

M.A. Internship Handbook - Students 7C:363

Student Development in Postsecondary Education
<http://www.education.uiowa.edu/sdp>

Graduate Programs in Student Affairs
Department of Counseling, Rehabilitation,
and Student Development
The University of Iowa

2009-2010

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INTRODUCTION

This handbook is intended to serve as a resource for the completion of the Student Services Internship, an extensive practical experience required of M.A. students in Student Development in Postsecondary Education (SDP) within the Graduate Programs in Student Affairs (GPSA). Herein you will find descriptions of internship and internship seminar requirements, policies, administrative procedures, suggestions for making the most of your internship experience, and CACREP internship requirements. We know, however, we cannot anticipate or answer in this handbook every possible question regarding the SDP internship; please do not hesitate to contact the internship instructor for additional information. The 2009-2010 instructor for 7C:363 Capstone in Student Services, which encompasses the internship, is Debora Liddell (debora-liddell@uiowa.edu).

INTERNSHIP REQUIREMENTS

The SDP M.A. program requires experiential coursework in the form of practica and internships. These requirements are, in part, mandated by accreditation. The SDP program meets the accreditation standards for graduate programs in student affairs practice of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These standards are carried out in a number of ways: the development and implementation of the curriculum, the relationship students have with faculty, the staffing of the graduate program, and through what CACREP calls "clinical instruction," or, in our case, an experiential curriculum.

Internships and practica also are required because of the GPSA faculty's strong commitment to provide both in-class and out-of-class professional development experiences for our students. We believe that supervised experiential learning, including internships and practica, are necessary to add breadth and depth to your development as a student affairs professional. Internship experiences obtained as a part of an M.A. program in student development should include developmental work with individual students; program planning, implementation, and evaluation; administration and supervision; exposure to diverse clientele; use of assessment and evaluation tools; familiarity with electronic technologies for communication, programming, and teaching; and the application of ethical guidelines.

Completion of all of your internship requirements and internship clock-hours requires that you plan ahead. Successful completion of the Student Services Practicum (07C:333 for 3 semester hours, including the practicum seminar) and Multiculturalism in the Helping Professions (07C:250) are the prerequisites for enrolling in the Capstone seminar and the internship experience (07C:363). In addition, all interns must have a satisfactory review by the faculty at the end of their first year. Therefore, if you started the program in the fall semester, you should plan to begin your practicum (7C:333) and take Multiculturalism in the Helping Professions (07C:250) during the second semester so that all of the practicum and internship hours may be completed in a timely manner over the course of your degree program.

FREQUENTLY ASKED QUESTIONS

How many credit hours and clock hours are needed to fulfill the internship requirement?

Each SDP master's student must complete a minimum of 600 clock hours at an internship site as well as complete the Capstone in Student Services I and II (7C:363). Most students fulfill the internship clock-hour requirement in their graduate assistantships during the second year of the program (600 clock hours is, roughly, the equivalent of two semesters of a half-time, or 20 hours/week, graduate assistantship). Of the 600 clock hours, at least 240 hours (about 40%) must be devoted to "direct service" to or with students in postsecondary settings. Examples of direct service include career planning, student advising, group advising, leadership training, staff development, developmental programming, or individual counseling.

What are the prerequisites for the internship experience?

Prior to enrolling for the Capstone/internship, students must successfully complete (1) a 3-semester hour Practicum in Student Services, including the practicum seminar (07C:333) and (2) Multiculturalism in the Helping Professions (07C:250). Additionally, all students must have a satisfactory review by the faculty at the end of their first year.

What is the difference between a practicum and internship experience?

In general, the practicum is the introductory experience to student affairs professional work and is designed to provide a safe and supportive environment to help you explore and develop professional skills and a professional orientation. You should begin to learn about applying student affairs theory to practice, problem solving skills, and local/national issues confronting the profession. The practicum is usually unpaid, usually completed in one semester, and requires that students successfully complete Microcounseling (7C:278) prior to enrollment in the practicum seminar (7C:333).

