

**PSY 409A – PRACTICUM & SEMINAR in PSYCHOLOGICAL SERVICES
SOUTHERN OREGON UNIVERSITY**

DESCRIPTION:

Psychology 409A is the advanced level field experience for psychology students and may be taken during the senior year. It usually involves at least a two-term commitment, usually 2-5 credits per term, often beginning in the fall and extending through winter and spring. It is the culminating step in the undergraduate series of practica and, thus, requires fine-tuning paraprofessional skills, and increasingly more involvement, responsibility and initiative. It also requires critical thinking, theoretical integration and application, program evaluation and well-developed self-assessment skills. **This senior internship should be PLANNED and selected no later than one quarter before it is to begin.**

PSY 409A is graded P/NP only.

Because practicum is primarily an experiential learning opportunity, much of your work will occur “on the job”. Supervision by an on-site expert is an essential part of the learning experience. There are other components, however, that are equally important. These **other components include:**

- (1) Reflecting on your work experience through journal writing** that you share with the Practicum Director, which affords an opportunity to dialogue with another professional for an outside perspective.
- (2) Reading and summarizing psychological literature (text and APA Code of Ethics)** to bring the wisdom of other experts to your learning.
- (3) Attending 8 out of the 10, 50-minute seminar classes (REQUIRED).**

COURSE OBJECTIVES:

1. To provide paraprofessional level hands-on field experience in a campus or community organization. Intermediate level assumes increasing skill development and responsibility. **(1 credit hour = 30 hours/quarter field experience)**
2. To gain “on-the-job” training experiences which will help successful trainees obtain suitable/feasible, gainful employment in the human services area.
3. To develop the ability to perceive and define human service needs and problems, and to generate tentative solutions for solving these issues through reading, observation, and direct involvement. Intermediate level will begin to include some program development and analysis.
4. To further develop self-assessment abilities of specific skills through site supervision and journal writing. This level will include critical thinking and advanced writing skills.
5. To allow the Practicum Director an opportunity to get to know students who are in the program, so he can better advise, counsel and prepare recommendations for formal practicum placement, employment and/or graduate school.

COURSE PREREQUISITES: (To be completed prior to the beginning of the practicum).

1. Be of good character and committed to helping people. **Obtain two references from faculty or other professionals attesting to your character, skills, and maturity (see attached forms).**
2. Be a pre-psychology, psychology or interdisciplinary major, or psychology minor. Have completed PSY 201 (101), 202 (102) or equivalent.
3. Have a Psychology Department advisor and demonstrate field service course planning that reflects practicum courses to be part of a planned program leading to a baccalaureate degree.
- 4. Obtain permission of the instructor and complete the practicum application (see attached form).**
- 5. Practicum sites:** Meet with the Practicum Director as early as possible during the term preceding the senior year to discuss potential practicum placement. Completing the application form will help clarify your strengths, goals and direction. Review the guidelines on “How to Choose a Practicum Site.” Several agencies may be recommended. You will need to apply to a particular agency and participate in an interview where the agency supervisor and yourself mutually determine suitability between the student and the site.

COURSE REQUIREMENTS :

See Hand-out in class for more detail...

