

2ND EDITION

Learning Through

SUPERVISED PRACTICE

in Student Affairs

Steven M. Janosik, Diane L. Cooper,
Sue A. Saunders, and Joan B. Hirt



Learning Through Supervised Practice in Student Affairs

For future student affairs professionals and higher education administrators, the supervised practice experience is where theory learned in the classroom is put into practice. *Learning Through Supervised Practice in Student Affairs* assists students in applying leadership, advising, conflict management, and planning skills to their practice. This important book explores the theories that foster learning and understanding of higher education organizations, while exercises, reflection activities, and case studies illuminate the skill areas that students must develop to become successful practitioners.

This second edition includes:

- Reflection activities to engage students and foster critical thinking
- Expanded attention to diverse populations and cultural differences
- Updated legal references and case law related to daily practice
- Broadened discussion of professional standards and alignment with the CAS standards and ACPA/NASPA's joint statement on professional competencies
- A new chapter addressing campus politics and organizational culture.

Learning Through Supervised Practice in Student Affairs bridges the gap between theory and practice, assisting students and site supervisors in constructing a practicum or internship experience that successfully contributes to learning and professional development.

Steven M. Janosik is associate professor of educational leadership and policy studies, program coordinator for the Higher Education Program, and chair of the Department of Educational Leadership at Virginia Tech.

Diane L. Cooper is professor of college student affairs administration at the University of Georgia.

Sue A. Saunders is extension professor and coordinator of the Higher Education and Student Affairs Administration Program at the University of Connecticut.

Joan B. Hirt is professor of higher education at Virginia Tech.

This page intentionally left blank

Learning Through Supervised Practice in Student Affairs

Second Edition

**Steven M. Janosik, Diane L. Cooper,
Sue A. Saunders, and Joan B. Hirt**

Second edition published 2015
by Routledge
711 Third Avenue, New York, NY 10017

and by Routledge
2 Park Square, Milton Park, Abingdon, Oxon, OX14 4RN

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2015 Taylor & Francis

The right of Steven M. Janosik, Diane L. Cooper, Sue A. Saunders, and Joan B. Hirt to be identified as authors of this work has been asserted by them in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilized in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

Trademark notice: Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

First edition published by Routledge 2002

Library of Congress Cataloging-in-Publication Data

Janosik, Steven M. (Steven Michael)

Learning through supervised practice in student affairs / Steven M. Janosik, Diane L. Cooper, and Sue A. Saunders. — Second edition.
pages cm

Includes bibliographical references and index.

1. Student affairs services—Administration. 2. Student affairs administrators—Training of. 3. Student counselors—Training of.

I. Cooper, Diane L. II. Saunders, Sue A. (Sue Ann), 1950–

LB2342.9.L43 2014

378.1'01—dc23

2013050443

ISBN: 978-0-415-53433-8 (hbk)

ISBN: 978-0-415-53434-5 (pbk)

ISBN: 978-0-203-11346-2 (ebk)

Typeset in Minion

by Apex CoVantage, LLC

Contents

<i>Preface</i>	vii
<i>Acknowledgments</i>	xiii
Part One	1
1 Foundations and Philosophy of Supervised Practice	3
2 Structure and Design of the Internship	30
Part Two	55
3 Supervision and Other Relationships That Support Learning	57
4 The Evaluation Process	83
Part Three	99
5 Legal and Ethical Issues	101
6 Understanding Organizational Contexts	122
<i>Appendices</i>	137
<i>Index</i>	173

This page intentionally left blank

Preface

“Learning by doing” has been an important part of most professional preparation programs (Dewey, 1916), including higher education and student affairs. In fact, many graduate students comment that their field experiences are some of the most powerful learning experiences in their programs of study (Sherman & Crum, 2009). During these experiences, students gain knowledge about the profession, acquire skills and experiences, and learn about the values and dispositions crucial to becoming successful practitioners.

