

7005: Internship Student Affairs

Class Meetings: Monday, 5:10 – 7:50 pm
Beeghly College of Education, Room 3207

Instructor: Kyoung Mi Choi, Ph.D., NCC

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Office Hours: Monday: 3-5
Tuesday: 3- 4
Wednesday: 3-5

Course Description

This course will provide a seminar and supervised field experience for student affairs interns. The internship seminar is designed to promote the integration of theory and practitioner experiences for students in the Student Affairs emphasis. Furthermore, the seminar is intended to help students prepare for the transition to a professional student affairs position following completion of the degree.

General Purpose

Internship is one of the most important and unique courses within the Student Affairs emphasis. It 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, on-site supervision is provided by the site supervisor and individual/group processing of the experience is provided by the university instructor. The final course grade is determined by the university supervisor with input from the site supervisor and faculty supervisor.

CACREP 2009 Standards:

- Demonstrates the ability to apply and adhere to ethical and legal standards in student affairs and college counseling (CACREP 2009 Standards for SA & CC – B.1.).
- Demonstrates an understanding of the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community. (CACREP 2009 Standards for SA & CC – B.2.)
- Demonstrates the ability to understand, support, and advocate for postsecondary student learning and development. (CACREP 2009 Standards for SA & CC – B.3.)
- Applies knowledge of issues that affect student affairs practice (e.g., public policy, finance, governance, cultural contexts, international education, global understanding). (CACREP 2009 Standards for SA & CC – B.4.)
- Demonstrates an understanding of leadership, organization, and management practices that help institutions accomplish their missions. (CACREP 2009 Standards for SA & CC – B.5.)
- Participates in the design, implementation, management, and evaluation of student affairs programs, and is aware of various systems and environmental contexts that affect participants. (CACREP 2009 Standards for SA & CC – B.6.)
- Demonstrates the skills necessary to facilitate the academic, social, and career success of postsecondary students. (CACREP 2009 Standards for SA & CC – D.2.)

- Demonstrates skills in helping postsecondary students cope with personal and interpersonal problems, as well as skills in crisis intervention in response to personal, educational, and community crises. (CACREP 2009 Standards for SA & CC – D.3.)
- Demonstrates a general understanding of principles and models of biopsychosocial assessment and case conceptualization that lead to appropriate counseling for students in postsecondary education. (CACREP 2009 Standards for SA & CC – D.5.)
- Participates in the design, implementation, and evaluation of programs that promote wellness, as well as prevention and intervention services for students in postsecondary education. (CACREP 2009 Standards for SA & CC – D.6.)
- Demonstrates how student learning and learning opportunities are influenced by the characteristics of both the student and the postsecondary environment. (CACREP 2009 Standards for SA & CC – F.1.)
- Analyzes postsecondary student needs for appropriate learning and developmental opportunities. (CACREP 2009 Standards for SA & CC – F.2.)
- Collaborates with the postsecondary community to assist students, and uses postsecondary community resources to improve student learning and development. (CACREP 2009 Standards for SA & CC – F.3.)
- Applies multicultural competencies to serve diverse postsecondary student populations. (CACREP 2009 Standards for SA & CC – F.4.)
- Addresses multicultural counseling issues as they relate to student development and progress in postsecondary education (e.g., discrimination, power, privilege, oppression, values). (CACREP 2009 Standards for SA & CC – F.5.)
- Advocates for policies, programs, and services that are equitable and responsive to the unique needs of postsecondary students. (CACREP 2009 Standards for SA & CC – F.6.)
- Assesses and interprets postsecondary student needs, recognizing uniqueness in culture, languages, values, backgrounds, and abilities. (CACREP 2009 Standards for SA & CC – H.1.)
- Analyzes and uses multiple data sources, including institutional data, to make decisions about improving differentiated student programs. (CACREP 2009 Standards for SA & CC – H.2.)

