

M.Ed. Counseling - Student Affairs

Internship Handbook

EPS 684: 3 Credit Hours

Department of Educational Psychology
College of Education
PO Box 5774
Flagstaff, Arizona 86011
Northern Arizona University

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Introduction

The purpose of these guidelines is to clarify the objectives of the Student Affairs Master's Program Internship and to outline the specific responsibilities of the student intern, the faculty supervisor, the internship site, and the on-site supervisor. Please refer to the EPS 684 syllabus for the course learning objectives. The course requires three class meetings, and completion of reflective papers at the middle and end of the semester, and submission of the monthly log form.

All students in the MEd Counseling: Student Affairs program are required to complete 200 hours (3 credit hours) of internship after successful completion of all coursework.

The internship is completed during the last semester of the student's program. The internship is the capstone learning experience and provides the students with the opportunity to apply the theoretical concepts and skills learned in their academic program and supplement the knowledge and skills with practical experience. The internship also allows students to make the transition from the academic setting to the work setting and therefore be better prepared to begin their professional role. The student performs under supervision professional work at the level of an entry level masters prepared student affairs professional.

Objectives of the Internship

1. To engage in internship activities that enhance the student's knowledge and skills in the following areas:
 - Orientation to the student affairs profession
 - Student development theory
 - Student characteristics and the effects of college on students
 - Individual and group interventions
 - Organization and administration of student affairs
 - Assessment, evaluation, and research practices
 - Working effectively within a diverse environment
 - Fostering sustainable institutions
 - Global engagement
2. To learn how the student affairs program contributes to the mission of the university
3. To learn the function, structure, and goals of the student affairs program
4. To discover ways in which the three global learning components (diversity, sustainability, and global engagement) can be successfully integrated into higher education practice
5. To establish and maintain effective working relationships with supervisors, coworkers, and students of different ethnic and racial backgrounds

6. To develop the written and oral communication skills essential to functioning effectively within the student affairs program
7. To gain supervised experience in the use of a variety of professional resources such as assessment instruments, media, professional literature, research, and information and referral to appropriate colleagues
8. To perform the practices required of a regularly employed staff member who is occupying the professional role similar to which the student is aspiring

Responsibilities of the Student Intern

1. To understand and practice the procedures, policies, and regulations established by the department.
2. To ask for assistance and supervision when needed to ensure the best possible learning environment and professional experience.
3. To seek the assistance of appropriate staff members to address problems and register complaints.
4. To attend conferences, staff meetings, and training sessions that are assigned by the on-site supervisor.
5. To inform the on-site supervisor when they will be late or absent.
6. To complete description and overall reflection on the internship and submit to the faculty supervisor every month.
7. To complete the student self-evaluation forms at the midpoint and end of internship.
8. To complete and submit the on-site supervisor and site evaluation forms to the faculty supervisor at the end of your internship.

Student's Behavior during the Internship

The student's conduct should conform to the rules and regulations of the program and the ethical standards of the *National Association of Student Personnel Administrators*, the *American College Personnel Association* and the *American Counseling Association* at all times during the internship. Students must avoid harmful relationships with students, coworkers and supervisors that could impair their professional judgment or increase the risk of exploitation.

If during the course of the internship, the on-site supervisor, faculty supervisor or student intern determine that the student has difficulty functioning effectively at the setting, steps will be taken to correct the situation. The faculty supervisor will arrange a meeting that will include the student intern, on-site supervisor and the faculty supervisor. Corrective action will be discussed and if continuation is agreed upon, a *Corrective Action Plan* will be developed by the group. If discontinuation is agreed upon, the faculty supervisor and student intern will determine if the student intern can be immediately reassigned to another program or if reassignment will occur for a following semester.

When a student intern's behavior is found to be unethical following the rules and regulations of the program and the ethical standards of the *National Association of Student Personnel Administrators*, the *American College Personnel Association*, or the *American Counseling Association*, the student may be dropped from the internship and from the Educational Psychology Program. The student intern may appeal this decision. The first step of the appeal process is for the student to request an appeal hearing through the faculty supervisor. The faculty supervisor will set up a meeting with the student intern, the student's advisor, the coordinator of the Counseling Committee and the Chair of Educational Psychology. If the student intern is not satisfied with the Educational Psychology Department Committee, he or she may appeal next to the Associate Dean of the College of Education. If necessary, the persons to contact in the next steps of the appeal are outlined in the Academic Appeal Policy of the Graduate College.