Not surprisingly, these organized experiences are known by a variety of names in different programs. Practicum, internship, externship, field placement, field study, fieldwork, and field observation are just a few of the terms used to describe supervised experiences in our preparation programs. In many programs, the term *practicum* is used to designate supervised practice in master’s programs and the term *internship* is used in doctoral programs. In other programs, faculty members and students use the terms interchangeably. For purposes of this book, we use the term internship as a single designator for all supervised practice regardless of the student’s academic status.

This text has been developed for use by graduate students, preparation program faculty, and functional area site supervisors in higher education and student affairs. We believe that this resource serves as the only nationally available comprehensive resource that addresses this out-of-class learning experience. Our hope is that the contents of this second edition will provide a guide and a structure where the relevant theory, knowledge, reflection, the application of skills, institutional resources, and organizational politics of this experience can be examined. Astute students can learn much about themselves as persons, as future higher education administrators, and as participants in the social, educational, and political institution known as higher education.

The principles and applications presented in this book are pertinent to a variety of areas of higher education administration and a wide range of institutional types. However, examples of ethical standards and historical references have been restricted to the field of student affairs because it is the only administrative specialty with well-defined and explicitly stated values and canons of professional practice (Miller, 2001). This book is not intended for use in internships or practica where the primary purpose is to train licensed counselors,

social workers, or other mental health professionals. The focus of field placements in these specialties is to train professionals who plan to work in therapeutic relationships with individuals. Administrative internships, the subject of this book, focus on areas such as outcomes assessment, program development, program execution, evaluation, and organizational management and administration.

What's New in This Edition?

The first edition of this book was published in 2002. Since that time, we have reflected on our work and received feedback from many of our faculty colleagues and students in preparation programs from across the country. Staff members at Routledge have also helped shape this revised volume. Some of the changes are highlighted here:

Significant new material has been added to this edition. To help students identify their goals and learning outcomes connected with their internships, we have added a discussion of ACPA and NASPA's joint statement on professional competencies (ACPA/NASPA, 2010) along with the Basic Skills Self-Assessment as new resources. These materials can be found in Chapter 2 and Appendix 2.

In this revision of the book, we have eliminated the standalone chapter on theory. Our thinking was that a discussion of psychosocial and cognitive theories would have been more thoroughly addressed in introductory courses that would have been taken earlier in a student's plan of study and that other theoretical issues would be better positioned in their respective chapters.

We have also updated legal references and the case law used to explain the important legal considerations connected with daily practice and the internship experience. We have broadened the discussion on professional standards and ethics by including the CAS Statement of Shared Ethical Principles and introduced the importance of recognizing cultural differences when confronted with the challenge of ethical dilemmas. These new additions are found in Chapter 5.

Finally, we have introduced a new standalone chapter that addresses campus politics and organizational culture. Students and faculty members who used the first edition of this book requested that more attention be given to these two topics, and we think Chapter 6 will serve as a welcome resource.

Organization of the Book

The book is organized into three parts, and each part includes two chapters. Part One of the book is devoted to the philosophies and theories connected to reflective learning and the structure of supervised practice. Here, we lay the foundation for a sound structured-learning experience. In Part Two we emphasize the interpersonal dynamics between individuals—the student and the supervisor. In particular, we address the supervision and evaluation processes. This interaction is the key to reflective learning and intentional development. In Part Three we focus on the organization by emphasizing the legal and ethical issues related

to supervised practice in the work setting and by addressing organizational dynamics, which includes institutional culture and politics. By attending systematically to each of these domains, the student and the supervisor can ensure they are fully prepared to create a rich and rewarding internship that will meet the educational and professional needs of both parties.

Each chapter contains instructive material based on established theory, research, the authors' experiences as administrators and teachers, and the established best practices in the field. Case studies appear in several chapters; they present a variety of scenarios that students may encounter in their internships. Our hope is that students will explore the issues presented and contemplate how they might respond.

Interspersed within these materials are questions and exercises that are intended to help students reflect on their experiences, their learning, and their development. Students should complete these exercises and share their responses with their site supervisors, faculty supervisors, or peers. Discussions that ensue will enhance the learning that occurs from the experience.