The SDP MA internship is one component of 7C:363 Capstone in Student Services I and II, a two-semester course for second-year SDP MA students. The purpose of the internship is to add depth to the student's professional experience and facilitates his/her development as a professional. The SDP internship requirement is determined by CACREP guidelines for clinical supervision: each intern must complete 600 clock hours at the internship site. Most SDP MA students complete their internship hours in their second-year graduate assistantship.

May I use previous experience or coursework to fulfill the internship requirement?

Because CACREP and the GPSA set high standards for all components of practica and internships, transfer courses and professional experiences are acceptable as substitutes only if they meet or exceed these minimum program requirements. For example, internship courses from other departments in The University of Iowa or from other institutions might be accepted, but only with the permission of the GPSA faculty. In addition, professional experiences in student affairs could be considered to substitute for the supervised internship requirement, but only if they are determined by the GPSA faculty to be equivalent in content to the internship offered in the SDP program. If your previous professional activities are deemed by the GPSA faculty to meet standards for internship credit, a waiver for some, or all, of the internship requirement could be granted. However, the minimum semester-hour requirement for your degree will not be reduced and the capstone course must still be completed. If you feel that transfer credit should be given, University of Iowa courses substituted, or waivers granted, discuss the situation with your advisor, who is responsible for making decisions in such matters.

What is the role of Capstone/internship faculty?

All experiences associated with 7C:363 - both in-class and out-of-class - are coordinated and supervised by GPSA faculty. This year's Capstone (including internship) seminar is supervised by Debora Liddell. The instructor assists internship site supervisors as needed, meets with students and site supervisors during the course, plans and facilitate the internship seminar, and evaluates all internship students. Occasionally the course is co-taught by a Ph.D. student, in which case both instructors will share supervision and teaching responsibilities.

What is the purpose of the seminar?

As noted above, most SDP students fulfill the internship clock-hour requirement in the context of a paid graduate assistantship. However, The University of Iowa prohibits the acquisition of academic credit for activities that accrue University pay. For that reason, the seminar is a credit-bearing experience designed as an opportunity to integrate classroom learning with on-the-job experience, as well as to explore and develop qualities of a reflective student affairs professional.

The content and requirements of the seminar vary according to the priorities of the faculty and students involved, but each is intended as a group supervision experience. Therefore, you should be prepared to share your ideas and experiences in class and relate your internship experiences to student development theories and practice.

Seminar activities could, for example, include a focus on some or all of the following educational outcomes:

- Demonstrate skills in group advising, needs assessment, program development and evaluation
- Apply theories to practice and reflect on out-of-class learning
- Demonstrate job-seeking and career-planning skills
- Be familiar with current national issues related to student development and student affairs administration
- Reflect on the role of career in one's life
- Know and understand the role of student service agencies in the institution, and for the fulfillment of the institutional mission.
- Address a variety of issues related to becoming an entry-level student affairs professional

What are the requirements for an internship site supervisor?

Minimum CACREP standards for an internship site supervisor are a master's degree and 2 years of professional experience in student affairs work, as well as knowledge of, and commitment to fulfilling, the expectations of the SDP internship experience. In addition, the SDP program requires that the ACPA and NASPA Ethical Guidelines are followed in the internship setting. The supervising faculty will be available to the site supervisor for consultation as needed; site visits also will be arranged for the faculty and site supervisors to meet during the internship experience. In addition, the site supervisor must complete a written end-of-term evaluation of your work (see Appendix).

How and when should I select an internship site?

If you use your graduate assistantship to accrue internship clock hours, you need not select another site. You should be sure, however, that your assistantship site meets the criteria necessary for an approved internship: (1) you must be able to accumulate 600 clock hours, 240 of which are spent in "direct service" to students, and (2) your supervisor must have at least a master's degree and 2 years of professional experience in student affairs work, as well

as knowledge of, and commitment to fulfilling, the expectations of the SDP internship experience. If you have any concerns or questions about the fit between your assistantship and these internship criteria, please contact your faculty advisor and the Capstone instructor before you enroll in the internship seminar. Sometimes a student will need to accrue some or all of the internship hours in a setting other than the paid graduate assistantship, although this is rare.

How should I keep track of my hours?