Course Objectives (Knowledge and Skill) The student will:

1. Experience the professional practice of a student affairs area that will consist of working with faculty, professional staff, and students.
2. Demonstrate an understanding of the connection between professional practice and the legal and ethical standards of the student affairs profession.
3. Demonstrate awareness of resources available for use in the practice of student affairs to include but not limited to procedures for academic success
4. Integrate theoretical knowledge of models and methodologies for program development and implementation in student development
5. Maintain effective and appropriate work habits by utilizing the theories and models of organizational behavior, and consultation which includes planning and evaluation of higher education programs
6. Demonstrate sensitivity to needs of students with various socioeconomic status, gender, racial, ethnic, cultural heritage, nationality, family structure, age, sexual orientation, religious and spiritual beliefs, and physical ability backgrounds
7. Demonstrate methods and procedures for promoting positive interpersonal relationships (e.g., interventions for gender identity issues, intimacy development)

Methods of Instruction:

Lecture, discussion, student presentations, case studies, portfolio development, and on-site experience

Required Text:

Chronicle of Higher Education (Required for 1st and 2nd semester students)

<http://chronicle.com/section/Home/5>

6 months digital subscription (\$40.00); The Chronicle will be used as a regular source of current trends and research going on within higher education. Additionally, the Chronicle provides job postings for thousands of higher education jobs both nationally and internationally.

CAS Self-Assessment Guide (SAG) (Required for 1st semester students)

Obtained from www.cas.edu (\$35.00)

(Go to website – go to store- go to individual self-assessment guides- select your functional area)

Please see description below -Assignment #5

Supplemental Texts:

Amey, M. J. & Reesor, L. M. (2009). *Beginning your journey: A guide for new professionals in student affairs*. Washington, D. C.: National Association of Student Personnel Administrators.

(Encouraged for 1st semester students – but not required)

In addition, articles and case studies will be provided and other reading assignments will be required throughout the class.

Internship Site:

An appropriate site is one where the student can focus on a particular functional area of student affairs services and activities including direct work with the student population. It allows the student to obtain supervised experience in organization development and interaction with clientele appropriate to their program area (students, prospective students, parents, alumni, faculty, staff, and outside agencies, etc.) and provides the opportunity for participation in a wide range of professional resources and activities. The site should have a supervisor who is available to work with the student, who possesses a degree and/or certifications equivalent to that for which the student is preparing, and who has a minimum of two years of professional experience. The university instructor must approve all internship sites. Sites must be approved the previous semester and prior to collection of internship hours.

Faculty Supervisor - Site Supervisor – Student Consultation:

Interns are responsible for:

- 1.) Scheduling two conferences between the faculty supervisor, site supervisor, and themselves.
 - a. The **1st meeting** must be **scheduled within the first 2 weeks** of the semester, but the meeting itself need not occur during this time period, if approved by the student's faculty supervisor; the **final meeting** should be **scheduled prior to the last week of the semester**.
 - b. The student should consult with his or her site supervisor as to mutual times in their schedules in which they are available to meet together with the site supervisor. The student should then contact the faculty supervisor and inform him/her of these available times and schedule the meetings.
 - c. Failure to follow either of these requirements will result in a grade reduction of one letter grade for the semester.
- 2.) Scheduling one individual meeting with her/his **Faculty Supervisor:**
 - a. Students are required to have **one, one-hour supervision session with their faculty supervisor**.

- b. During this meeting, the supervisor will review an audio or video taped session that the student has provided. The faculty supervisor may also choose to do a live observation at the student's placement site, and then provide supervision.
- c. **Failure to meet this objective will result in a grade letter deduction.**

Problems at the Placement Site:

- Any problem with the internship must be immediately reported to the internship instructor.
- Problems with students/clients should be discussed with the internship instructor.
- Every instance of violence, threats of violence, or issues related to intern safety should immediately be reported to the site supervisor and the internship instructor.

Insurance:

Each **student must have a malpractice insurance** policy in effect during the entire time enrolled in internship. It is the student's responsibility to secure and maintain this coverage. A copy of the student's proof of insurance coverage is required and should be provided to course instructor during the first week of school regardless of whether the department has this information in your file – students' insurance expires every year and it is your responsibility to renew your insurance and provide this information to your supervisor during the first week of the semester. Failure to comply with this policy will result in the student being unable to work or accrue hours at his/her internship until proof of insurance is provided.

Professional experience:

A minimum of 300 hours must be spent at your internship site each semester (at least 120 hours must be in direct service with students). Weekly and final semester contact logs verifying your hours must be signed by **your faculty supervisor** (Dr. Paylo, Dr. Choi, or Mr. Alvim) and **your site supervisor**. Then, this documentation must be submitted to the course instructor (Dr. Paylo) between May 6 and May 9. *(It is recommended that you make copies for your files.)*

Site supervision:

Interns are required to receive face-to-face individual supervision from the site supervisor each week (i.e., 1 hour per 20 hours of work).