A short description of each chapter appears in the paragraphs that follow.

Chapter 1: Foundations and Philosophy of Supervised Practice

In this chapter, we provide an overview of the supervised practice experience. We present a description of an intentional student affairs practitioner, the components of which constitute the learning domains essential for professional practice. Depending on the precise nature of the supervised practice, effective experiences should address all of these learning domains and competencies to varying degrees. These learning domains can be seen as targets: potential goals to contemplate as one begins a new supervised practice experience. The chapter also incorporates adult and experiential learning theories that can help students and supervisors conceptualize and plan their approaches for supervised learning experiences. Finally, we discuss specific ways that students can enter a new supervised practice site so that learning from the particular office will be most powerful.

Chapter 2: Structure and Design of the Internship

Designing an appropriate internship experience that benefits the student, the site supervisor, and the office in which the internship is located takes some time and forethought. In this chapter, we define a model that includes six components that will help both parties reach this goal. They include (a) conducting a personal skills assessment, (b) setting realistic expectations, (c) developing a contract for the experience, (d) understanding the roles and the pedagogy of the experience, (e) identifying the resources necessary to conduct the experience, and (f) balancing the experience with other curriculum components and student lives. Each of these elements should be negotiated in good faith by the site supervisor and the student, acknowledging that there may have to be some

compromise. Students may have to realize that they will not be offered every opportunity they seek and that, on occasion, they may have to perform tasks that may not contribute much to their learning objectives. On the other hand, site supervisors may have to remember that interns are not full-time employees and that the interns' primary responsibility is to their education.

We believe that by using this model, students and site supervisors will be able to address expectations, roles, resources, and balance in a constructive manner that, in the end, produces a satisfying experience for all concerned.

Chapter 3: Supervision and Other Relationships That Support Learning

In this chapter, we explain the nature of the supervision relationship as well as strategies an intern can use to gain the most benefit from all of the relationships available in a supervised practice site. Further, we discuss ways to avoid or cope with common problems that may occur. More specifically, we review the context of supervision, variability of sites, the development of the supervisory relationship, the supervisor's roles and functions, and expectations for students. Finally, we provide a variety of tips on how interns can improve their potential for success.

Chapter 4: The Evaluation Process

This chapter explores the evaluative process as an ongoing set of activities that will help students maximize learning in the supervised practice experience. We discuss both formative and summative evaluation processes and the interactive activities necessary to maximize the interrelationships between the experience, theories, personal knowledge, and individual professional values. We also highlight the importance of reflection as a learning pedagogy.

Students need to take an active role in the evaluation of the internship site, the supervision received, and their own performance. Learning to give and receive constructive feedback is an important skill that students should develop as early as possible. Tips on how to close the internship experience are also discussed.

Chapter 5: Legal and Ethical Issues

There is no escaping the fact that the higher education enterprise is a highly regulated environment. Daily practice is complicated by a myriad of legal mandates, rules, and regulations. The purpose of this chapter is to highlight a number of important legal and ethical issues that should be addressed early in any supervised experience. By doing so, interns will have a clear understanding of the parameters of acceptable behavior and will be less likely to accidentally breach laws and rules that govern professional practice and will not inadvertently stumble into illegal or unethical behavior. Topics reviewed in this chapter include formal and informal working relationships, questions of authority and

responsibility, liability issues, liability management, compensation issues, and professional ethics and standards.

Chapter 6: Understanding Organizational Contexts

The last chapter of this book addresses the nature of organizations and defines several mechanisms through which organizations can be viewed and understood. We describe three of the most common organizational theories (also known as *lenses*) individuals use to describe how organizations operate. These are known as the structural lens, the human resource lens, and the biological lens. Two additional perspectives that are particularly useful for student affairs professionals are also described: the political and the cultural. Each perspective is introduced, and its usefulness and its limitations are discussed.

