend to be relied upon

Jurisdictional lines are not sacred

1                      2                      3                      4                      5

Observations:

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**Requirement 5: The organization must have an adequate system of internal communication.**

## ***Supervised Practice in Student Affairs***

A guarded, often unspoken, formal system prevails

Some obstacles present

An open, sharing, and spontaneous system prevails

1

2

3

4

5

Observations:

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**Requirement 6: The organization must have some means of combating the process by which members become prisoners of their procedures.**

Total reliance on and subservience to procedures

Procedures are invoked mostly in cases of dispute

Procedures are perceived as means to ends and not ends in themselves

1

2

3

4

5

Observations:

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**Requirement 7: The organization must have some means of combating the vested interests that grow up in every organization.**

## **Supervised Practice in Student Affairs**

Members and their subunits hold on ferociously to their turf

Changes encounter moderate resistance but the organization's interests prevail

Members accept the notion that in the long run everyone's overriding vested interest is the continuing vitality of the organization

1

2

3

4

5

Observations:

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**Requirement 8: The organization is interested in what it is going to become and not in what it has been.**

Members rest on their laurels and pay homage to the organization's historical roots

Members look forward to the future but are constrained by the organization's past

Members habitually look ahead and develop contingencies to cope with the future

1

2

3

4

5

Observations:

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**Requirement 9: The organization must have members who have strong convictions developed in an atmosphere that strives toward continual improvement.**

Most members are apathetic and lack commitment to the organization's development

Members tend to get worn down by their continued efforts to change the organization

Members have a strong belief in the notion that it really makes a difference whether they do well or poorly

## ***Supervised Practice in Student Affairs***

1            2            3            4            5

Observations:

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*Supervised Practice in Student Affairs*

**APPENDIX L**

**PRACTICUM/INTERNSHIP SITE EVALUATION FORM**

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

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

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

\_\_\_\_\_

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

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

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

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 FOR ADDITIONAL COMMENTS:**

**Supervised Practice in Student Affairs**

**APPENDIX M**

**Department of Counseling and Student Affairs  
Personal Information Form  
CNS 590 &595  
Practicum/Internship in Student Affairs**

Practicum\_\_\_\_\_ Internship (First Half)\_\_\_\_\_ (Second Half)\_\_\_\_\_

Name: \_\_\_\_\_  
SS# \_\_\_\_\_

Address: \_\_\_\_\_  
Local Telephone # \_\_\_\_\_

Residence of Origin: \_\_\_\_\_  
E-mail: \_\_\_\_\_

Internship Site: \_\_\_\_\_  
On-Site Supervisor: \_\_\_\_\_

Program of Studies: \_\_\_\_\_  
On-Site Supervisor's Phone: \_\_\_\_\_

Major Advisor: \_\_\_\_\_

Expected Graduation Date: \_\_\_\_\_

List Graduate Courses Currently  
Enrolled: \_\_\_\_\_

Current Work Status: \_\_\_\_\_  
Business Phone # \_\_\_\_\_

Short Range Career Goals (3-5  
years): \_\_\_\_\_

Long Range Career Goals (15-20  
years): \_\_\_\_\_

Resume: Provide instructor current resume

Other Relevant Information:

**Supervised Practice in Student Affairs**

**APPENDIX N**

**CNS 590 & 595  
Practicum/Internship in Student Affairs  
SELF-ASSESSMENT**

Continue to assess you level of skill in each of the ten competency areas along the three dimensions. Add other dimensions if necessary:

- where you perceive yourself to be;
- where you would like your level of skill to be; and
- the development of that skill in your internship experience

Rate your level on the self-evaluation scale, using **1=Insufficient Skill Level; 2=Some Skill, Improvement Needed; 3=Basic Skills Evident; 4=Good Skill; 5=Exceptional Skill Level.**

(Note: It is not realistic to expect to achieve “exceptional skill level” (5’s) on every competency)

<b>Professional Skill/ Competencies</b>	<b>Where I perceive myself to be</b>	<b>Where I’d like to be</b>	<b>Perceived progress during internship</b>
1. Conflict Mediation	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Group Dynamics	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. Instruction/Programming	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Interviewing/Advising Counseling	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. Working Effectively with Diverse and/or Underrepresented Groups	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. Problem Solving	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Supervision	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. Utilizing Resources	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

***Supervised Practice in Student Affairs***

9. Verbal Communication	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10. Written Communication	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

## APPENDIX O

### 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 individual 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.*

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**APPENDIX P**

**End of Term Reflection**

**Report on the Practicum/Internship Experience**

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

Date \_\_\_\_\_

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

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).

Your **rating** \_\_\_\_\_

Due: Last Group Meeting of Term  
Responses should be typed (double spacing)

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**APPENDIX Q**

**Department of Counseling and Student Affairs  
Student Affairs Program  
Site Host/Individual Supervisor's End of Term Evaluation**

Student's Name: \_\_\_\_\_

Practicum \_\_\_\_\_ Internship (First Half) \_\_\_\_\_ (Second Half) \_\_\_\_\_

Semester and Year: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_

Individual Supervisor's

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

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

\_\_\_\_\_

To the Site Host: Information from you helps the CSA faculty determine the appropriate grade for the student identified and to plan future internship and supervision experiences for this student. Please return this form to the Practicum/Internship Coordinator (415 Tate Page hall, Western Kentucky University, Bowling Green, Ky. 42101-3576). Thank you for your work on this student's behalf.

**Directions: Please indicate your judgement fo the above named student's performance in his/her practicum/internship by rating him/her on the items below. Place the number, which best represents your evaluation, on the line to the left of the item on which the student is being evaluated.**

**Use the following rating scale:**

**1=Unsatisfactory**

**2=Below expectations for training level**

**3=Satisfactory; meets expectations for training level**

**4=Above expectations for training level**

**5=Outstanding**

**NA=Insufficient Contact to Judge**

\_\_\_\_\_ Development of professional skills

\_\_\_\_\_ Cooperation with supervisor

\_\_\_\_\_ Adherence to departmental policies and procedures

\_\_\_\_\_ Timeliness in completing required work

***Supervised Practice in Student Affairs***

- \_\_\_\_\_ Fulfillment of duties outlined in Prospectus
- \_\_\_\_\_ Open to feedback on professional performance
- \_\_\_\_\_ Open to feedback on personal performance/behavior
- \_\_\_\_\_ General adaptation to work setting
- \_\_\_\_\_ general professional functioning and effectiveness

Additional Comments:

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Grade Recommended: \_\_\_\_\_

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Site Supervisor's Signature

Date

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## ***Supervised Practice in Student Affairs***

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## **Notes**