Evaluation of professional experience and supervision:

Interns will be evaluated for on-site work by the site supervisor and course instructor/academic supervisor at the end of the semester. Students will complete evaluations of the supervision received from their supervisor and evaluations of the site.

Classroom Assignments

Assignment #1 – Goals for Internship Experience (for 1st and 2nd Semester Students)

Students are expected to list goals to be focused on this semester. Three goals in each of the areas of *professional knowledge development, professional skill development, and personal development* are to be submitted to the **course instructor by the second class** and then to **the faculty supervisor during the 1st site visit meeting**. These goals will be used in supervision and assessment throughout the class.

Assignment #2 – Position Description: List of expectations and responsibilities (for 1st and 2nd Semester Students)

Interns will submit and update a list of internship expectations and responsibilities (essentially a “position description”) with the internship fieldwork agreement. Please include weekly one-hour meetings with site supervisor on that list, as well as any special program or meeting dates of which the university supervisor may need to be aware.

***Note: Second semester students should update any changes to their position description from the 1st semester.**

Assignment #3 – Reflective Journal Entry (for 1st and 2nd Semester Students)

Through the course of your week you will encounter various experiences on which to reflect and learn. Record of these experiences will help you recall what has been accomplished during your week as well as gain ideas about how to manage future situations.

Journal entries should include a *descriptive and reflective* response describing and reflecting on internship experiences and the significance of these experiences to you. (For example: What are you learning about this functional area? What have you been involved in and what are you learning about yourself as a person and a professional? How would you do things differently? What leadership styles and skills to you see used? How does this influence you? etc...)

Journal assignments are due by 5:00 pm on class days throughout the semester. Journal entries will include 1-2 experiences per entry. Submit entries to instructor at: mpaylo@ysu.edu

Email Subject line: *Your last name Log Date* (e.g. Smith Log 2.3.11)

Email Message

Date – Description of Activities:

Reflection/Significance: (utilize questions above as you consider reflective answers regarding your activities)

Plan/Idea: Your reflection may have sparked ideas of things you can do; person’s with whom you can speak about the functional area of student affairs; new ideas to incorporate into your practice etc..

Question (if applicable):

Example from Admissions:

February 3, 2011 -- observed college night program at Youngstown High School. Distributed material about UGA. Answered “simple questions” from students and parents. One parent tried to get the Admissions Counselor (Mary Jones) to tell him whether or not his daughter would be admitted with SAT scores of 1100 and high GPA of 3.2. He refused to accept the fact that Mary couldn’t tell him whether she would be admitted, even though she explained twice the process for determining admission. The parent, who repeatedly explained that he and his wife were “contributing” alumni of UGA, seemed very hostile at times.

Reflection/Significance – I felt uneasy with such an aggressive person. He seemed to want to pick a fight or make a scene. At some points he seemed to really get “mean” and talked to Mary as if whatever happened to his daughter was the result of some kind of conspiracy. I don’t know what I would have done if he had been talking to me rather than Mary. I was very impressed that Mary didn’t get angry and patiently repeated her explanation three times. I am not sure I would want to do this day in and day out.

Plan/Idea - I am planning to talk more about this with Mary next week; to ask her how she kept herself from becoming angry and what she might have done differently next time; I also want to ask her some questions like the ones below.

Question—Is this typical of admissions work at large research universities? Are admissions different at private colleges?

Assignment #4 - Student Affairs Project - CAS Site Review (for 1st Semester Students)

Students will use the most current set of CAS Self-Assessment Guides (SAG) to conduct an informal survey of the internship site. SAGs are available for purchase (\$35.00) by downloading at: www.cas.edu

click *store* right hand side

click on *Individual Self-Assessment Guides* (for your site functional area of student affairs)

Downloads as RTF ~ Save as .doc file.

The purpose of this assignment is to assure that interns are exposed to all areas of the setting and to serve as a stimulus for discussion over topics that might not otherwise be addressed with your supervisor. *This should not be viewed as an "evaluation" of the site, but more as a structured means of getting more in-depth understanding of the site's underlying philosophy and mode of operation (modus operandi).* The intern will submit a hard copy on the due date of (1) the completed SAG and (2) a 2-page overview of general observations from the process and a general reaction to the results. The worksheets (work forms) at the end of the SAF *do not* need to be completed. We will review the specifics of this assignment in class.