Through a variety of exercises, we encourage students to identify their dominant lens, expand their repertoire of perspectives, and develop tools to address organizational issues from multiple perspectives as a way to create a better understanding of the organizations in which they work. By doing so, we believe that interns and professionals will be better situated to generate multiple responses to workplace issues and to succeed in a variety of professional capacities.

This page intentionally left blank

Acknowledgments

First, we want to acknowledge the contributions Don Creamer and Roger Winston made on the first edition of this work. Both played crucial roles in the conceptualization and development of that book. While both are enjoying retirement and have become less active as researchers and writers in recent years, their influence on this edition is still significant. They continue to have a profound effect on their colleagues, students, and the profession, and for that we are extremely grateful. We are honored to call them colleagues and friends.

Second, we want to honor the collaborative nature of this project. Each chapter was written by a lead author and reviewed by a second member of the writing team. Each chapter was read and reviewed twice by other members of the writing team. We have done our best to integrate what we have written and reduce as much duplication as we can, while acknowledging that repetition can sometimes be a good teacher.

Finally, we would like to thank our many students who have taught us much more about supervised practice than they realized. We also wish to acknowledge the many higher education administrators who as site supervisors graciously shared their time with our students and their constructive feedback with us. In particular, we would like to thank two colleagues, David Clokey, from the University of Connecticut, and Tiffany J. Davis, from North Carolina State University, who have directly influenced our perspectives on how to best make internships powerful learning opportunities.

Steven M. Janosik

Diane L. Cooper

Sue A. Saunders

Joan B. Hirt

References

American College Personnel Association (ACPA)/National Association of Student Affairs Administrators (NASPA). (2010). *Professional competency areas for student affairs practitioners*. Washington, DC: American College Personnel Association and National Association of Student Personnel Administrators.

- Dewey, J. (1916). *Democracy in education: An introduction to the philosophy of education*. New York, NY: Macmillan.
- Miller, T. K. (Ed.) (2001). *The CAS book of professional standards for higher education*. Washington, DC: Council for the Advancement of Standards in Higher Education.
- Sherman, W. H., & Crum, K. S. (2009). Designing the internship in educational leadership as a transformative tool for improved practice. *International Journal of Educational Reform*, 18(1), 63–81.

Part One

This page intentionally left blank

1 Foundations and Philosophy of Supervised Practice

In the earliest days of student affairs work, the Student Personnel Point of View (American Council on Education, 1937) emphasized educating “the whole person” so that individuals can reach their full potential as the essential purpose of the student affairs profession (Roberts, 2012). The higher education landscape has changed dramatically in the 75 years that have followed. Students are increasingly diverse in terms of age, ethnicity, socioeconomic status, sexual orientation, gender identities, career goals, personal philosophies, political preferences, and reliance on technologies unimagined among students of previous generations. New roles have emerged for administrators in higher education, such as work with graduate students, engagement with alumni in mutually beneficial ways, and providing risk management guidance. Higher education institutions have also changed. We see new approaches not envisioned just a few years ago happening with increasing speed, such as massive online learning initiatives, new academic majors related to technology, appealing building amenities, branding strategies to attract donors, and substantial efforts to contribute to the economic development of communities and states.

The pace and complexity of change among students and institutions will likely increase (Levine & Dean, 2012; Selingo, 2013). Therefore, student affairs professionals will be required to manage contexts that are continually more ambiguous and where students and other constituents desire a much greater degree of responsiveness. How then does a new student affairs professional balance commitment to the core purpose of enabling students to reach their full potential (Lampkin, 2007) with the challenges of working within increasingly complex higher education institutions?

It becomes ever more important that practitioners learn quickly and continuously; they must know their values, skills, and how they learn best. Effective preparation for the student affairs profession includes both classroom instruction and supervised practical experience, such as internships or graduate assistantships (Council for the Advancement of Standards in Higher Education [CAS], 2012). Formal classroom education alone—with specified learning outcomes, regular and structured feedback, and educational experiences carefully designed by the instructor—is necessary, but not sufficient, to prepare students for the daily struggle of professional practice. Although supervised practice

experiences have historically been required components of preparation programs' curricula (McEwen & Talbot, 1977), carefully designed and executed experiences are even more critical learning opportunities for enabling new professionals to thrive within the rapidly changing higher education milieu.

