

**University of Maryland, College Park
Department of Counseling, Higher Education,
and Special Education**

Student Affairs

DOCTORAL FIELD WORK MANUAL

FOR

**DOCTORAL INTERNSHIPS and
APPRENTICESHIP EXPERIENCES**

May 2006

TABLE OF CONTENTS

	Page Number
Doctoral Internship Information	
Doctoral Internship Guidelines	4
Competencies	5
Structure of the Experience	6
Proposal Process and Content	8
Evaluation Process	10
Check List for Internship Process	11
Doctoral Internship Advice	12
Internship Calendar for Doctoral Students	14
APPENDICES	
Site Evaluation	15
Possible Campus Sites in the Region	18
ACPA Statement of Ethical Principles and Standards	19

SECTION 1:

Doctoral Internship Information

DOCTORAL INTERNSHIP GUIDELINES

Nature of the Internship:

The doctoral internship is a field experience in an area germane to student affairs work of interest to the student. Internships require the development, integration, and demonstration of skills and knowledge gained from course work and prior experience. The internship should help the student prepare for the future goals/career they envision.

The internship not only integrates, but *extends prior knowledge, skills, and experiences; therefore, it is a learning experience separate from regular paid employment.* The appropriate internship setting is one that places priority on an intern's learning over the service the intern provides to the setting. The intern should be viewed as a professional staff member. Specific learning activities are expected to be part of the internship.

The level and quality of responsibility and challenge is a primary distinction between the internship and all other experiential learning. The internship should require an appropriate combination of the following skills: program development, resource management, supervision, systems analysis, counseling, teaching, program evaluation, process consultation, and general integration of theory and practice. The CSP program encourages research-focused internships. However, the experience and final product that results from the experience must be unique. The internship cannot be used to support an on-going student project or initiative.

Internship Competencies:

The internship experience should provide doctoral students the opportunity to develop various knowledge and skills competencies. Beatty and Stamatakos (1990) suggest that such competencies should embrace: theoretical knowledge, scholarly inquiry, administrative skills, the ability to translate theory into practice, knowledge and understanding of the work environment and climate, and human relations skills.

In addition, CSP faculty believe strongly that attention to issues of diversity enriches the student's field experience and professional growth. Diversity includes race, ethnicity, socioeconomic class, religion, education, sexual orientation, abilities, age, gender, and other factors that define individuality.

With this in mind, the CSP program has identified a minimum set of knowledge and skills competencies for the doctoral internship. Students should address these competencies in the planning, design, and implementation of their internship experience. These may be addressed in either an integrated or a discrete manner in the internship proposal but should clearly inform the proposal.

KNOWLEDGE COMPETENCIES

1. Theoretical Analysis:

Interns should be engaged in a specific focus, such as the analysis of a problem and/or organizational issue or a special project within the office or campus. Ideally, this analysis would include a theoretical reflection together with some quantitative or qualitative understanding of the issue at hand. Since the internship is intended to provide the intern an opportunity to link theory to practice, intentional reflection upon issues and office functions from a theoretical base of knowledge should be implemented. For example, a student engaged in designing a new program/policy might explore change theory or organization systems theory.

2. Research, Assessment, or Evaluation:

Interns should be able to understand, assess, and evaluate the contextual setting of the problem, project, or focus within the office or campus, and to articulate plans to help shape that setting based on their assessment. The intern should be able to recommend and implement research methods most appropriate for the internship site's needs.

3. Diversity:

Interns should gain an understanding of the office or campus issue(s) with respect to diversity and how those issues impact the office's or campus' diverse populations. The intern should explore how the office incorporates diversity within office practices and programs.

SKILLS COMPETENCIES

1. Translation:

The intern should be able to demonstrate how to translate an understanding of theory into practical responses to the problem, project, or focus in the office or campus.

2. Administration:

Interns should be able to exercise particular administrative skills (e.g. budgeting, supervision, policy analysis) to respond to the office or a campus problem, project or focus.

3. Professional relationships:

Interns should be able to identify the various populations, internal and/or external to the office or campus, with whom they will be engaging. Interns should be able to engage effectively with those share-holders and stake-holders in a manner that promotes the efforts of the office or campus. The intern should understand organizational behavior including developmental and political dimensions.