The Role of the Internship Site

1. To provide the student with an opportunity to intern in a setting that reflects the foundations, contextual dimensions, and practice of student development and student affairs.
2. To provide the student with an opportunity to engage in internship activities that enhance the student's knowledge and skills in the following areas:
 - professional orientation
 - student development theory
 - student characteristics and the effects of college on students
 - individual and group interventions
 - the organization and administration of student affairs

- assessment, evaluation, and research practices
 - working effectively within a diverse environment
 - fostering sustainable institutional practices
 - global engagement activities
3. To provide opportunities to develop student affairs professional competencies.
 4. To provide the students with the opportunity to interact with professional role models.
 5. To provide students with opportunities to identify with the student affairs profession.

The Role of the On-site Supervisor

Internships must be completed in settings where the student has access to on-site supervision from a professional who has at least a master's degree in student affairs, higher education, or a related field. The expectations of the on-site supervisor are:

1. To orient and mentor the student in the internship site;
2. To provide the student with written materials describing the policies and procedures of the program;
3. To educate the student in the broad issues, trends, and dilemmas in the internship, so that they may gain some perspective in the organizational context in which the program operates;
4. To plan, organize, and coordinate activities and learning experiences for the student so that they will understand all of the functioning areas of the program;
5. To help the student in planning, organizing, and implementing their duties;
6. To set up learning situations such as interviews, staff meetings and consultations in which the student is a participant;
7. To ensure that the student performs 200 hours of meaningful job duties related to student affairs;
8. To provide regularly scheduled formal and informal supervision in which policies, roles, activities, and concerns are discussed;
9. To inform the student of steps he or she should take to improve weaknesses and further develop strengths in job performance;
10. To review with the student her or his midpoint and final evaluations prior to discussion with the faculty supervisor;

11. To attend meetings with both the student and faculty supervisor at least three times during the internship.

The Roles and Responsibilities of the Faculty Supervisor

1. To provide opportunities for students to discuss their experiences with the faculty supervisor;
2. To demonstrate to students and internship site professionals that the academic program is involved and interested in both the student's development and academic progress and in the service to the department;
3. To address any academic or practice problems that may develop between the student and the internship site;
4. To evaluate the student's progress and professional potential and provide the student with feedback relative to professional development.
5. To function as a liaison between the academic program and the internship site. The faculty supervisor will make at least three contacts with both the on-site supervisor and student intern. The faculty supervisor will complete the faculty supervisor contact forms for each contact to document supervision activities.

Faculty Supervisor Contacts with Student Intern and On-site Supervisor:

The faculty supervisor will meet with the student and on-site supervisor together and in person at least three times during the internship. These meetings provide an opportunity for the student, faculty supervisor, and on-site supervisor to reflect on the internship experience, to identify strengths and weaknesses of the student and internship site, and to develop strategies for ensuring that the student has a successful experience in the internship.

The three contacts will be in person, either at the College of Education or the internship site, when the internship is within 20 miles of Flagstaff. For internships conducted greater than 20 miles from Flagstaff and within Arizona, at least one of the contacts will be in person and the other two contacts will be by conference call. For approved out-of-state internships, three telephone contacts will be conducted using conference call that includes participation by the on-site supervisor, the student intern and the faculty supervisor.

The first contact is designed to review the internship goals and expected activities, clarify the roles of the on-site supervisor, student intern and faculty supervisor, and explain the documentation and evaluation process.

At the second and third contacts, the student's experiences will be reviewed and there will be an opportunity to discuss the mid-point and final evaluations. Reflective conversation will serve to

synthesize learning. These evaluations should be completed by the student and reviewed by the on-site supervisor prior to meeting with the faculty supervisor.

Procedure for Arranging and Participating in Internship

Semester Preceding the Internship

1. **Early Semester** During the first two weeks of the semester preceding the beginning of the Internship, the student will read the EPS 684: Internship Handbook. The student will arrange an appointment with his/her advisor to discuss appropriate internship sites based upon the student's interests and needs.
2. **Mid-Semester** Following the meeting with the advisor, the student investigates advisor-approved internship site possibilities by visiting and interviewing with supervisory personnel at the various departments. When the student has tentatively decided upon an internship site, they will complete the internship contract form (found in Appendix A of the Internship Manual) including appropriate signatures and return it to their advisor for final approval.
3. **Late Semester** The internship contract (with on-site supervisor's signature) must be returned to the student's advisor by the end of the semester preceding the start of the internship. The student's advisor must approve and sign the internship contract and then the student will be enrolled in EPS 684 by the EPS administrative staff. The approved internship contract should be sent to the participating site and pre-internship arrangements should be made. Internships will not be permitted for the following semester unless the required information is received.