- 1. 3 x 5 CARD.** Provide the Practicum Director with a 3x5 card containing the course name and number, number of credits requested, student name and phone number, student e-mail, name of the human service agency where student is working, name of person student reports to at the agency, agency phone number and address, and days of the week & hours of the day that student is usually working.
- 2. PRACTICUM SEMINAR** - All students enrolled in PSY 409A are required to attend a minimum of 8 out of 10, 50-minute practicum seminar classes. Attendance is defined as showing up at the scheduled start time and remaining until class is dismissed by the instructor. During seminar class we will discuss a variety of relevant topics (i.e., site supervision, problems & issues, turning in course work, deadlines, casework, and successes). See class schedule for day, time, and room number. **EACH 50-MINUTE SEMINAR ATTENDED WILL COUNT AS 1 HOUR OF FIELD EXPERIENCE.**
- 3. ACTIVITIES LOG** - For their time on-the-job, all students will keep a daily log of activities (see attached log). It will document **IN INK** your hours on the job, describe your activities very briefly, and will be signed **IN INK** by your site supervisor to verify your accounting. **ANY CHANGES ON THE FORM NEED TO BE INITIALED IN INK BY YOUR SITE SUPERVISOR. (1 credit hour = 30 hours/quarter field experience, and attending 1 seminar = 1 hour of field experience).**
- 4. JOURNAL ENTRIES** – The form and content of your journal will vary. Journal entries are to be **TYPED** and are not to be in the form of progress notes, chart notes, or client notes. Describe your thoughts and feelings about your clients and agency activities, and integrate reading and other assignments with your journal entries. At the 409 level, students are expected to demonstrate insight, critical thinking, theoretical integration and application of text chapter information, and critical appraisal with recommendations. See “How to Write a Journal” for a more detailed description.
- 5. REQUIRED TEXT:**
Baird, B. (2004). *The internship, practicum, and field placement handbook* (4th ed.).
Upper Saddle River, NJ: Prentice Hall.
- 6. TRAINING PLAN:** A training plan translates your learning objectives into action. It is one way of assuring that the necessary planning to achieve your learning objectives takes place. It also assists you in determining whether or not you have reached or objectives and in assessing your level of achievement.
- 7. APA CODE OF ETHICS PAPER** – Text: *Ethical Principles of Psychologists and Code of Conduct* (American Psychological Association), which can be purchased in the campus bookstore. Psy 409 students will write a 3+ page paper which demonstrates how the Ethical Principles and Standards related to the work being done at the site. Please refer to “How to Write a Journal” for page setup requirements. Be sure to cite the specific Principles and Standards to which you are referring.
- 8. PRACTICUM STUDENT SITE EVALUATION and PRACTICUM STUDENT EVALUATION OF SITE SUPERVISOR** – These 2 evaluations are due by Monday of finals week.
- 9. TERM EVALUATION FORM** – Fill out the top portion entitled, “To be completed by student.” Give the form to your supervisor, request that s/he complete and sign the form around Week 7, and mail it to the Practicum Director at the address at the bottom of the form. If your supervisor agrees, s/he can have you turn in the completed and signed form.
- 10. PROFESSIONAL LITERATURE READING AND PAPER** – Select a psychology journal article in the form of a research study and write a 2+ page paper of how the information applies to your practicum site. Please refer to “How to Write a Journal” for page setup guidelines. Attach a photocopy of the article/study to your paper. Keep in mind that a research study usually contains an abstract, literature review, and a methods, results, discussion/conclusions, and reference section.
- 11. INFORMAL CLASS PRESENTATION-** Students will be asked to give a brief presentation to the class near the end of the term summarizing their practicum experience. More details will be given in class.

PSYCHOLOGY FIELD PRACTICUM APPLICATION

Complete a new application form each year or each time you switch practicum sites or class level

TODAY'S DATE _____

LEVEL/TERM (circle all that apply): 209 309 409 -- Fall Winter Spring Summer

NAME _____ STUDENT ID # _____

LOCAL ADDRESS _____

LOCAL PHONE _____ CUMULATIVE GPA _____

EMAIL _____

ACADEMIC ADVISOR _____

OTHER REFERENCES: (List 2 individuals [and phone numbers] who know you well who could attest to your competence and/or character)

1. _____
Name Phone Number Relationship to you

2. _____
Name Phone Number Relationship to you

PREVIOUS WORK (paid or volunteer) RELEVANT TO DESIRED PRACTICUM PLACEMENT

SPECIAL QUALIFICATIONS YOU BRING TO YOUR PRACTICUM PLACEMENT

LIST COURSES, WORKSHOPS, SEMINARS YOU HAVE TAKEN THAT HELP QUALIFY YOU FOR A PRACTICUM PLACEMENT (use course titles, not course numbers).