Students are expected to keep and submit an accurate record of internship activities and the hours spent on them, and to submit those to the faculty internship supervisor. You may use the prototype in this handbook appendix as a guide, or you may create your own record. When you are calculating your hours, do not count your travel time to and from your agency site, or the weekly seminar class. However, you should include time spent in meetings with your site supervisor, staff meetings, and any administrative or planning time. CACREP requires differentiation between the time spent in direct student contact (e.g. meeting directly with students or student groups, programming) and performing administrative duties (e.g. planning, evaluating, working on the computer). Your log should indicate the time spent in these two categories.

In addition, the "Verification Form" in the appendix should be completed at the end of the year. Your practicum site supervisor will use the form to verify you have completed the hours necessary for the practicum.

How is the internship graded?

At the end of each semester, your faculty internship supervisor will schedule a meeting with you and your site supervisor for the purpose of summative evaluation. Prior to this meeting, you and your site supervisor should meet to discuss the evaluation of your performance in the internship (based upon criteria in Appendix). Your final grade for 7C:363 is based on the combined strength of your on-site supervisor's evaluation and your faculty advisor's performance assessment, as well as your classroom work.

How can I get the most of the internship?

It is your responsibility, as an aspiring professional, to become actively engaged in your own learning at the internship site. Get to know your supervisor and the other staff members, familiarize yourself with pertinent literature, and prepare to develop the competencies and skills that would be required of an effective entry-level employee at your site.

Professional standards and ethical conduct are expected of you. Confidentiality must be observed when dealing with students and in other appropriate situations. Also, you are expected to participate in the normal routines and customary practices of the office, even if they sometimes seem mundane.

One of the first requirements of your internship is to develop - with your site supervisor -- **goals and objectives** for your internship experience. Your goals should identify and describe the outcomes you desire as a result of your internship; the objectives will identify the strategies you will use to accomplish your goals; and the tasks you will perform, your time commitment and work schedule, work area (i.e. desk, office space, and resources for your use), lines of reporting and authority, relevant reading, and meeting times with your on-site supervisor. The internship faculty will provide information about how to set appropriate and useful internship goals. After your goals and objectives are formulated and approved by you

and your site supervisor, submit them to the instructors, keep one for yourself, and your supervisor. - At midterm, you and your supervisor should review your goals and objectives and assess your progress toward achieving them. This will help you clearly focus on your priorities.

Regular meetings with your site supervisor also are important for making the most of your experience. They give you an opportunity to ask questions about the office and the tasks at hand, establish or redefine your role and objectives, and/or discuss problems. Meetings are also a way for your site supervisor to inform you about professional concerns and opportunities in the field.

Clarify with your supervisor the expectations about staff meeting attendance, orientation to the site, and taking the time to get acquainted with the constituencies who are involved in your work there.

Finally, you can get the most out of this experience if you **stay open to feedback**, ask questions, and stay invested in the work of the unit. You are an important member of their team.

APPENDIX A

Internship in Student Services - Professional Competencies

I. Advising and Helping

Skills related to providing support, direction, feedback, critique, and guidance to individuals and groups.

- Exhibits active listening skills (e.g., appropriately establishes interpersonal contact, paraphrases, summarizes, questions, encourages, avoids interrupting, clarifies).
- Establishes rapport and forms appropriate relationships with students, groups, colleagues, and others.
- Understands and uses appropriate nonverbal communication.
- Strategically and simultaneously pursues multiple objectives in conversations with students.
- Facilitates problem-solving.
- Facilitates individual decision-making and goal-setting.
- Gives and receives feedback responsibly (e.g., in a timely manner, directly, assertively).
- Knows and uses referral sources (e.g., other offices, outside agencies, knowledge sources).

II. Assessment, Evaluation, Research

- Uses professional literature to gain a better understanding of the effectiveness of programs and interventions used to address student concerns and advance student learning.
- Makes sense and meaning from data available. Conducts program evaluations to improve effectiveness.
- Understands the necessity to follow institutional and divisional policies with regard to ethical assessment, evaluation, and other research activities.

III. Ethics

- Understands and works within the ethical statements of ACPA, NASPA, and other professional associations directly relevant to one's working context.
- Understands complexities involved in dual relationships and responds appropriately.
- Recognizes ethical issues in the course of one's job.
- Utilizes institutional resources to assist with ethical issues.
- Takes responsibility for actions, choices, and mistakes.
- Is a good and responsible steward of institutional resources.