Note: Occasionally a student and site supervisor may agree to begin the internship during the semester preceding the course. Students may work up to 50 hours prior to the course. Generally this arrangement is made when it benefits the needs of the site, and the student's course schedule. Students must complete the internship contract prior to beginning internship hours.

Semester of the Internship

1. **Weeks 1-2** The internship begins during the first week of the designated semester unless other arrangements have been approved by the on-site and faculty supervisors. The faculty supervisor will conduct class and meet with the on-site supervisor and student intern to clarify the objectives and expectations of the internship.
2. **Week 4** The student completes the monthly log forms.
3. **Week 8** The student and on-site supervisor should each complete the mid-point student evaluation form and then discuss the evaluations together. The faculty supervisor, on-site supervisor, and student intern will meet for the second contact, at which time the evaluations

will be discussed. If areas are identified for the student to improve, activities will be planned for the student to complete during the remainder of the internship. The student completes the monthly log forms and midterm reflective paper and submits them to the faculty supervisor.

4. **Week 12** The student completes the monthly log forms and submits them to the faculty supervisor.
5. **Week 15** The student and on-site supervisor each complete the final student evaluation form and then discuss the evaluations together. The student also discusses with the on-site supervisor the supervisor and site evaluation forms. The faculty supervisor, on-site supervisor, and student intern meet for the third and final contact, at which the evaluations will be discussed. The student completes the monthly log forms and the final reflective paper. The student completes the faculty supervisor evaluation form and mails it to the Chair of the Department of Educational Psychology.

Termination and Re-assignment

Although it is not expected that a student intern will need to terminate an internship placement, this event may occur. Reassignment may be requested by the student intern, the student's advisor, the internship instructor, and/or the on-site supervisor. The final decision about reassignment rests with the faculty supervisor, in consultation with the student and on-site supervisor.

As emerging professionals, it is expected that all internship students will act in a professional and competent manner. Therefore, reports of failure to fulfill obligations or responsibilities will be taken seriously. Through the evaluation and feedback provided by both on-site supervisor and the instructor, a student functioning in an internship experience should know whether or not they are meeting expectations. If at any time, a student suspects that their evaluations are not actually reflective of work at the setting, the student should meet with the on-site supervisor to discuss the issue. If the on-site supervisor is not meeting expectations for internship, the intern should meet with the faculty supervisor to discuss the issue.

Professional Code of Ethics

Students in this Master's program should follow the professional code of ethics and certification guidelines established by the following organizations:

**National Association of Student Personnel
Administrators Association**

1875 Connecticut Avenue NW, Suite 418
Washington, D.C. 20009-5728
(202) 265-7500

www.naspa.org

American College Personnel Association

1 Dupont Circle, Suite 360-A
Washington D.C. 20036-1110
(202) 835-2272

www.acpa.nche.edu

Appendix A
Northern Arizona University College of Education
Educational Psychology
Student Affairs Internship: Contract

To be completed by student in coordination with the on-site and faculty supervisors

Intern Name:	NAU ID:
Academic Program:	Email:
Phone:	
On-site supervisor:	Phone:
Supervisor Title:	Semester/Year:
Site:	On-Site Telephone:
Start Date:	Completion Date:

Professional Student Affairs Skills

Please describe below the students' expected activities and responsibilities that will comprise this 200-hour experience. Examples may include: supervision of a student organization, individual student contact, group presentations, assessment measures, program planning, staff meetings and professional development, etc.