WHAT DO YOU CONSIDER YOUR GREATEST STRENGTHS? _____

WHAT SKILLS DO YOU NEED TO DEVELOP FURTHER? _____

VOCATIONAL PLANS FOLLOWING GRADUATION _____

PRACTICUM GOALS:

What experiences and skills do you want to gain? _____

AGENCIES OR PROGRAMS WHERE YOU PREFER PLACEMENT _____

In the space below, please add anything you would like us to know about you that this application doesn't ask. Information that highlights who you are and that you think is important for us to know when considering your practicum placement. (Response is optional)

PSYCHOLOGY PRACTICUM APPLICATION RECOMMENDATION FORM

To be completed by applicant: To be submitted as part of application for practicum placement

Applicant's name _____

For practicum beginning _____
term/year

Level: (circle one) 209 309 409

Reference requested from :

Name Occupation

How long and in what capacity have you known referent? _____

To be completed by referent:

This reference is prepared with the understanding that my identity as the author of these comments

will _____ will not _____ be held in confidence.

Individuals who represent the SOU Psychology Department by participation in a field experience practicum or internship must demonstrate integrity, self reliance, flexibility and openness to learning. Please indicate the applicant's competence in the following areas in comparison to persons whom you have known at similar stages in their careers.

Rate the student on the following qualifications according to the legend below.

1,2,3 = below average, 4,5,6 = average, 7,8 = superior, 9, 10 = exceptional. Please circle rating.

	Below Average			Average			Superior		Exceptional		Unknown
a. Socially mature	1	2	3	4	5	6	7	8	9	10	_____
b. Self reliant	1	2	3	4	5	6	7	8	9	10	_____
c. Emotionally stable	1	2	3	4	5	6	7	8	9	10	_____
d. Adaptable/flexible	1	2	3	4	5	6	7	8	9	10	_____
e. Cooperative	1	2	3	4	5	6	7	8	9	10	_____
f. Intellectually competent	1	2	3	4	5	6	7	8	9	10	_____
g. Intellectually curious	1	2	3	4	5	6	7	8	9	10	_____
h. Dependable	1	2	3	4	5	6	7	8	9	10	_____
i. Innovative	1	2	3	4	5	6	7	8	9	10	_____
j. Communication skills	1	2	3	4	5	6	7	8	9	10	_____
k. Open to learning	1	2	3	4	5	6	7	8	9	10	_____
l. Ethical	1	2	3	4	5	6	7	8	9	10	_____
m. Ready to participate in practicum at indicated level	1	2	3	4	5	6	7	8	9	10	_____
n. Human services skills	1	2	3	4	5	6	7	8	9	10	_____

Please indicate any additional comments or concerns about the applicant on the back of this form:

Signature Date Phone

Return to: Practicum Director, Psychology Department, Southern Oregon Univ., Ashland, OR. 97520

How to Choose a Practicum Site

Choosing a practicum site should be a well-thought-out task. Generally, it involves four distinct phases, which are discussed below.

1. **Exploration** ~ This phase involves exploration of your own specific interests about where, who, and when you want to take part in the practicum experience. It is important to consider what your interests are in terms of the field you want to work in and what you would like to learn from the practicum experience. In what areas do you need further experience? Think about what type of clients you want to work with. If you are unsure of what clients you would work best with, it is helpful to pick an environment that contains a diverse client makeup in order to determine what type of clients you work well with and feel most comfortable around. In addition, consider how much experience you already have in the area that you would like to work and be sure that you are not overextending yourself by getting into completely unfamiliar territory. Discovering your prior experience level may help you to decide how much responsibility and involvement in the chosen practicum site you feel you can handle realistically. **It is important to consider what you would like to learn from practicum and in what areas you wish to acquire further experience.**

2. **Direction** ~ During this phase you are seeking ideas of where to begin to look for practicum sites. In order to get these ideas you should meet with your practicum coordinator or other students who have sufficient practicum experience. For more practicum site ideas, stop by the Psychology Department and check out the Practicum Bulletin Board and the Practicum Directory Binder located in Bonnie Rott's office in the Psychology department. Other resources include a human resource directory, the newspaper, and the phone book. Once you have secured the relevant information, phone the contact person(s), set up interviews, and visit a few sites. An on-site visit allows you a "feel" for the respective environment, staff, and client population.

3. **Specifics** ~ This phase begins once you have narrowed the scope of your search for practicum sites. It is important to focus your attention to applying to just a few sites rather than spreading your ability thin by applying to a large number of them. While visiting sites, determine a) if your schedule will match the time requirements and site location, b) if the practicum experience will meet your goals and expectations, c) how often you will receive direct supervision, d) if the practicum site environment feels somewhat comfortable to you, e) exactly what will be expected of you, and f) if the client population is actually relevant and appropriate to your career goals.