Assignment #5 –Portfolio Development (for 2nd Semester Students)
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Compile a professional portfolio. The portfolio should be presented in an organized and professional manner. The portfolio must include the following: resume, cover letter, copies of any of the programs worked on or developed such as retreats, peer mentoring programs, etc. The portfolio is to assist interns in documenting their work and training and to have something substantial to present to employers who may want to see examples of knowledge, and abilities.

Portfolio

Elements to include in Portfolio (Suggestions)

- Title Page
- Contents Page
- Resume
- Cover Letter for possible Jobs in HE functional area
- References (i.e., names, addresses, contact information)
- Personal Student Affairs Mission Statement or Philosophy
- Internship
 - Goals
 - Work Samples
 - Evaluations
- Practicum
 - Work Samples
 - Evaluations
- Conference Presentations
- Certifications
- Letters of Recommendation / Evaluations
- Pictures of you at your worksite; of conference brochures with your name as presenter; etc...

Assignment #6- Taped Student Interaction (for 1st and 2nd Semester Students)

The purpose of this assignment is to increase awareness, knowledge, and skills around interacting with students in meaningful and intentional ways. Prepare a taped (i.e., audio or video) representation of one activity you have done with a student. Remember that you will need to have the student sign a release form (attached in next section). For the classroom discussion, please prepare the following information:

- How the interaction happened/ came about?
- What was known about the student prior to the interaction?
- What was the intention of the interaction (goals)?
- Evaluation of self in the interaction.
- What learning came about from the interaction (i.e., on the student's behalf and for you)?
- What areas you desire feedback on concerning the interaction?
- What you would have done differently?
- What would you do the same in the future?

Assignment #7- Independent Study (for 2nd Semester Students)

During the second semester, students will be asked to construct an independent study with the instructor's approval. The intention behind this activity is to provide the second semester student with the opportunity to pursue an area or experience that she/ he has not been able to do within the student affairs program. Possible ideas for projects could be (but are not limited to): presenting at a conference (OCPA, ACPA, NASPA, YSU Quest, ERE); presenting a workshop or a lecture to a class or through a SALSA event; working with a specific area/ organization/ individual (in addition to the students 300 hours internship); the construction of a manuscript for possible publication; etc. All ideas will need the instructor's approval and this approval needs to be done within the first 4 weeks of the semester.

***Tentative Schedule**

Supervision Date	Supervision Topics	Assignments
Group Supervision 1 1/14	Introduction to Internship Meet University Supervisors Review Syllabus and Placements Discussion of Goals and Objectives for Internship	Due: Field Agreement Due: Purchase and provide proof of Malpractice Insurance
Group Supervision 2 1/28	Student Affairs Competencies Helping Skills	Chronicle Articles Read: Download and bring copy of Self Assessment Guide to class Due: Goals and Objectives Due: Position Description
Group Supervision 3 2/11	Skills Assessment Supervision	Chronicle Articles Due: Reflective Journal Entry
Group Supervision 4 2/25	Professional Ethics	Chronicle Articles Due: Reflective Journal Entry
3/11	NO CLASS (SPRING BREAK)	
Group Supervision 5 3/18	Intentional Student Interactions	Chronicle Articles Due: Reflective Journal Entry Due: Taped Student Interaction (1/2)
Group Supervision 6 4/1	Intentional Student Interactions	Chronicle Articles Due: Reflective Journal Entry Due: Taped Student Interaction (1/2)
Group Supervision 7 4/15	SAG & Independent Study Presentations	Chronicle Article Due: Completed SAG and Overview (1/2) Due: Independent Study Presentations (1/2) Due: Reflective Journal Entry
Group Supervision 8 4/29	SAG & Independent Study Presentations <i>Remember: Individual meeting with faculty supervisor and site supervisor by 5/9)</i> End of Semester Evaluation	Chronicle Article Due: Completed SAG and Overview (1/2) Due: Independent Study Presentations (1/2) Due: Reflective Journal Entry Due: Portfolio – 2 nd semester students will display for 1 st semester students Due: Logs/Evaluations due to Dr. Paylo* <i>*You will receive an “I” if these items are not turned in by 5/9.</i>

Topics may be changed with notice from the course instructor.