IV. Legal Foundations

- Consults and knows when to consult with campus legal counsel.

V. Leadership and Management/Administration

- Understands basic accounting techniques for budgeting, monitoring and processing expenditures.
- Uses fiscal resources assigned to their work area appropriately.
- Works efficiently and effectively with technology.
- Has a basic understanding of working "sustainably" .
- Can effectively facilitate conflict in the work setting.
- Works effectively as a team member.

- Understands and can apply motivational strategies.
- Demonstrates political and cultural understandings of the institution (e.g., can assess environment(s) effectively, appreciates different perspectives, understands institutional priorities, reacts appropriately to obstacles, builds effective relationships with other staff, faculty, community members).
- Demonstrates an understanding of leadership styles and their impacts on others.
- Understands and applies effective approaches to implementing change.
- Facilitates individual and organizational goal setting.

VI. Social Responsibility/Civic Engagement

- Is aware of major public policy issues, debates and decisions at the national, state, and local levels (e.g., national security, immigration, environmental protection, health care).
- Understands philosophical, political, demographic, economic, and social justice issues relating to higher education at the national, state, and local levels.
- Has knowledge of major campus policy and strategy issues, debates and decisions (to the extent that information about them is available).
- Makes and models active, effective contributions to the well-being of communities (campus, local, professional, state, and/or national), including contributions beyond the requirements of the job description.
- Exhibits informed confidence in the capacity of ordinary people to pull together and take practical action to transform their communities and world.

VII. Pluralism and Inclusion

Higher education in general and student affairs specifically require increasing levels of multicultural competence. On a pluralistic campus, all views are valued. To develop institutions that are both pluralistic and multiculturally competent, there must be an understanding of diverse groups coupled with civic engagement and social responsibility, as well as an understanding of the importance of culture.

- Exhibits awareness of the impact of attitudes, values, beliefs, assumptions, biases, identity, heritage, and life experiences on the work environment.
- Possesses knowledge about culturally related terms and concepts such as identity, acculturation, and world view, and how they may influence the work environment and experiences with individuals who may be culturally different.
- Takes responsibility to expand cultural knowledge especially as it relates to specific and relevant cultural issues on campuses.
- Assesses and addresses multicultural awareness.
- Deconstructs assumptions and core beliefs and understands how they can affect the work environment.
- Takes responsibility to develop personal cultural skills by participating in activities that challenge beliefs.
- Facilitates intergroup dialogues.

VIII. Student Learning and Development

Knowledge and understanding of concepts and principles of student development theory and ability to apply theory to improve and inform student affairs practice.

- Possesses knowledge of how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, disability, and religious belief can influence development during the college years.

- Exhibits awareness of self-development and informal theories of student development and how they can be informed by formal theories to enhance work with students.
- Possesses knowledge of various learning theories and models.
- Is able to identify and define types of theories (e.g., learning, psychosocial and identity development, cognitive-structural, typological, and environmental).

IX. Teaching

Knowledge and understanding of concepts and principles of teaching, learning, and training theory and how to apply these theories to improve student affairs practice and education.

- Identifies ways in which the learning environment can be more inclusive in terms of structure and style.
- Generates ways in which various learning theories and models can inform daily practice.
- Identifies and construct learning outcomes.
- Shapes the environment to meet the learning outcomes.
- Assesses teaching, learning, and training and incorporates the results.
- Understands and can apply effectively various theories related to learning, motivation, and effort.

APPENDIX B

Internship in Student Services - Verification Form

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires students in certified programs to complete 600 hours of supervised internship. This form is used to document the completion of those internship hours.

The Student intern is responsible for submitting this completed, approved form at the end of the internship experience (typically mid-May).