**Expected
Contact
Hours**

Role:

Role:

Role:

Role:

Role:

Role:

Role:

Role:

Service Total (200): 0

Student signature: _____ **Date:** _____

On-site supervisor: _____ **Date:** _____

Faculty supervisor:

Date: _____

Appendix B
Northern Arizona University College of Education
Educational Psychology

Student Affairs Internship: Faculty Supervisor Contact Form

To be completed by faculty supervisor

Intern Name:
Academic Program:
Site:

Semester/Year:
Phone:

First Contact

Contact Date:
Who Contacted:
Where:

Contact Time:
How: Phone In-Person

Objectives of the Internship:

Expected Activities of the Internship:

Expectations or Special Considerations:

Signature: _____ **Date:** _____

Second Contact (Mid-point Evaluation)

Contact Date:
Who Contacted:
Where:

Contact Time:
How: Phone In-Person

Summary of Progress Related to Evaluation

Criteria:

Summary of Areas to Improve:

Signature: _____ **Date:** _____

Third Contact (Final Evaluation)

Contact Date:
Who Contacted:
Where:

Contact Time:
How: Phone In-Person

Summary of Progress Related to Mid-point areas to Improve:

Summary of Student Strengths:

Signature: _____ **Date:** _____

Appendix C
Northern Arizona University College of Education
Educational Psychology
Student Affairs Internship: Weekly Narrative Reflection Form

Intern Name:
Academic Program:
Site:

Semester/Year:
Phone:

The student must report briefly each week and reflect on their learning by giving a description and overall reflection on the internship related to individual student contact, group meetings or presentations, assessment, administrative paperwork, consultation / community work, special projects, participation in staff meetings, and professional development.

Month 1

For Week 1, through

For Week 2, through

For Week 3, through

For Week 4, through

Signatures

Student: _____

Date: _____

On-site supervisor: _____

Date: _____

Month 2

For Week 5, through

For Week 6, through

For Week 7, through

For Week 8, through

Signatures

Student: _____

Date: _____

On-site supervisor: _____

Date: _____

Month 3

For Week 9, through

For Week 10, through

For Week 11, through

For Week 12, through

Signatures

Student: _____

Date: _____

On-site supervisor: _____

Date: _____

Month 4

For Week 13, through

For Week 14, through

For Week 15, through

For Week 16, through

Signatures

Student: _____

Date: _____

On-site supervisor: _____

Date: _____

Appendix D
Northern Arizona University College of Education
College of Education Educational Psychology
Educational Psychology
Student Affairs Internship: Student Evaluation Form

To be completed by on-site supervisor and by student at both midpoint and end of internship placement

Intern Name:	Evaluation Date:
On-site supervisor:	Person Filling Out Form:
Faculty supervisor:	On Site <input type="checkbox"/>
	Supervisor
Site:	Faculty <input type="checkbox"/>
	supervisor
	Student <input type="checkbox"/>
Date of Placement: to	Number of Hours:

The on-site supervisor and the student will each complete one of these forms and share the ratings with each other and the faculty supervisor. The completed evaluation forms will be provided to the faculty supervisor at mid-point and completion of the internship. The same form will be used for both the mid-point and final evaluations. Please use the following scales during the evaluation process.

- (H) Highly Meritorious** – Learns quickly and is able to utilize new information instinctively.
- (S) Satisfactory** – Takes additional time to learn new information, but is able to utilize the information upon understanding.
- (L) Less than Satisfactory** – Has difficulties learning aspects of the skills required and needs additional support.
- (NA)** – Not applicable to this experience.

Mid-point Final

Work Skills

Plans and organizes time effectively
Produces accurate, neat, thorough work
Expresses self well in oral and written work
Is punctual and dependable
Works harmoniously with coworkers
Responds well to supervision
Adheres to organization policies and procedures

Professional Skills

Initial meeting to assess issues

Examples:

Individual student contact, mentoring, advising

Examples:

Group Meetings or presentations, e.g., student advising, clubs

Examples:

Assessment, e.g., disciplinary background, admissions paperwork

Examples:

Administrative paperwork

Examples:

Consultation / Community Work

Examples:

Outreach program planning

Examples:

Special Projects as assigned

Examples:

Participation in staff meetings

Examples:

Professional Development

Examples:

Utilizes research skills:

Examples:

Other skills:

Examples:

Other skills:

Examples:

Over-All Evaluation:

Mid-Point Evaluation

Strengths of the Student

1.)

2.)

- 3.)
- 4.)
- 5.)

Areas to Improve / Activities to Improve

- 1.)
- 2.)
- 3.)
- 4.)
- 5.)

Final Evaluation

Strengths of the Student

- 1.)
- 2.)
- 3.)
- 4.)
- 5.)