Structure of the Experience:

The following descriptions will guide students in the nature of their experience. **Students who wish to propose internships which differ from these descriptors should include the rationale for the difference in their proposal to their faculty advisor and the CSP Field Work Committee.**

1. When to take the internship:

Each student is encouraged to plan the internship experience early in the doctoral program following their foundational coursework. Early planning will help the students and advisor design an internship experience that will fit the student's career and learning objectives. Generally the internship is not taken until the student has successfully completed comprehensive examinations and advanced to candidacy. However, the internship can be taken following the first two years of full-time coursework. Thus, the internship could begin as early as the summer following the second year. The internship is part of the student's capstone experience. The student should contact the Field Work Committee Chair to schedule a meeting with the Field Work Committee as soon as the student knows when the internship will begin. This can be done as early as possible, but no later than one month prior to the start of the internship.

The Field Work Committee suggests that it may be useful to have the dissertation proposal drafted prior to the start of the internship experience to enhance the possibility of using the internship site for data collection.

2. Site:

Selection of the site is a collaborative effort between the student and his/her faculty advisor which should occur *prior to any contact with the office*.

- a. The site generally should be at a college or university or a government or professional association office whose focus is higher education.
- b. Students are encouraged to consider sites that either (1) broaden their view of student affairs in different institutional types (e.g., a private college if their education/employment has only been at public institutions) or (2) provide more experience in a select type of institution in which they envision seeking employment (e.g., a community college).
- c. Students are encouraged to seek sites that (1) bring exposure to the highest levels possible of policy and decision-making and (2) provide opportunity to learn about applications of multicultural objectives in practice.
- d. Most assistantships or jobs are not structured to meet the expectations of an internship. It is improbable that an assistantship or job can be structured to meet internship expectations. However, if a student can demonstrate how a particular position meets the expectations of the internship including substantial administrative responsibility with appropriate supervision, as defined by the document, it can be considered.

3. Site Placement:

The selection of an internship site is a joint student/advisor activity. The student and advisor should decide which of them will make the preliminary contact with potential sites. In any case, both the advisor and the CSP Field Work Coordinator will help identify and contact sites as needed.

In all cases, the faculty advisor will confirm expectations with the on-site supervisor in writing regarding (a) expected intern learning functions (as included under internship competencies) and the post-internship written evaluation and (b) plans to make at least one site visit contact (via telephone or personal visit) during the course of the experience.

4. Supervision:

Each internship site is expected to provide regular individual supervision, for a minimum of one hour per week. The intern supervisor should be an experienced professional staff person at the internship site. It is expected that the supervisor should have a doctorate and experience sufficient to guide this doctoral experience. Given that learning is the major intent of the internship, it is assumed that actual supervision will far exceed this minimum requirement. Quality supervision will include both teaching and mentoring components.

In addition to the site supervisor, the faculty advisor provides additional campus supervision to help the student reflect on the experience, connect with resources needed for the internship, and evaluate the student's learning. In some cases another CSP faculty member may provide this supervision based on their work experiences and interests. The student should register for credit with whomever is providing the UM supervision.

5. Time Commitment:

The CSP doctoral student internship is a regular course and should be approximately 150 hours over the course of a semester. This amount of time allows for involvement in a diversity of office management and administrative functions.

The focus of the internship is the hours spent on site and in internship related activity. The student should consider other activities as part of their internship hours including time spent:

- writing reflective logs or journals
- reading resource materials and related literature off site
- electronically searching or library time on site projects
- individual supervision with the faculty advisor
- work at home (or off site) on internship projects

6. Paid or non-paid:

Internships may either be paid or non-paid training positions. In either case, it is essential that the intern site supervisor recognize the special characteristics of the internship as a learning experience.

7. Academic Credit:

Students should enroll for three credits of EDCP 889 for the internship. All students should register for the CSP doctoral internship experience with the appropriate faculty advisor/supervisor's section number.

Internship Proposal Process:

The process of shaping the proposal into the final learning agreement is exceptionally important. *A sample proposal is included in the appendix.*

1. Proposal Content:

The student's proposal of internship plans should include:

- a. Description of the site, including nature of the office (web site information may be helpful);
- b. Type of supervision, name, and credentials of supervisor (attach a resume if one is available);
- c. Personal and professional goals;
- d. Relationship of the internship to the student's long-term professional goals;
- e. Relationship of the internship to the student's past experience;
- f. Description of the proposed experience with specific tasks and areas of involvement, including statements on each of the doctoral internship knowledge and skills competencies defined in this manual;
- g. Duration of the internship including time commitment, including anticipated hours per week, time period (months) and total number of hours;
- h. How the internship experience will be evaluated and the nature of the evaluation including the interns accomplishments; students should comment on the nature of the final evaluative/reflective paper, and
- i. A current student resume.

