

**M.Ed. Counseling - Student Affairs**

**Practicum (Internship) Handbook**

**EPS 682: Student Affairs Practicum**

Department of Educational Psychology

College of Education

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**Introduction**

The purpose of these guidelines is to clarify the objectives of the Student Affairs Master’s Program Practicum (previously called Internship) and to outline the specific responsibilities of the student intern, the faculty supervisor, the Practicum site, and the on-site supervisor. Please refer to the EPS 682 syllabus for the course learning objectives and specific curriculum details. The course requires a contract with a Practicum site with the goal of accumulating experiences different from the student’s graduate assistant site and work, class meetings, completion of essays reflecting on the Practicum work and experience, and submission of forms, all found in the course syllabus. Students in the MEd Counseling Student Affairs program complete a minimum of 180 hours of Practicum work as part of the required curriculum for the degree.

The Practicum typically takes place during the second (or a subsequent) year of the student's program. The Practicum may also be taken during the summer between the first and second year (or after the first year of study). Either way, students will need to enroll in EPS682 for between 1-3 credit units during the semester that the hours are being completed. Students may complete up to 50 hours of their Practicum during the semester before or after they are enrolled in the course at the discretion of the site supervisor and faculty supervisor.

The Practicum experience provides 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 Practicum 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, under supervision, performs professional work at the level of an entry-level masters-prepared higher education professional. The Practicum experience may take place in a traditional student affairs unit, or other higher education department in a university or community college that offers student support experiences to the intern.

## Learning Objectives of the Practicum Experience

1. To engage in activities that enhance the student’s knowledge and skills in the following areas:

* Orientation to higher education student affairs work
* 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

1. To learn how student affairs roles contribute to the mission of the university.
2. To learn the function, structure, and goals of the student affairs program.
3. To discover ways in which the three global learning components (diversity, sustainability, and global engagement) can be successfully integrated into higher education practice.
4. To establish and maintain effective working relationships with supervisors, coworkers, and students of various diverse identities.
5. To develop the written and oral communication skills essential to function effectively within student affairs work.
6. 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.
7. To perform the practices required of a regularly employed staff member who is occupying the professional role similar to which the student aspires.

**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, professional development opportunities, 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 reflections and evaluations on the Practicum experience and submit to the faculty supervisor or department chairperson as instructed.
7. To complete the student self-evaluation forms at the midpoint and end of the experience.
8. To complete and submit the on-site supervisor and site evaluation forms to the faculty supervisor or department chairperson at the end of the experience.

**Student’s Behavior during the Practicum**

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*. Students must avoid harmful relationships with students, coworkers and supervisors that could impair their professional judgment or increase the risk of exploitation.

If the on-site supervisor, faculty supervisor or student intern determines that the student has difficulty functioning effectively within the Practicum site guidelines, 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 Practicum and from the Educational Psychology Program. The student intern may appeal this decision within 30 days of notice of removal from the Practicum. 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, they 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 Practicum Site**

1. To provide the student with an opportunity to work 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 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 discuss ways to apply classroom learning to their Practicum site.
4. To provide opportunities to develop student affairs professional competencies.
5. To provide the students with the opportunity to interact with professional role models.
6. To provide students with opportunities to identify with the student affairs profession.

**The Role of the On-site Supervisor**

The Practicum experience 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 Practicum 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 Practicum experience, 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 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 180 hours of meaningful job duties related to student affairs (this averages 12 hours per week over a 15-week experience);
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 complete and facilitate discussion around midpoint and final evaluations with the graduate student and faculty supervisor;
11. To attend meetings with both the student and faculty supervisor two or three times during the Practicum experience (number of meetings at the discretion of the faculty and site supervisors and per the course syllabus).

**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 Practicum 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 Practicum 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 Practicum site. The faculty supervisor will make multiple 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 multiple times during the internship (as outlined in the course syllabus). These meetings provide an opportunity for the student, faculty supervisor, and on-site supervisor to reflect on the experience, to identify strengths and weaknesses of the student and Practicum site, and to develop strategies for ensuring that the student has a successful Practicum experience.