4. **Formalizing an agreement** ~ Once you have an explicit agreement with a practicum site, formalize your commitment by completing a Psychology Practicum Contract with your supervisor. Many sites require background checks and/or completion of training before they will make a final commitment. These requirements are important and should be respected. Furthermore, it underscores the importance of beginning the process with plenty of time before the quarter when you plan to do your practicum. The last part of choosing a practicum site is to inform the psychology practicum director of your practicum choice by completing the application process and turning in the signed contracts.

How to Write a Journal

Journal writing as a part of your practicum experience is a method of self-reflection. It can also be used to keep track of the experience you are acquiring as a result of your time at the practicum site. Be sure to protect the *confidentiality* of all clients: use initials or a code to communicate about the people with whom you work. Journal entries are to be TYPED, and should be a minimum of 1 full page of text. Page setup requirements include 1-inch margins all around, 12 point font, Arial or Times New Roman style, and double-spacing with no extra spacing between paragraphs. The following parts should be included in your journal writing regarding your practicum experience:

- ✍ **Reflect on experiences you encountered during your shift:** This part of the journal is the key to the learning experience resulting from a practicum setting. It helps a great deal in better understanding yourself, your emotions, the clients, and the practicum setting. It is a form of self-supervision. Describe a particular observation or experience then, discuss your observations about the client(s) and/or the experience(s) you encountered. How did this observation or experience make you feel both emotionally and physically? This phase of the journal is your personal response to your work. Choose one or two major events that took place during the shift you are discussing and elaborate on the emotional aspect of the experience. This is not a self-evaluation of your performance, but more of a flowing of your honest feelings toward the events that occurred.
- ✍ **Note ideas, inspirations, and questions that arise during a shift:** By noting these instances, they can be distinctly dealt with later by discussing them with your supervisor or practicum director. For example, it may be helpful to note questions concerning specific agency procedures or the behavior of a particular client or co-worker.
- ✍ **Integration:** Connecting ideas, principles, facts, and concepts to your work will significantly enhance your education; you will begin to see the relevance of your studies. Begin this process by integrating the assigned readings from the text to your particular situation and build from that point. Higher levels of integration in the journals will be expected from PSY 309 and PSY 409 students.
- ✍ **Creative-production application:** Come up with some new ideas, based on what you've read or heard and on how you have integrated that material.
- ✍ **Evaluative analysis:** (FOR PSY 409 students) Employ some kind of criteria or yardstick to evaluate either what you have read or heard, or your own "integration" or "application" to see where the strengths and weaknesses are. Evaluation ideally uses and builds your capacity for critical appraisal -- what is being done right and why -- by the agency, your supervisor, yourself. How would you change things and why.

At all levels, your journal is a communication and learning tool. As a learning tool, it is important to remember to be as *thorough* as you can with each entry. When you turn in your journal, the Practicum Director may comment on issues you raise. Use this dialogue to further your learning. At the end of your practicum experience, your thoroughness will pay off.

Training Plan

There are four (4) components to your training plan.

1. Learning objectives. They should be clear, specific, and measurable so that you will know when you have accomplished them. It may be helpful to place these in the order in which you plan to work on them. If planning the implementation reveals weaknesses or problems with your objectives they can be renegotiated with your on-site supervisor.
2. Indicators of achievement specify the means by which you and your on-site supervisor will know that you met the objectives. Every objective must have some means of documenting achievement. How will you know when you have achieved it? Is there some product, a measurable skill, an evaluation by another person, a self-evaluation?
3. Actions planned are the specific activities, steps, and processes necessary to achieve your objectives listed in the order they should take place. What will you need to do in order to meet your goals? Will you be working with others? You should include only major methods and steps now; as you proceed, you may wish to develop more details.
4. A completion date will guide your activities over the term and help you plan the time so that you can accomplish what you wish in the field experience.