2. Review/Approval Process

The student should submit a proposal draft to the faculty advisor who will review the draft and consult with the site supervisor. After the advisor approves the proposal, the student will then distribute copies of the draft to the CSP Field Work Committee for review and advice. The purpose of the committee's review is to ensure consistency and make recommendations that will enable the student to meet professional goals as stated in the proposal. (Names and addresses of the committee members can be obtained from the committee chair).

The Committee and the student will meet to discuss the written proposal. The role of the committee is to help the student design a manageable plan, be sure the goals can be met through the experiences proposed, suggest related theoretical frames or literature that might enrich the plan, and share their advice based on other students' experiences that might help this proposal be realistic and meaningful.

The committee will then share suggested modifications with the student and faculty advisor. The approval of the doctoral internship proposal rests with the advisor. The faculty advisor should review and approve the final proposal after initial engagement with the site to clarify additional opportunities or limitations in the original proposal intent.

The CSP Program Director and the Chair of the Field Work Committee are available to consult with the doctoral student on the design of the proposal if needed. Samples of previous proposals are available for review. *In all cases, the proposal will be reviewed by the CSP Field Work Committee and approved by the faculty advisor and the site supervisor **before** the internship may commence.*

3. Proposal timeline:

Students should submit the proposal to the CSP Fieldwork Committee no less than one month prior to the desired start date for the internship to allow time for review, feedback, and final approval by the faculty advisor and site supervisor prior to the onset of the internship: **Proposals which contain variations from the general model or request exceptions should allow additional time.**

Evaluation Process:

The intern, the internship supervisor, and the faculty advisor will be involved in final evaluation. The advisor will insure compliance with the original proposal.

- (1) At the completion of the internship, the site supervisor will send to the faculty advisor a written evaluation of the intern including an assessment of completing internship goals, the degree of personal/professional development, as well as notation of any areas of strength and needed improvement.
- (2) The intern will also complete a final paper organized around the internship competencies. This paper should include the extent to which these competencies were enhanced by the internship, an analysis of learning and skill development, and recommendations for further professional development.
- (3) The final course grade will be assigned by the faculty advisor following input from the site supervisor and review of appropriate student materials. The faculty member will then record this grade. The faculty advisor will send a copy of the final paper to the CSP Field Work Coordinator.
- (4) The intern will also evaluate the overall adequacy of the internship experience using the form provided by the CSP Field Work Committee. [See related sections of this manual.]

CHECK LIST FOR CSP DOCTORAL INTERNSHIP PROCESS

1. --- Think about the role of your internship in your future goals and aspirations. How can this open opportunities for what you want to be doing?
2. --- Consult with your advisor about your ideas and plans. Talk with other doctoral students about their experience and review past internship proposals with the chair of the Field Work Committee or CSP Field Work Coordinator.
3. --- Identify one or more experiences of interest. Seek your advisor's approval about the process of approaching this site (e.g. will the advisor call, will you call)?
4. --- Approach the site as either (1) your firm choice or (2) as an informational interview to see what you think before making final decisions.
 - ◆ take or send an updated resume so the site can learn about you
5. -- Decide on a site.
 - ◆ You and your advisor should talk to the site supervisor to obtain their concurrence.
 - ◆ Write thank you letter to any sites you did not choose.
6. -- Draft your internship proposal. Share a draft with your advisor and the site supervisor for their input.
 - ◆ obtain a copy of your site supervisor's resume if possible
 - ◆ obtain your advisors approval of the final proposal
7. --- Contact the CSP Field Work Committee chair to schedule time to meet with the committee
 - ◆ Send electronic copies of your proposal to the CSP Field Work Committee
 - ◆ Consult with your advisor about incorporating changes and revisions from the committee into your plan
8. --- Register for EDCP 889 credits as indicated.
9. --- Complete the Site Evaluation (see page 16) at the end of the internship.

DOCTORAL INTERNSHIP ADVICE

Previous students have shared this advice to help you design a good experience.

* Your supervisors -- on campus and at your internship site -- **can make or break your internship experience.** Before committing to a particular internship site, make sure that you have taken the time to get to know your on-site supervisor, as well as his/her supervisory style. It is a good idea to consider both the supervisor and the site when choosing an internship.

* **Have a clear idea about your personal and professional objectives** in this internship. Use these ideas to shape the internship experience: Most internship sites will be (or should be) flexible enough to meet your needs. **Be open to experiences that you did not anticipate.**

"In my internship with the Office of Minorities in Higher Education at ACE, I had some definite objectives. At first, I was frustrated when I realized that some of them were not going to be met; however, once I got past the disappointment, I recognized some valuable learning experiences that I did not even anticipate when I set up the internship."