The contacts will be in person, either at the College of Education or the Practicum site, when the Practicum is within 20 miles of Flagstaff. For Practicum experiences conducted greater than 20 miles from Flagstaff, or out of state or country, the contacts may be conducted by video conferencing options as arranged by the faculty supervisor.Under agreement by all parties, meetings may also be conducted via Zoom or other online conferencing tool.

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 subsequent contacts, the student’s experiences will be reviewed and there will be an opportunity to discuss 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 Practicum**

1. The semester preceding the beginning of the Practicum, the student will read the EPS 682: Practicum (Internship) Handbook. The student will arrange an appointment with his/her advisor to discuss appropriate Practicum experience sites based upon the student's interests and needs.
2. Following the meeting with the advisor, the student investigates advisor-approved Practicum site possibilities by visiting and interviewing with supervisory personnel at the various departments. When the student has tentatively decided upon a Practicum site, they will complete the Practicum contract form (found in Appendix A of the Practicum Manual) including appropriate signatures and return it to their advisor for final approval.
3. The Practicum 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 Practicum experience. The student's advisor must approve and sign the contract and then the student will be enrolled in EPS 682 by EPS administrative staff. The approved contract should be sent to the participating site and arrangements should be made for work hours, expectations, etc. Practicum hours may not begin until the contract is signed by all parties.
4. The EPS 682 course syllabus details the various academic course expectations throughout the Practicum semester as a supplement to the Practicum Contract which directs the on-site work of the Practicum experience. Please refer to the course syllabus for academic expectations.

Note: A student and site supervisor may agree to begin the Practicum experience during the semester or summer preceding the course. Students may work up to 50 hours prior to the Practicum academic course semester. Generally, this arrangement is made when it benefits the needs of the site, and the student’s course schedule. Students must complete and file the Practicum contract prior to beginning hours.

**Termination and Re-assignment**

Although it is not expected that a student intern will need to terminate a Practicum placement, this event may occur. Reassignment may be requested by the student intern, the student’s advisor, the course 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 Practicum 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 this experience should know whether 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, 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** | **American College Personnel Association** |
| 1875 Connecticut Avenue NW, Suite 418 | 1 Dupont Circle, Suite 360-A |
| Washington, D.C. 20009-5728 | Washington D.C. 20036-1110 |
| (202) 265-7500 | (202) 835-2272 |
| [www.naspa.org](http://www.naspa.org) | [www.acpa.nche.edu](http://www.acpa.nche.edu) |

**Appendix A**

## Northern Arizona University College of Education

## Educational Psychology

## *Student Affairs Practicum: 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 180-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.  **Role:**  **Role:**  **Role:**  **Role:**  **Role:**  **Role:**  **Role:**  **Role:** | | **Expected**  **Contact Hours** | | | |
| **Service Total (180):** | | 0 | | |
| **Student signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Date**: \_\_\_\_\_\_ | |
| **On-site supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Date:\_\_\_\_\_\_** | |
| **Faculty supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Date: \_\_\_\_\_\_** | | |

## Appendix B

Northern Arizona University College of Education

Educational Psychology

## *Student Affairs Practicum: Faculty Supervisor Contact Form*

***To be completed by faculty supervisor***

|  |  |
| --- | --- |
| **Intern Name:** | **Semester/Year:** |
| **Academic Program:** | **Phone:** |
| **Site:** |  |

***First Contact***

|  |  |
| --- | --- |
| **Contact Date:** | **Contact Time:** |
| **Who Contacted?** | **How:** Phone  In-Person |
| **Where:** |  |

|  |
| --- |
| **Objectives of the Practicum:** |
|  |
| **Expected Activities of the Practicum:** |
|  |
| **Expectations or Special Considerations:** |
|  |
| **Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