As you develop your training plan, discuss it with your on-site supervisor. Don't ask him/her to do it for you, use your own initiative, but seek help when you need it. It may not be an easy task, but it is important to the total success of your field experience. You can feel reassured to know that the process is often difficult, and sometimes plans are not as workable as you anticipated. Your agreement and training plan are based on what you thought would or could happen. Seldom do we predict with complete accuracy. Adjusting doesn't necessarily indicate a weak plan, but is part of putting your plan to action.

Defining Your Learning Objectives/Goals

The following is designed to help you articulate your goals and objectives.

Goal = Overall intent

Objective = Identification of specific accomplishment (measurable)

Learning objectives describe the educational benefits of your practicum experience. These may include personal-social-career development objectives as well as technical and professional ones. As you write these objectives, think about the job you will be doing and ask yourself: What new skills, knowledge or insights do I want or need? How can I use skills and knowledge I already have in this “real” situation?

The categories below represent broad types of learning goals. Following each goal are some specific examples of learning outcomes, which can be formulated as objectives.

- ✍ Develop specific job competencies: Particular understandings or work skills you would like to learn, such as counseling the elderly, teaching children, and training staff.
- ✍ Exploring careers: Observations of the daily work of professionals in areas of interest, knowledge of job opportunities that might be available, familiarity with occupational literature and organizations.
- ✍ Broadening horizons: Some particular knowledge related to your field, understanding how the legislative process works, familiarity with the bureaucracy of public agencies, understanding why social programs sometimes do not work well.
- ✍ Practicing interpersonal skills: Learning how to deal with pressure, tension, and stress in work relationships, how to communicate what you know to strangers, recognizing when to speak and when to listen in work relationships, learning how to handle criticism, how to convince a supervisor to try out an idea of yours.
- ✍ Learning from the local environment: Understanding the unique history and character of an area, an institution, a community, or workplace; using the special resources of an area to further your own understanding of social organizations, systems analysis, or resources for the handicapped.
- ✍ Taking responsibility: Learning how to organize a complicated job, how to monitor your own time and effort so that a tight schedule can be met, how to get a piece of work done so that it fits in with the work of others, how to take initiative in getting something difficult accomplished.
- ✍ Learning skills: Learning how to seek new information, how to organize facts into a persuasive argument or course of action, how to relate academic knowledge to the demands of a particular job.

**SOUTHERN OREGON UNIVERSITY
PSYCHOLOGY PRACTICUM LETTER OF AGREEMENT
Agency - Student – University**

(PLEASE PRINT)

Agency Name	Student's Name
Agency Address	Student's ID #
Agency Phone / Supervisor	Student's Address
Psychology Practicum Supervisor / Phone	Student's Phone email

TERMS & Year: _____

The primary reason for participating in a practicum is to apply academic knowledge in a practical setting. The above agency, student and SOU faculty agree to the following expectations, commitments, and responsibilities in fulfilling this experiential learning opportunity:

Student Responsibilities

Student acknowledges that the psychology practicum director has provided the written documentation of the type, duration, work expectations, grading, and any other criteria to be used in the granting of academic credit for this practicum experience (course syllabus). Student agrees to notify the practicum director and host of any change in circumstances that will prevent completion of the practicum.

The STUDENT agrees to:

- ? meet all course requirements, as detailed in course syllabus.
- ? demonstrate responsible behavior in fulfilling the usual and customary demands involving interpersonal courtesy, punctuality, etc. The practicum student will attend any scheduled individual conferences with university or agency supervisors, fulfill schedules and time commitments, clear all absences in advance, log all working hours, and contact college and agency supervisors if any problems arise.
- ? provide 30 hours of on-site services for each one-hour of academic credit per quarter.
- ? attend weekly practicum seminar and complete assignments as required.

Termination of Student Participation for Cause

Student agrees to comply with the HOST AGENCY'S administrative and operating policies, procedures, rules, and regulations. The HOST AGENCY may request that the UNIVERSITY withdraw from the program any student who, in the HOST AGENCY'S judgment, is not performing satisfactorily or who refuses to follow the HOST AGENCY'S administrative and operating policies, procedures, rules, and regulations. The UNIVERSITY may also withdraw from the program any student who does not comply with the academic requirements or who engages in unethical behavior, which has been substantiated by the agency or other parties.