* Before you start your internship, early on, **arrange some time to go into the office or organization just to meet all the other professionals and staff members.** It can be extremely difficult to do this once you get started on projects for your internship.

* Though it is a large time commitment, if at all possible, **spend as many hours and days a week at your internship site.** This is the only way to feel like you are "a part of " the office or organization. Students who stretched their internship experience over a long period of time (with fewer hours each week) seemed to have a less rich experience. They seem to feel like the outsider.

* **Design your internship experience around your learning style.** This internship is for you and your personal/professional growth. This is your opportunity to design an individualized learning experience that addresses your needs; avoid being influenced by other people's needs for you.

* **Make sure that your internship site can accommodate you. You need access to a desk, a phone, and a computer even if you do not have your own space.**

"For the first part of my internship, I was a nomad: This made it very difficult to keep on task with my projects. It is difficult enough to walk into an office that you are not familiar with-it's an entirely unsettling experience to be shuffled around from office to office and desk to desk."

* **Your internship experience can be a great way to network** with other professionals in your area of specialization. Think about this before deciding on your internship site. "I found it to be an incredible way to collect professional resources."

- **Schedule weekly time with your advisor to process your internship experience.**

“It was incredibly helpful to be able to process my experience as it was happening. My advisor was able to help me "trouble-shoot" areas that I needed to work on before they became major problems that undermined my internship. If a problem arises at your site, contact your advisor sooner rather than later. Don't wait until things get worse. “

INTERNSHIP CALENDAR FOR DOCTORAL STUDENTS

FOR SUMMER OR FALL PLACEMENTS:

Feb	Talk with your faculty advisor about possible sites and experiences that will meet your goals. Consult with the CSP Field Work Coordinator and/or Field Work Committee Chair as needed.
Feb/Mar	Conduct information interviews with possible sites; pin down one site for placement. Your faculty advisor and site supervisor should discuss your internship.
Mar	Develop proposal according to Manual guidelines and submit to faculty advisor for review and consultation with site supervisor.
April	Submit Internship Proposal to Field Work Committee Chair and schedule time to meet with the committee for feedback.
May-Sept	Begin internship. Complete finalized version of Internship Proposal for approval by faculty advisor and site supervisor.
Aug-Dec	Submit Site Evaluation to Field Work Committee Chair

FOR SPRING PLACEMENTS:

Sept	Talk with your faculty advisor about possible sites and experiences that will meet your goals. Consult with the CSP Field Work Coordinator and/or Field Work Committee Chair as needed.
Sept/Oct	Conduct information interviews with possible sites; pin down one site for placement. Your faculty advisor and site supervisor should discuss your internship.
Oct	Develop proposal according to Manual guidelines and submit to faculty advisor for review and consultation with site supervisor.
Nov	Submit Internship Proposal to Field Work Committee Chair and schedule time to meet with the committee for feedback.
Jan	Begin internship. Complete finalized version of Internship Proposal for approval by faculty advisor and site supervisor.
May/June	Submit Site Evaluation to Field Work Committee Chair

Student Evaluation of Internship Site

The Field Work Committee requests that each student complete an evaluation of the internship site and file it with the CSP Field Work Coordinator. A copy of this form is in the appendix.

This will be used to inform future placements in that site. It will be available for the review of students considering that site. Criticisms of the site should therefore be worded appropriately and tactfully.

File this completed form with the CSP Field Work Coordinator. The coordinator will maintain a file of evaluation forms and will make them available to the committee, to faculty advisors, and to prospective doctoral interns. The file is not intended for use beyond that scope.

SITE EVALUATION FORM

Doctoral Internship Evaluation

The purpose of this evaluation is to provide the fieldwork committee and future doctoral students with feedback regarding the overall adequacy of your internship experience and the specific site which you chose. This evaluation will be kept in the CAPS office in a file which will be made available to all current students.

Name_____ Dates of Internship_____

Site_____

Site Supervisor_____ Faculty Supervisor_____

1. How could the Fieldwork Committee have been more helpful to you in setting up your experience or during your experience?
2. If you had to do it all over again, what would you propose differently?
3. Were the knowledge and skills competencies outlined (in the Field Work Manual) helpful in designing your internship?
4. Did the internship experience/site help you to fulfill these knowledge and skills competencies?

5. What was the most profound insight you gained from your field experience? What implications does this have for you as a professional in student affairs?