Grading

Professional experience - site supervisor evaluation **50%**

Professional experience - faculty supervisor evaluation **50%**

Internship group supervision grade will be based on successful completion of student responsibilities including group and individual supervision attendance: Fieldwork Agreement; Goals; Internship Job Description; Insurance and Documentation; Faculty supervisor meeting with site supervisor; Class Participation, Tardiness and Attendance; Assignments #1-#7; Assigned Readings; Professionalism; and meetings with faculty supervisor.

Grading Scale:

90 – 100	=	A	
80 – 90	=	B	
70 – 80	=	C	Any student receiving below a “B” must take Internship again.
60 – 70	=	D	
59 and below	=	F	

Bibliography

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- Burkard, A., Cole, D.C., Ott, M., & Stoflet, T. (2005). *Entry-level competencies of new student affairs professionals: A Delphi study*. *NASPA Journal*, 42 (3), p. 283
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- Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass.
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- Kaplin, W. A., & Lee, B. A. (2009). *A legal guide for student affairs professionals*. San Francisco: Jossey-Bass.
- Schuh, J. H., & Upcraft, M. L. (2001). *Assessment practice in student affairs: An applications manual*. San Francisco: Jossey-Bass.
- Upcraft, M. L., Schuh, J. H. & Associates. (1996). *Assessment in student affairs: A guide for practitioners*. San Francisco: Jossey-Bass.
- Winston, R. B., & Creamer, D. G. (1997). *Improving staffing practices in student affairs*. San Francisco: Jossey-Bass.

Course Policies

Academic Conduct: A student caught cheating on exams, submitting work of other students as your own or plagiarism result in a penalties ranging from an “F” on an assignment to expulsion, depending on the seriousness of the offense.

Attendance:

Students are expected to attend classes, complete all assignments and participate in class discussions and activities. If you cannot attend class, please contact the instructor via e-mail or by phone. Advanced notice of any planned absences is appreciated. If it is necessary to be absent from class, it is the student's responsibility to obtain information that was covered, and to make sure all assignments are turned into the instructor on time. Unexcused absences in excess of two classes will result in a drop of one letter grade. Absences can be excused by providing a doctor's note. You are responsible for all information if you do miss a class. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class.

Class Punctuality: Students are expected to attend classes on time. Students who are late at the beginning of class or returning from breaks in excess of two times will result in a drop of one letter grade of participation points followed by an additional letter grade for each time after.

Course Evaluation: You will have the opportunity to evaluate the course and the instructor.

Counseling Services: If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues along. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

Instructional Methodologies: To address the varied learning needs of students, this course will involve instructional methods appropriate for visual, auditory, kinesthetic learners. Some lecture format including occasional power point presentations and the use of video clips will be utilized. Additionally, students will be expected to engage in interactive classroom discussions, role-plays, and small group work (e.g., cases, projects, discussion). Internet resources will also be used to facilitate student learning.

Participation: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student's grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role- plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities

Students with Disabilities: In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with Disability Services, which is located at Wick House, and provide a letter of accommodation to verify your eligibility. You can reach Disability Services at 330-941-1372.

YSU Counseling Program Statement: The Youngstown State University Counselor Education Program prepares students for careers as professional counselors, school counselors, addiction counselors, student affairs professionals, and college counselors. The faculty is dedicated to providing a challenging and supportive environment in which students rights and responsibilities are respected.

Students are continually assessed by faculty throughout the program and progress may be interrupted or terminated by failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training/education related requirements for self and others. In addition to academic competence, the counselor education curriculum requires students to be aware of their own affective and cognitive development, be open to personal growth and change, and be willing to present themselves in an open manner. Awareness of the needs of others and acceptance of human rights is paramount.

YSU CUE-Mail (Common University E-Mail): Each student at YSU has access to an individual CUE-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The CUE-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor's office during the regular posted walk-in hours.