The SOU Psychology Practicum Supervisor agrees to:

- ? conduct a regular evaluation of student progress based on journal entries, readings, and agency feedback.
- ? meet in weekly seminar and individually with the student when necessary each term to discuss work submitted and general concerns related to the on-the-job problems associated with the practicum.
- ? consider any other needs or concerns related to the practicum placement and the student’s progress.

The AGENCY site supervisor agrees to:

- ? interview eligible students for practicum experience.
- ? provide the student with “real life” agency experiences involving direct observation and interaction related to individuals and groups receiving services.
- ? provide the university supervisor and the student with ongoing oral feedback regarding the student’s performance at the agency, and also provide a brief written evaluation of the student at the end of the term.

The agency maintains responsibility for all client care .

Liability and Insurance

Student acknowledges that his/her participation in this experiential learning does not establish them as an employee or agent of Southern Oregon University. SOU is prohibited from accepting any liability for the acts, omissions, and conducts of the students participating in experiential learning with host organizations, and is prohibited from providing coverage with State Accident Insurance, liability insurance, or workers’ compensation insurance.

Discrimination

Neither the UNIVERSITY nor the HOST AGENCY shall engage in discrimination in the treatment of any participant connected with the practicum. Discrimination means any act that unreasonably differentiates selection and treatment, intended or unintended, based upon age, handicap, national origin, race, marital status, religion, sex, or sexual orientation. Student agrees to notify the practicum director and/or SOU Affirmative Action officer of any act that s/he believes constitutes discrimination or sexual harassment.

By our signatures below, we acknowledge that we have read, understand, and agree to abide by the terms of this agreement.

SIGNED:

Student _____ Date _____

Agency Representative _____ Date _____

SOU Practicum Supervisor _____ Date _____



UNDERGRADUATE PSYCHOLOGY PRACTICUM WORK-SITE/UNIVERSITY AGREEMENT

THIS AGREEMENT is entered into by and between the State of Oregon, acting by and through the Oregon University System on behalf of the Psychology Department/Human Service Program of SOUTHERN OREGON UNIVERSITY, hereinafter "UNIVERSITY," and

(Agency Name) _____ (phone) _____

(Agency Address) _____ hereinafter "HOST."

WHEREAS, the UNIVERSITY wishes to offer its students opportunities for experiential learning, training and experience in their fields of study; and

WHEREAS, the HOST wishes to cooperate in the UNIVERSITY's academic objectives by being a host site for students' experiential learning experiences;

NOW, THEREFORE, the parties agree as follows:

Participating Students

The Psychology Department/Human Service Program Practicum Director will initially screen prospective undergraduate students and make referral to several practicum sites where student – HOST goals appear to be congruent. The HOST agrees to interview and select eligible students, to clarify student goals and responsibilities, and to orient and train the practicum student commiserate with assigned duties and with the academic level of the student. The HOST supervisor will sign a Human Service/Psychology Practicum contract with the student acknowledging this commitment.

Experiential Learning Standards

The HOST agrees to provide the student with "real life" agency experiences involving direct observation and interaction related to the individuals or groups receiving services. The specific learning experiences to be provided, the duration of the experiential learning, the criteria to be used to determine successful completion of the experience, and the granting of academic credit shall comply with UNIVERSITY academic standards established for experiential learning experiences. Students must complete 30 hours of service or training for each academic credit per term. In addition, students must complete the reading, writing and seminar attendance requirements outlined in the course syllabus. As an individual student successfully participates in a practicum site, more responsibility and advanced training will be provided.

Neither party shall engage in discrimination in the treatment of any participant connected with the experiential learning. Discrimination means any act that unreasonably differentiates selection and treatment, intended or unintended, based upon age, handicap, national origin, race, marital status, religion, sex, or sexual orientation.

Termination of Student Participation for Cause

HOST may request UNIVERSITY to withdraw from the program any student who, in the HOST's judgment, is not performing satisfactorily or who refuses to follow HOST's administrative and operating policies, procedures, rules, and regulations. Such requests must be in writing and must include a statement of reason(s), which shall not be based on discriminatory treatment. The UNIVERSITY may also withdraw from the program any student who does not comply with the academic requirements or who engages in unethical behavior which has been substantiated by the agency or other parties. If the UNIVERSITY withdraws a student the HOST will be notified in writing of the action.

