

CSP 689 (III): Supervised Field Experience in College Student Personnel (2nd Year Students)

Fall 2005 — Course Syllabus — Bowling Green State University

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General Purpose: Through the use of field experience as a principal methodology this course further instructs students in the nature of reflection-in-action through experiential learning and classroom learning in the context of student affairs work in higher education. For purposes of planning, monitoring, and evaluating this experience, students continue to learn about the **program experiential learning model**, which provides them with the opportunity for self-assessment and evaluation of their emerging roles as professional student affairs practitioners.

Course Objectives: The following course objectives will be pursued in the context of your internship assignments and the class meetings this semester:

1. To continue familiarity with the program experiential learning model (reflection-in-action, experiential learning, and professional skills) as a tool for describing, planning, and evaluating experiences gained in the internship and in the program courses;
2. To focus on professional leadership in student affairs;
3. To continue to work toward a successful relationship with an internship supervisor that will serve as a constructive source of feedback for the development of skills and knowledge related to the profession of student affairs;
4. To continue exploration and understanding of connections between academic learning gained in the classroom and "hands-on" experience gained through the internship; and
5. To focus on a positive sense of self as a developing professional in student affairs.

Requirements: The following tasks constitute the major requirements of this course:

1. Completion of an average of 20 contact hours per week (minimum) in an approved student affairs internship setting;
2. Completion of regularly scheduled evaluation and feedback sessions with assigned internship supervisor;
3. Completion of reflective experiences that you select for yourself as a self-directed learner;
4. Attendance and participation in each of the scheduled meetings for the semester; and
5. Completion and submission of the appropriate internship evaluation forms (intern and supervisor) the last week of classes. Forms will be distributed to you in November.

Evaluation: Course credit is offered on an S/U (satisfactory/unsatisfactory) basis and is granted on the basis of successful completion of the above noted requirements.

Schedule: Please mark your calendars to remember meetings AND due dates!

Date	Time	Location	Event
Friday, September 23	1:30-4:00		CLASS
Friday, September 30			September Reflection 1: Self Assessment Due (p. 3-4) September Reflection 4 Due (p. 8)
Friday, October 21 (not Oct. 28 like other sections)	1:30-4:00		CLASS October Reflection 3 Due (p. 11)
Friday, December 2	1:30-4:00		CLASS November Reflection (p. 13)
Friday, December 9	Noon		Your Evaluation Of Your Internship Experience Due (p. 15-16) Your Supervisor's Evaluation Of You Due (p. 17-18) Professional Skills Assessment Due (p. 19-20)

First Meeting of CSP 689

Friday, September 23, 2005

TIME FOR ORGANIZING AND REFLECTING

I. Reacquainting

II. Self Assessment and Professional Development

A. Professional Skills

B. Planning Experiences for the Semester

III. Self-Assessment and Professional Development

IV. Professional Leadership in Student Affairs

- How do you define leadership in student affairs?
- What is your metaphor for leadership in student affairs?
- What leadership qualities do you appreciate in practitioners you know?
- What has been your greatest leadership challenge in your internship?
- What are your leadership strengths?
- What leadership qualities do you want to enhance this term?

SEPTEMBER REFLECTION 1: SELF ASSESSMENT

Beginning of 2nd Fall Semester

(Submit on September 30, 2005)

This questionnaire is a three-part, self-assessment of the professional skills model. It has been designed to help you to assess your level of proficiency in each of the twelve professional skill areas along three dimensions:

- **Where you perceive yourself to be;**
- **Where you would like your level of skill to be; and**
- **The potential for you to develop that skill in your internship.**

Rate your level on the self-evaluation scale, using **1=Insufficient Skill Level; 2=Some Skill, Improvement Needed; 3=Basic Skills Evident; 4=Good Skill Level; 5=Exceptional Skill Level.**

Consider carefully the basis of your self-evaluation. Seek feedback from colleagues who have observed you use these skills.

Professional Skill	Where I perceive myself to be	Where I'd like to be	Potential for development through my internship
Conflict Mediation	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Group Dynamics	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Instruction/Programming	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Interviewing/Advising/ Counseling	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Working effectively with Diverse and/or Underrepresented Groups	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Management	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Problem Solving	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Self-Knowledge	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Supervision	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Utilizing Resources	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Verbal Communication	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Written Communication	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Thoughts, comments, reactions:

List your top three professional skills:

Which professional skills can you count on using most in your internship?