Appendices of Forms

**Youngstown State University
COUN 7005
Audio/ Video Authorization Form**

Audio/ Video Authorization Form	
<p>I, the undersigned, authorize the video/audio recording of my interaction/ my session/ and/or the attended workshop with the following student affairs student. I understand that the recorded sessions will be used only for the purpose counselor training and supervision. That is, other students enrolled in the Practicum/Internship course may observe and evaluate the student's skill and provide constructive feedback. I further understand that only the Faculty Supervisor and Practicum/Internship class members will view any recorded interactions/ sessions/ and/or workshops. I understand that all tapes will be destroyed at the completion of the semester.</p> <p>If you are willing to participate in the taped interaction, please sign the authorization below.</p> <p>Please do not hesitate to contact the student affairs student should you have further questions or comments.</p> <p>Thank you very much for your consideration.</p>	
Name:	Signature:
Date:	
Student Affairs Student:	Signature:
Date	

Youngstown State University
COUN 7005
Weekly Internship Log

Name: _____

Week of: _____

	Total Hours	Direct Hours	Indirect Hours	Brief Description of Activities
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				
Week Totals				

Student Signature: _____ **Date:** _____

Site Supervisor Signature: _____ **Date:** _____

**Youngstown State University
Student Affairs
Cumulative Fieldwork Log (Semester)**

Graduate Student: _____ Academic Supervisor: _____ Site Supervisor: _____ Practicum /Internship Site: _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Practicum</td> <td colspan="2" style="padding: 2px;">Internship</td> </tr> <tr> <td style="padding: 2px;">Fall</td> <td style="padding: 2px;">Spring</td> <td style="padding: 2px;">Summer</td> </tr> <tr> <td style="padding: 2px;">2011</td> <td style="padding: 2px;">2012</td> <td style="padding: 2px;">2012</td> </tr> </table>	Practicum	Internship		Fall	Spring	Summer	2011	2012	2012
Practicum	Internship									
Fall	Spring	Summer								
2011	2012	2012								

Week Dates	University Supervision Hours	Group/Class Supervision Hours	Direct Service Hours	Indirect Service Hours	Site Individual Supervision Hours	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
	University Supervision Hours	Group/Class Supervision Hours	Direct Service Hours	Indirect Service Hours	Site Supervision Hours	Total Fieldwork Hours (Add all 5 columns) Hours
Total Hours						

Note: 40% of your prac/internship time must be in DIRECT service activities. Students must accumulate **40 hours** of direct service work for total prac experiences and **240 hours** for internship. Total hours for practicum experiences must be a minimum of **100 hours** and internship must be a minimum of **600 hours (i.e., two semesters of 300 hours)**.

Students are responsible for submitting this form with all signed weekly log forms to the University Supervisor at the end of the semester. Please keep a copy of all forms for your personal records.

Student Signature _____ Date _____
 Site Supervisor Signature _____ Date _____
 University Supervisor Signature _____ Date _____



**Department of Counseling and Special Education
Student Affairs Leadership and Practice**

Practicum/Internship Student Evaluation of Site/Supervisor

Supervisee _____ Date _____

Practicum/Internship (circle one) Dates of field placement _____

Field Placement Site _____ Site Supervisor _____

Please complete this form at the end of your practicum/internship experience at each site. This evaluation is for the purpose of providing feedback to the Department of Counseling and Special Education regarding student perceptions of the fieldwork experience. This instrument is designed as a guide to facilitate the sharing of the most significant perceptions and impressions, which occur throughout the fieldwork experience. As a graduate student and a pre-professional student development specialist, you are urged to complete this instrument completely and honestly.

Please rate the following criteria regarding your site and supervisor using the following scale:

5- Very satisfactory, 4- Moderately satisfactory, 3- Moderately unsatisfactory, 2- Very unsatisfactory, 1-

Not Applicable

The Student Affairs Setting/Site

Rating	Criteria	Comments
	Amount of on-site supervision	
	Relevance of experience to career goals	
	Exposed trainee to and communication of site goals	
	Exposed trainee to and communication of site policies/regulations/procedures	
	Exposed trainee to professional roles and functions within the setting	
	Exposed trainee to information about community and campus resources	
	Provided administrative support for the site	
	Provided appropriate supervisee office space and working conditions	
	Appropriately supported by site and supervisor of the supervisee	
	Treated with respect	
	Provided sufficient interaction with other higher education professionals	
	Attached sufficient importance to your fieldwork placement	
	Adequately oriented you to the division/department	

Rating	Criteria	Comments
	Improved trainee's capacity to work with people as a higher education professional	
	Acquainted trainee with resources available at the college/university	
	Increased trainee's knowledge of specific divisions in higher education	
	Satisfied with the amount and kind of higher education activities to which trainee is assigned	
	Observed or discussed the process and application of student development theory in practice	
	Observed or discussed appropriate knowledge and application of appropriate professional ethics in practice	
	Observed or discussed appropriate knowledge and application of legal issues in practice	