Student Name: _____
Site Name: _____
Site Address: _____
Brief description of the internship: _____

Inclusive dates of the internship: From _____ to _____
Total hours completed for internship (above dates only): _____

Verification: _____
Supervisor's Name Title

Supervisor's Signature Date

APPENDIX C

Internship in Student Services - Intern Activity Log (Sample)

STUDENT NAME: Wally Winters
 INTERNSHIP SITE: The Weather Lab
 INTERNSHIP SUPERVISOR: Sam Summer

Date	Time	Activities	Direct Contact Hours	Admin. Hours
8/26/08	1:00-2:30 2:30-4:30	Staff orientation Staff front desk, answer phone, greet visitors	2.0	1.5
8/27/08	4:00-5:00 9:00-11:00	Weekly meeting with supervisor Program planning, library, consult with senior staff		1.0 2.0
8/30/08	9:00-12:00	Worked on newsletter, put up flyers		3.0
9/3/08	10:30-12:30	Met with two engineering classes to market program	2.0	
9/5/08	3:00-8:30	Conduct workshop for seniors, evaluate program, follow up with student referrals, pizza meeting with student advisory group to plan next month's program	5.5	
TOTAL			9.5	7.5

CACREP requires that all interns log hours and activities throughout their internship. Please differentiate between "direct contact" hours (meeting with students or student groups, presenting programs, etc.) and "administrative" hours (planning, supervision, evaluation). The CACREP internship requirement is 600 hours. Please submit your log at the end of each semester.

Appendix D

Internship in Student Services - Intern Evaluation

This evaluation form is organized according to the 5 categories of professional competencies the faculty of the Graduate Programs in Student Affairs (GPSA) seeks as outcomes for our SDP M.A. students in their graduate studies and their internships. Detailed descriptions of the outcomes are provided in Appendix A of the *Handbook for Internship Supervisors*. This form also will serve as the basis for end-of-semester evaluation meetings (1) between you and the intern and (2) for you, the intern, and the faculty supervisor of Internship. Your thorough feedback, including specific examples, will be of great benefit to the intern and to the GPSA faculty. Thank you so much for your assistance!

Internship Site: _____

What is your final evaluation of the intern's work this semester:

- PASS, WITH DISTINCTION
- PASS, SATISFACTORY WORK
- FAIL, UNACCEPTABLE WORK

Internship Supervisor:

Signature of Supervisor: _____

Intern:

Signature of Intern: _____

Date of review: _____

Rating Scale: 1=needs significant improvement
 2=below average for professionals-in-training
 3=average for professionals-in-training
 4=above average
 5=excellent / on par with experienced professionals
 NA=not applicable*

**Because the following skills, knowledge, and attitudes are relevant, if not essential, to effective entry-level professional activities, please provide an explanation for NA responses*

X. Advising and Helping

Skills related to providing support, direction, feedback, critique, and guidance to individuals and groups.

- Exhibits active listening skills (e.g., appropriately establishes interpersonal contact, paraphrases, summarizes, questions, encourages, avoids interrupting, clarifies).
- Establishes rapport and forms appropriate relationships with students, groups, colleagues, and others.
- Understands and uses appropriate nonverbal communication.
- Strategically and simultaneously pursues multiple objectives in conversations with students.
- Facilitates problem-solving.
- Facilitates individual decision-making and goal-setting.
- Gives and receives feedback responsibly (e.g., in a timely manner, directly, assertively).
- Knows and uses referral sources (e.g., other offices, outside agencies, knowledge sources).

What are the intern's strengths in this area?

In what ways should the intern improve?

XI. Assessment, Evaluation, Research

- Uses professional literature to gain a better understanding of the effectiveness of programs and interventions used to address student concerns and advance student learning.

- ___ Makes sense and meaning from data available. Conducts program evaluations to improve effectiveness.
- ___ Understands the necessity to follow institutional and divisional policies with regard to ethical assessment, evaluation, and other research activities.

What are the intern's strengths in this area?

In what ways should the intern improve?

XII. Ethics

- ___ Understands and works within the ethical statements of ACPA, NASPA, and other professional associations directly relevant to one's working context.
- ___ Understands complexities involved in dual relationships and responds appropriately.
- ___ Recognizes ethical issues in the course of one's job.
- ___ Utilizes institutional resources to assist with ethical issues.
- ___ Takes responsibility for actions, choices, and mistakes.
- ___ Is a good and responsible steward of institutional resources.

What are the intern's strengths in this area?

In what ways should the intern improve?

XIII. Legal Foundations

- ___ Consults and knows when to consult with campus legal counsel.