What can you do to develop professional skills that you would like to enhance:

SEPTEMBER REFLECTION 3

(For your own files – Don't submit)

YOUR PROFESSIONAL LEADERSHIP

Leadership and management are central to professional skills in student affairs. "The effective manager is essentially someone who motivates other people and administers resources to ensure that the institution's objectives are fulfilled. The effective leader motivates people to create and follow new objectives" (Goldsmith & Clutterbuck, 1985, p. 27).

"Leadership is essential to the creative improvement of services and programs for an increasingly diverse student population. Nevertheless, leadership in student services must also go beyond improvement of direct services, to bring about an impact on larger issues of institutional concern (Clement & Rickard, 1992, p. 3).

Respond to the following questions that Clement and Rickard (1992, p. 221) asked of competent leaders in student affairs:

1. From your personal experience, what is the single most important personal quality that has contributed to your success as a leader?
2. Which of your personal leadership qualities would you like to work on this term? Why?
3. What has been the greatest obstacle to being as successful as possible in your position? What have you done about it? What is your next step to remedy that issue?
4. What approaches have you found to be effective in motivating staff?

5. What skills have been particularly helpful to you as a leader? Which of those skills do you plan to enhance this term? How?

6. What was the greatest risk you've taken in your current position?

7. What have you found to be successful in improving multiculturalism on your campus? What role(s) do you play in this regard?

8. What strategies have helped you be included in top-level management decisions? What strategies have you observed in others that allowed them to be included in top-level management decisions?

9. What has been the most difficult challenge you've faced in your position? What did you do about it?

10. Describe the attributes of professionals in student affairs whom you see as outstanding leaders.

Related Reading: Clement, L. and Rickard, S. (1992). *Effective leadership in student services*. San Francisco: Jossey-Bass.

SEPTEMBER REFLECTION 4

(Submit September 30, 2005)

What three issues have been paramount this month? In a page or so, write one short paragraph on each issue, elaborating on your challenges and celebrations as a professional leader.

Second Meeting of CSP 689 (III)

Friday, October 21, 2005

- I. Announcements
- II. Discussion of Pertinent Issues from Monthly Reflections and Elsewhere
- III. Leadership and "The Vision Thing"
- IV. Leadership: Multicultural Perspectives and Cultural Contexts

OCTOBER REFLECTION 1
(For your own files – Don't submit)

LEADERSHIP AND VISION

Vision is the energizing spark that inspires and propels organizations and people to new levels of awareness and action. It creates a new and powerful tomorrow that arouses renewed interest and direction.

Father Theodore Hesburgh built Notre Dame into a major American university during his thirty-five years as president. He infused his vision of a revitalized Notre Dame in students, alumni, faculty, and the general public. Talking about his role in changing the university, he said, "The very essence of leadership is you have to have a vision. It's got to be a vision you articulate clearly and forcefully on every occasion. You can't blow an uncertain trumpet." Father Hesburgh's trumpet was never uncertain (Belasco, 1991, p. 11).

A vision statement that inspires and empowers behavioral change should be:

A short, simple statement, of some value-adding and marketplace-advantage factors, which positively distinguishes your organization in the minds of everyone with whom your organization interacts (students, employees, suppliers, faculty, custodial staff, parents) and provides clear, inspiring decision-making criteria (Belasco, 1991, p. 113).

For example, the vision statement of Honda is as follows: (1) Quality in all jobs -- learn, think, analyze, evaluate, and improve; (2) Reliable products -- on time, with excellence and consistency; (3) Better communication -- listen, ask, and speak up (Belasco, 1991).

What is the current vision statement of your university? of your division? of your unit?

As a leader, think about your own vision statement:

1. What is the value-added contribution of your unit to students?
2. State your vision in a few understandable words or phrases that will be readily understood by staff and others.
3. How can your vision help your staff identify with the values that you are espousing?
4. How can your vision distinguish your division/unit/staff in the minds of students, parents, faculty or other constituencies?

Related Reading: Belasco, J. A. (1991). *Teaching the elephant to dance: The manager's guide to empowering change*. New York: Plume.

OCTOBER REFLECTION 2
(For your own files – Don't submit)

YOUR LEADERSHIP

Ask your supervisor to suggest two articles on leadership. Discuss the concepts with your supervisor and relate what you learned to your own personal leadership style. What implications does your personal leadership style have on the students with whom you come into contact?