***Second Contact (Mid-point Evaluation)***

|  |  |
| --- | --- |
| **Contact Date:** | **Contact Time:** |
| **Who Contacted?** | **How:** Phone  In-Person |
| **Where:** |  |

|  |
| --- |
| **Summary of Progress Related to Evaluation** |
| Criteria: |
|  |
| **Summary of Areas to Improve:** |
|  |
| **Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

***Third Contact (Final Evaluation)***

|  |  |
| --- | --- |
| **Contact Date:** | **Contact Time:** |
| **Who Contacted?** | **How:** Phone  In-Person |
| **Where:** |  |

|  |
| --- |
| **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 Practicum: Weekly Narrative Reflection Form*

|  |  |
| --- | --- |
| **Intern Name:** | **Semester/Year:** |
| **Academic Program:** | **Phone:** |
| **Site:** |  |

The student must report briefly each week and reflect on their learning by giving a description and overall reflection on the Practicum experience 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 Practicum: Student Evaluation Form

***To be completed by on-site supervisor and by student at both midpoint and end of the Practicum experience***

|  |  |  |
| --- | --- | --- |
| **Intern Name:** | **Evaluation Date:** | |
| **On-site supervisor:** | **Person Filling Out Form:** | |
| **Faculty supervisor:** | **On Site Supervisor** |  |
| **Site:** | **Faculty supervisor** |  |
|  | **Student** |  |
| **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 Practicum experience. 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 utilizes new information instinctively.

**(S) Satisfactory** – Takes additional time to learn new information and can 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 Practicum: Student Evaluation of On-site Supervisor***

***To be completed by student at the end of the Practicum placement***

|  |  |
| --- | --- |
| **Intern Name:** | **Semester/Year:** |
| **Academic Program:** |  |
| **On-site supervisor:** |  |
| **Site:** |  |

The student is to complete this evaluation form at the end of the Practicum 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 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 2.) | Gave time & energy to supervision |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 3.) | Accepted & respected me as a person |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 4.) | Provided useful feedback relative to my strengths & weaknesses |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 5.) | Taught me new professional approaches in working with students |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 6.) | Helped me to identify & achieve work goals |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 7.) | Was consistent & flexible in supervision |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 8.) | Encouraged me to engage in professional behavior |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 9.) | Provided clarification & resource information upon request |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 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 Practicum: Student Evaluation of Site***

***To be completed by the student at the end of the Practicum placement***

|  |  |
| --- | --- |
| **Intern Name:** | **Semester/Year:** |
|  |  |
| **Site:** |  |

The student is to complete this evaluation form at the end of the Practicum. The original completed form is given to the faculty supervisor and a copy is given to the 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.) | Relevance of experience to career goals |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 2.) | Exposure to policies & procedures |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 3.) | Exposure to professional roles & functions within the organization |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 4.) | Exposure to inter-organizational partnerships |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 5.) | Exposure to an atmosphere that promotes cooperation & teamwork |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 6.) | Overall evaluation of site |  |  |  |  |  |  |

**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 Practicum: Student Evaluation of Faculty Supervisor***

***To be completed by the student at the end of the Practicum placement***

|  |  |
| --- | --- |
| **Intern Name:** | **Semester/Year:** |
| **Faculty Supervisor:** |  |
|  |  |
| **Site:** |  |

The student is to complete this evaluation form at the end of the Practicum. The original completed from is sent to Dept. Chair, Educational Psychology, COE, Box 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 Practicum |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 2.) | Was available to answer questions |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 3.) | Accepted & respected me as a person |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 4.) | Facilitated a process that provided me with feedback about my strengths & weaknesses |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 5.) | Was consistent & flexible in supervision |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 6.) | Encouraged me to engage in professional behavior |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 7.) | Provided clarification & resource information upon request |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 8.) | Facilitated the application of criteria in evaluating my performance fairly |  |  |  |  |  |  |

**Additional Comments or Suggestions**

|  |  |  |
| --- | --- | --- |
| **Signature** | |  |
| **Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Date: \_\_\_\_\_\_\_\_\_** |