Areas to Improve / Activities to Improve

- 1.)
- 2.)
- 3.)
- 4.)
- 5.)

Signatures

Student: _____

Date: _____

On-site supervisor: _____

Date: _____

Appendix E
 Northern Arizona University College of Education
 Educational Psychology
Student Affairs Internship: Student Evaluation of On-site Supervisor

To be completed by student at the end of the internship placement

Intern Name:
Academic Program:
On-site supervisor:
Site:

Semester/Year:

The student is to complete this evaluation form at the end of the Internship experience. The original completed form is given to the faculty supervisor and a copy is given to the on-site supervisor.

Please rate using the following scale:

- 1 – Unsatisfactory
- 2 –
- 3 – Satisfactory
- 4 – Meritorious
- 5 –
- 6 – Highly Meritorious

	1	2	3	4	5	6
1.) Provided me with an orientation & understanding of the organization	<input type="checkbox"/>					
2.) Gave time & energy to supervision	<input type="checkbox"/>					
3.) Accepted & respected me as a person	<input type="checkbox"/>					
4.) Provided useful feedback relative to my strengths & weaknesses	<input type="checkbox"/>					
5.) Taught me new professional approaches in working with students	<input type="checkbox"/>					
6.) Helped me to identify & achieve work goals	<input type="checkbox"/>					
7.) Was consistent & flexible in supervision	<input type="checkbox"/>					
8.) Encouraged me to engage in professional behavior	<input type="checkbox"/>					
9.) Provided clarification & resource information upon request	<input type="checkbox"/>					

10.) Explained & applied criteria fairly in evaluating my performance

Additional Comments or Suggestions

Signatures

Student: _____

Date: _____

Appendix F
Northern Arizona University College of Education
Educational Psychology
Student Affairs Internship: Student Evaluation of Site

To be completed by the student at the end of the internship placement

Intern Name:
Academic Program:
Site:

Semester/Year:

The student is to complete this evaluation form at the end of the Internship. The original completed form is given to the faculty supervisor and a copy is given to the Internship Supervisor.

Please rate using the following scale:

- 1 – Unsatisfactory
- 2 –
- 3 – Satisfactory
- 4 – Meritorious
- 5 –
- 6 – Highly Meritorious

	1	2	3	4	5	6
1.) Relevance of experience to career goals	<input type="checkbox"/>					
2.) Exposure to policies & procedures	<input type="checkbox"/>					
3.) Exposure to professional roles & functions within the organization	<input type="checkbox"/>					
4.) Exposure to inter-organizational partnerships	<input type="checkbox"/>					
5.) Exposure to an atmosphere that promotes cooperation & teamwork	<input type="checkbox"/>					
6.) Overall evaluation of site	<input type="checkbox"/>					

Strengths of the Site

Areas that could be improved at the Site

Signatures

Student: _____

Date: _____

On-site supervisor: _____

Date: _____

Appendix G
Northern Arizona University College of Education
Educational Psychology
Student Affairs Internship: Student Evaluation of Faculty Supervisor

To be completed by the student at the end of the internship placement

Intern Name:
Faculty Supervisor:
Academic Program:
Site:

Semester/Year:

The student is to complete this evaluation form at the end of the Internship. The original completed form is sent to Dept. Chair, Educational Psychology, COE 5774, NAU, Flagstaff, AZ 86011.

Please rate using the following scale:

- 1 – Unsatisfactory
- 2 –
- 3 – Satisfactory
- 4 – Meritorious
- 5 –
- 6 – Highly Meritorious

	1	2	3	4	5	6
1.) Provided me with an understanding of the procedures of the internship	<input type="checkbox"/>					
2.) Was available to answer questions	<input type="checkbox"/>					
3.) Accepted & respected me as a person	<input type="checkbox"/>					
4.) Facilitated a process that provided me with feedback about my strengths & weaknesses	<input type="checkbox"/>					
5.) Was consistent & flexible in supervision	<input type="checkbox"/>					
6.) Encouraged me to engage in professional behavior	<input type="checkbox"/>					
7.) Provided clarification & resource information upon request	<input type="checkbox"/>					
8.) Facilitated the application of criteria in evaluating my performance fairly	<input type="checkbox"/>					

Additional Comments or Suggestions

Signature

Student: _____

Date: _____