Article : _____

Article: _____

Reflections:

List three things (professional/personal) that are going well **because** of **your leadership** in your internship. What is it about your leadership style that has the positive influence?

List the three things that concern you most about **your leadership skills and style** as a professional this term:

OCTOBER REFLECTION 3

(Submit October 21, 2005)

What three issues have been paramount this month? In a page or so, write one short paragraph on each issue, elaborating on your challenges and celebrations as a leader.

Third Meeting of CSP 689

Friday, December 2, 2005

Assessing Experiential Outcomes

- I. Review of Your Internship Experience Using Internship Experience Report
- II. Review of 689 Experience: Suggestions for Improvement
- III. Issues of the Month Based on November Reflection

NOVEMBER REFLECTION

(Submit December 2, 2005)

What three issues have been paramount this month? What in particular have you learned -- about yourself, about others, about student affairs? Reflect on your development and progress this term. Elaborate on your challenges and celebrations.

Report on the Internship Experience by the Intern
(Due Friday, December 9, 2005)

Your Name _____ Date _____

Your Supervisor _____ Internship Site _____

1. What were the three professional skills you used most in the context of your internship this semester?

1st _____ 2nd _____ 3rd _____

2. What professional skills did you improve upon most this semester?

1st _____ 2nd _____ 3rd _____

3. Describe the quality of your interactions this semester with your supervisor, staff, and students.

4. What have been the positive features and strengths of your internship experience this semester?

5. Have there been any drawbacks or limitations to your internship experience this semester?

6. How successful have you been in balancing the time and energy demands of graduate coursework and internship responsibilities?

7. What are you looking forward to most about your internship next semester?

8. What have you gained from these 689 meetings? Please share your comments and suggestions.

9. On the following scale, how would you rate your overall level of satisfaction with your internship experience this semester? (1=terrible, 2=unhappy, 3=mostly dissatisfied, 4=mixed, 5=mostly satisfied, 6=pleased, 7=delighted)

Your response _____

Please return to: (Your Advisor)

Department of Higher Education and Student Affairs
330 Education Building
Bowling Green State University
Bowling Green, OH 43403-0249

Evaluation of the Graduate Intern by the Supervisor*

(Due December 9, 2005)

Graduate Intern _____ Date _____

Supervisor _____

1. Briefly describe the primary assignments and responsibilities the graduate intern has carried out this semester.

2. Rate the intern you supervise on the criteria below according to his or her level of accomplishment or ability demonstrated in the internship this semester:

4=exceptionally high level; a superior performance; exceeded expectations

3=high level; good; consistent with expectations

2=moderate level; adequate; met some but not all of expectations

1=low level; definite improvement needed; did not meet expectations

_____ a. Degree to which overall objectives and internship responsibilities have been met by the intern

_____ b. Ability to assume active responsibility within the office or department

_____ c. Development of practitioner skills and professional skills

_____ d. Ability to work effectively with people

_____ e. Reliability and maintenance of appointments and commitments

_____ f. Ability to balance time and energy demands of graduate coursework and internship responsibilities

_____ g. Ability to function effectively independent of close supervision

*If you prefer to use a letter or another form to evaluate an intern's progress, you may submit that in lieu of this form.

Bowling Green State University
College Student Personnel Program

Professional Skills Model
SELF-ASSESSMENT – End of 2nd Fall Semester

This questionnaire is a three-part, self-assessment of the professional skills model. It has been designed for you to assess your level of skill in each of the twelve skill areas along three dimensions:

- **Where you perceive yourself to be;**
- **Where you would like your level of skill to be; and**
- **The potential for you to develop that skill in your internship.**

Rate your level on the self-evaluation scale, using **1**=Insufficient Skill Level; **2**=Some Skill, Improvement Needed; **3**=Basic Skills Evident; **4**=Good Skill Level; **5**=Exceptional Skill Level.

(Note: It is probably not realistic to expect to achieve "exceptional skill level" (5's) on every professional skill in two years.)

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Group Dynamics	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Instruction/Programming	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Interviewing/Advising/ Counseling	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Working Effectively with Diverse and/or Underrepresented Groups	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Management	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Problem Solving	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Self-Knowledge	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Supervision	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Utilizing Resources	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Verbal Communication	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Written Communication	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Thoughts, comments, reactions:

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