Through a practicum, assistantship, or internship experience, students learn nimble thinking, recognize the nuances in a workplace, read the intentions of coworkers and supervisors, and take individual initiative to create solutions that fit the organizational culture. With the guidance of a faculty or site supervisor, students are able to address real-world issues and develop tacit knowledge—the kind of practical wisdom that allows for seemingly intuitive problem solving (Reber, 1993). In addition, supervised experience develops a trajectory of increasingly complex thinking that will likely generalize to new situations, such as those encountered in a first professional position (Sheckley & Keeton, 2001).

The structure of the supervised experience as well as the skill of both the faculty and site supervisors are key variables in determining whether a particular internship will meet the lofty goals of developing practical wisdom and complex problem solving. However, an equally important determinant of the value of a supervised practical experience is the individual student's ability to know and adapt his or her learning approaches, even if it means using a style that is not comfortable or natural.

Reflection Activity

Take a look at the following two stories—one of Marcia and one of Elliott. Each story describes very different desires for the supervised practice experience. As you read the stories, think of which elements of each person's approach are most like your preferences and which are least like your preferences. Then, reflect on the questions that follow each story.

Marcia—Marcia has a reputation within her cohort as the one who can best go with the flow. She is very creative, often identifying novel, unexpected solutions to the problems that are presented. Sometimes her solutions are unrealistic or the implementation is less attentive to details. However, her intuitive understanding of students' needs often makes her ideas very powerful contributions, especially to the case study and simulation exercises required in her student development and leadership courses.

Marcia wants to find an internship site that will allow her to be creative and where she can work independently. She wants a supervisor who will let her explore possibilities rather than providing too much structure. She wants an open-minded supervisor who is willing to help her make sense of her observations. She does not want a site that requires substantial assessment or writing tasks since she would prefer working directly with students because their needs are often unpredictable.

Marcia wants her schedule to be flexible so that she can take advantage of the unexpected things that she might learn through observation and problem solving. She is open to a wide variety of experiences, even those that are planned at the last minute.

Elliott—His fellow students and faculty members know El as an excellent planner. He has an extraordinary capacity to manage details and to make sure that every possible contingency is covered. Although he is reliable and consistent in his classwork performance, there are times when he has trouble finding creative solutions to problems in the moment.

When thinking about a supervised practice experience, Elliott indicates he wants a supervisor who gives clear direction and detailed guidance—especially before Elliott makes a decision. Elliott’s goal is to make sure that he does his tasks correctly, so he hopes that early in the experience the supervisor will share details about the history and context of the site so that he can design workable plans.

Elliott would prefer writing, assessment, and project-planning tasks to be the central focus of the supervised practice experience. With these types of tasks, he could better control achievement of his specific goals and outcomes for the experience. It is important for Elliott to have a predictable schedule, since he knows he is more effective when he can anticipate what tasks can be expected and planned for.

Assumption: In nearly all student affairs offices, elements of both Marcia’s and Elliott’s approaches would be useful, depending on the specific situation. The following questions will help you articulate your natural preferences and others that may not be preferred but need to be developed.

Questions

1. Which of the two stories is most like you (even if it is not exactly a match) in terms of these elements:
 - a. Preferred relationship with supervisor?
 - b. Preferred degree of personal control of the activities?
 - c. Preferred degree of structure provided by the site?
 - d. Preferred degree of prior planning?
 - e. Other elements?
2. Describe in detail your preferences in terms of these elements:
 - a. Preferred relationship with supervisor?
 - b. Preferred degree of personal control of the activities?
 - c. Preferred degree of structure provided by the site?
 - d. Preferred degree of prior planning?
 - e. Other elements?