6. What were some other positive aspects of your field experience?

7. Were there any disappointments or limitations within your field experience? Describe.

8. Would you recommend this site to other students? Why or why not?

9. Would you be willing to share your internship reflection paper with others?
Circle one: YES or NO

10. Other comments:

Detach or photocopy this form. Return completed form to the CSP Field Work Coordinator

Site Evaluation – Page 2

POSSIBLE CAMPUS SITES FOR FIELD WORK EXPERIENCES

DISTANCES ARE APPROXIMATIONS FROM COLLEGE PARK

15 - 30 min. from College Park

Bowie State University
Capitol College
Catholic University of America
Columbia Union College
Montgomery College Takoma Park
Univ. of MD University College
Trinity College
Washington Bible College

45 min. to 1 hour

Anne Arundel Community College
Baltimore Int'l Culinary Arts Institute
Charles County Community College
College of Notre Dame of MD
Community College of Baltimore
Essex Community College
George Mason University
Goucher College
Johns Hopkins University
Loyola College
Maryland Institute College of Art
Marymount University
McDaniel College
Montgomery College-Rockville
St. Mary's University
Morgan State University
Northern VA Community College
(Annandale campus & Alexandria)
St. John's College
Sojourner - Douglass College
Towson University
Univ. of Baltimore
Univ. of MD at Baltimore
US Naval Academy
Villa Julie

30 - 45 minutes

American University
Catonsville Community College
Gallaudet University
George Washington University
Georgetown University
Howard Community College
Howard University
Maryland Institute of Art & Design
Mount Vernon College
Prince George's Community College
Southeastern University
Strayer College
Univ. of the District of Columbia
Univ. of MD Baltimore County
(UMBC)
Dundalk Community College

Other possibilities depending on where the student lives:

Chesapeake College
Hagerstown Community College
Hood College
Frederick Community College
Montgomery College-Germantown Mount
St. Mary's College of Maryland

ACPA Statement of Ethical Principles and Standards

STATEMENT OF ETHICAL PRINCIPLES AND STANDARDS

PREAMBLE ACPA – College Student Educators International is an association whose members are dedicated to enhancing the worth, dignity, potential, and uniqueness of each individual within post-secondary educational institutions and, thus, to the service of society. ACPA members are committed to contributing to the comprehensive education of students, protecting human rights, advancing knowledge of student growth and development, and promoting the effectiveness of institutional programs, services, and organizational units. As a means of supporting these commitments, members of ACPA subscribe to the following principles and standards of ethical conduct. Acceptance of membership in ACPA signifies that the member understands the provisions of this statement. This statement is designed to address issues particularly relevant to college student affairs practice. Persons charged with duties in various functional areas of higher education are also encouraged to consult ethical standards specific to their professional responsibilities.

USE OF THIS STATEMENT The principal purpose of this statement is to assist student affairs professionals (individuals who are administrators, staff, faculty, and adjunct faculty in the field of student affairs) in regulating their own behavior by sensitizing them to potential ethical problems and by providing standards useful in daily practice. Observance of ethical behavior also benefits fellow professionals and students due to the effect of modeling. Self-regulation is the most effective and preferred means of assuring ethical behavior. If, however, a professional observes conduct by a fellow professional that seems contrary to the provisions of this document, several courses of action are available. Suggestions to assist with addressing ethical concerns are included in the Appendix at the end of this document.

ETHICAL FOUNDATIONS No statement of ethical standards can anticipate all situations that have ethical implications. When student affairs professionals are presented with dilemmas that are not explicitly addressed herein, a number of perspectives may be used in conjunction with the four standards identified in this document to assist in making decisions and determining appropriate courses of action. These standards are: 1) Professional Responsibility and Competence; 2) Student Learning and Development; 3) Responsibility to the Institution; and 4) Responsibility to Society. Ethical principles should guide the behaviors of professionals in everyday practice. Principles are assumed to be constant and, therefore, provide consistent guidelines for decision-making. In addition, student affairs professionals should strive to develop the virtues, or habits of behavior, that are characteristic of people in helping professions. Contextual issues must also be taken into account. Such issues include, but are not limited to, culture, temporality (issues bound by time), and phenomenology (individual perspective) and community norms. Because of the complexity of ethical conversation and dialogue, the skill of simultaneously confronting differences in perspective and respecting the rights of persons to hold different perspectives becomes essential. For an extended discussion of these aspects of ethical thinking, see Appendix B.

Retrieved from http://www.myacpa.org/au/au_ethical.cfm

Full version can be retrieved at <http://www.myacpa.org/au/documents/EthicsStatement.pdf>