What are the intern's strengths in this area?

In what ways should the intern improve?

XIV. Leadership and Management/Administration

- ___ Understands basic accounting techniques for budgeting, monitoring and processing expenditures.
- ___ Uses fiscal resources assigned to their work area appropriately.
- ___ Works efficiently and effectively with technology.
- ___ Has a basic understanding of working “sustainably” .
- ___ Can effectively facilitate conflict in the work setting.
- ___ Works effectively as a team member.
- ___ Understands and can apply motivational strategies.
- ___ Demonstrates political and cultural understandings of the institution (e.g., can assess environment(s) effectively, appreciates different perspectives, understands institutional priorities, reacts appropriately to obstacles, builds effective relationships with other staff, faculty, community members).
- ___ Demonstrates an understanding of leadership styles and their impacts on others.
- ___ Understands and applies effective approaches to implementing change.
- ___ Facilitates individual and organizational goal setting.

What are the intern’s strengths in this area?

In what ways should the intern improve?

XV. Social Responsibility/Civic Engagement

- ___ Is aware of major public policy issues, debates and decisions at the national, state, and local levels (e.g., national security, immigration, environmental protection, health care).
- ___ Understands philosophical, political, demographic, economic, and social justice issues relating to higher education at the national, state, and local levels.
- ___ Has knowledge of major campus policy and strategy issues, debates and decisions (to the extent that information about them is available).
- ___ Makes and models active, effective contributions to the well-being of communities (campus, local, professional, state, and/or national), including contributions beyond the requirements of the job description.

- ___ Exhibits informed confidence in the capacity of ordinary people to pull together and take practical action to transform their communities and world.

What are the intern's strengths in this area?

In what ways should the intern improve?

XVI. Pluralism and Inclusion

Higher education in general and student affairs specifically require increasing levels of multicultural competence. On a pluralistic campus, all views are valued. To develop institutions that are both pluralistic and multiculturally competent, there must be an understanding of diverse groups coupled with civic engagement and social responsibility, as well as an understanding of the importance of culture.

- ___ Exhibits awareness of the impact of attitudes, values, beliefs, assumptions, biases, identity, heritage, and life experiences on the work environment.
- ___ Possesses knowledge about culturally related terms and concepts such as identity, acculturation, and world view, and how they may influence the work environment and experiences with individuals who may be culturally different.
- ___ Takes responsibility to expand cultural knowledge especially as it relates to specific and relevant cultural issues on campuses.
- ___ Assesses and addresses multicultural awareness.
- ___ Deconstructs assumptions and core beliefs and understands how they can affect the work environment.
- ___ Takes responsibility to develop personal cultural skills by participating in activities that challenge beliefs.
- ___ Facilitates intergroup dialogues.

What are the intern's strengths in this area?

In what ways should the intern improve?

XVII. Student Learning and Development

Knowledge and understanding of concepts and principles of student development theory and ability to apply theory to improve and inform student affairs practice.

- ___ Possesses knowledge of how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, disability, and religious belief can influence development during the college years.
- ___ Exhibits awareness of self-development and informal theories of student development and how they can be informed by formal theories to enhance work with students.
- ___ Possesses knowledge of various learning theories and models.
- ___ Is able to identify and define types of theories (e.g., learning, psychosocial and identity development, cognitive-structural, typological, and environmental).

What are the intern's strengths in this area?

In what ways should the intern improve?

XVIII. Teaching

Knowledge and understanding of concepts and principles of teaching, learning, and training theory and how to apply these theories to improve student affairs practice and education.

- ___ Identifies ways in which the learning environment can be more inclusive in terms of structure and style.
- ___ Generates ways in which various learning theories and models can inform daily practice.
- ___ Identifies and construct learning outcomes.
- ___ Shapes the environment to meet the learning outcomes.
- ___ Assesses teaching, learning, and training and incorporates the results.
- ___ Understands and can apply effectively various theories related to learning, motivation, and effort.

What are the intern's strengths in this area?

In what ways should the intern improve?

What other comments, suggestions, or questions do you have for the intern?

What comments, suggestions, or questions do you have for the Capstone/Internship instructor?

Thank you, again, for your feedback and your assistance!