Professional Experiences Provided

Rating	Experiences	Comments
	Counseling	
	Consultation	
	Advising student groups	
	Advising individual students	
	Campus Presentation	
	Conference Presentation	
	Professional Development Training	
	Staff Meeting	
	Program Implementation	
	Crisis /Conflict Management	
	Referrals	
	Teaching/Training	
	Supervision Meetings	
	Administrative Duties	
	Program Planning	
	Research	
	Assessment and Evaluation	
	Professional Development	
	Correspondence/Phone Calls/E-Mail	
	Human Resource Management	
	Marketing	
	Conference Attendance	
	Other (please list)	

Supervisee Evaluation of Site Supervisor:

Rating	Experiences	Comments
	Explained his/her role as my supervisor	
	Made me feel at ease with the supervisory process	
	Gave me feedback about my role as a professional that was accurate and that I could use	
	Modeled appropriate counseling techniques when necessary.	
	Encouraged membership in professional organizations.	
	Discussed and modeling appropriate professional behaviors.	
	Supervision sessions encouraged personal and professional growth.	
	Served as an appropriate professional role model.	
	Was committed to role as a supervisor.	
	Was concerned with my professional growth.	

Comments: Include any suggestions for improvements in the experiences you have rated moderately (3) or very unsatisfactory (2).

Based on your practicum/internship experience, select one of the following statements:

- I wholeheartedly recommend this site for future students
 I recommend this site for future students.
 I recommend this site, with reservations, for future students.
 I do not recommend this site for future students.

Please explain your statement.

Supervisee Name _____ Date _____



**Department of Counseling and Special Education
Student Affairs Leadership and Practice**

**Evaluation Forms- Internship
Supervisor's Evaluation of Intern**

Student's Name _____ Placement Dates _____
 Date _____ Placement Supervisor _____
 University Supervisor _____ Place Site _____
 Title _____ Title Supervisor _____
 Professional Degree _____ Professional Degree _____

I. General Rating of Student's Performance		
4= Outstanding 3=Good 2=Fair 1=Poor NA=Not Applicable		
1.	Sensitivity to needs of others	
2.	Awareness and respect for cultural differences	
3.	Flexibility	
4.	Ability to work independently	
5.	Assumption of responsibility	
6.	Ability to communicate verbally	
7.	Ability to communicate non-verbally	
8.	Ability to communicate in written form	
9.	Recognition of standards other than one's own	
10.	Ability to establish and maintain productive relationships with students	
11.	Ability to establish and maintain productive relationships with staff	
12.	Ability to establish and maintain productive relationships with supervisors	
13.	Ability to learn about the use of university resources	
14.	Ability to learn about and use community resources	
15.	Ability to work with the student services program	
16.	Ability in problem solving with individuals to	
a.	obtain the necessary facts	
b.	help identify the problem	
c.	help identify solutions	
d.	provide supportive services	
e.	help students work through difficulties	
17.	Ability to work with groups to	
a.	obtain background data	
b.	develop relationships	
c.	act as a facilitator	
d.	act as a resource	
e.	act as a catalyst	

f.	help in the evaluation process	
18.	Maintains appropriate personal characteristics in	
a.	appearance	
b.	personal impression	
c.	speech	
d.	physical health	
e.	mental health	
f.	self-control	
g.	adaptability	
h.	tolerance for differences	
i.	reliability	
j.	judgment	
k.	tact	
Comments:		
II. Ratings for Specific Activities and Responsibilities:		
In the spaces provided below, please list the activities assigned to the student intern and rate them accordingly. 4=Outstanding 3=Good 2=Fair 1=Poor NA=Not Applicable		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

III.	Please give a short statement of your judgment of the intern as a prospective Higher Education Student Services professional. You may wish to note specific strengths or limitations that may not be sufficiently explained in preceding items.
IV.	Would you recommend this intern if there were an available position in your professional area for an employee with a graduate degree?
Explain:	
V.	On a scale of 1-100, with 100 representing flawless overall performance, please rate the student . Note: This will represent 50% of the student's final grade.

 Student Intern Signature Date _____

 Site Supervisor Signature Date _____

 University Supervisor Signature Date _____