Consideration

The basis of this Agreement is that the HOST agrees to provide the experiential learning experience to the UNIVERSITY student(s) at no charge to the UNIVERSITY, and the student agrees to complete the experiential learning for the granting of academic credit.

The student is not an employee of the UNIVERSITY unless otherwise stipulated. Any compensation arrangements made between the HOST and the student are outside of this agreement. The student is responsible for providing her/his own transportation, parking, and expenses associated with the experiential learning.

Insurance

The Oregon Tort Claims Act (ORS 30.260-30-300) permits the UNIVERSITY to accept responsibility only for the acts of its officers, employees, and agents. Since student does not qualify as any of those persons, the UNIVERSITY is prohibited from accepting any liability for the acts, omissions, and conduct of the students, and is prohibited from providing coverage with State Accident Insurance, liability insurance, or workers' compensation insurance. HOST agrees it is their responsibility to determine what provisions or actions are necessary to fulfill any liability and workers' compensation obligations created by their participation in this agreement.

Term

This agreement becomes effective upon the last date accompanying the signatures to the agreement and remains in effect until terminated by mutual consent of the parties or by one party upon 30 days prior written notice to the other party. The terms of this Agreement may be modified, supplemented, or amended only by written agreement signed by authorized representatives of all parties.

IN WITNESS WHEREOF, the parties by signature of their representatives below, acknowledge that they have read and understood the Agreement and agree to be bound to its terms and conditions.

HOST ORGANIZATION STATE OF OREGON ACTING BY AND THROUGH THE OREGON UNIVERSITY SYSTEM, ON BEHALF OF SOUTHERN OREGON UNIVERSITY

Agency Representative/Title Date

Business Services Date

Designated Psychology/Human Service Practicum Director Date

cc: Director, Career Center REPRESENTATIVE

PSYCHOLOGY PRACTICUM PROGRAM WAIVER

To Be completed by student:

I do/do not (circle one) waive my rights of confidentiality for the personal evaluation contained in my practicum file.

Signature _____ Date _____
(student)

TERM EVALUATION BY SITE SUPERVISOR

Student Name _____ Date _____

This student was placed at your agency: _____. Your candid appraisal of the student is desired so that we can determine the suitability of the placement experience. Requirements may vary from setting to setting or among different placement situations within a single agency or program, but all placements require intellectual competence, ability to relate comfortably and effectively to clients and staff, and interest and effectiveness in working with people.

Person making evaluation: _____ Title: _____

Under what circumstances have you known the student?

How many hours did this student spend at your agency this term? _____

How well do you know the student? Slightly ____ Moderately well ____ Very Well ____

Rate the student on the following qualifications according to the legend below. 1,2,3 = below average; 4,5,6 = average; 7,8 = superior; 9,10 = exceptional. Please circle rating.

	Below Average			Average			Superior		Exceptional		n/a
	1	2	3	4	5	6	7	8	9	10	
Socially Mature	1	2	3	4	5	6	7	8	9	10	
Self reliant	1	2	3	4	5	6	7	8	9	10	
Emotionally stable	1	2	3	4	5	6	7	8	9	10	
Adaptable/flexible	1	2	3	4	5	6	7	8	9	10	
Cooperative	1	2	3	4	5	6	7	8	9	10	
Open to learning	1	2	3	4	5	6	7	8	9	10	
Intellectually curious	1	2	3	4	5	6	7	8	9	10	
Dependable	1	2	3	4	5	6	7	8	9	10	
Innovative	1	2	3	4	5	6	7	8	9	10	
Communication	1	2	3	4	5	6	7	8	9	10	
Ethical	1	2	3	4	5	6	7	8	9	10	
Human service skills	1	2	3	4	5	6	7	8	9	10	

Give your opinion as to the performance of this student in this placement-practicum situation:

Not acceptable ____ Marginal ____ Acceptable ____ Superior ____ Outstanding ____

Please note additional remarks on the back of this form.

Signature _____ Title _____ Date _____ Phone _____

Thank you for your effort and sincerity in appraising this student.

Please return this form promptly by sending with student or mailing to: Tiki Boudreau, Practicum Director, Southern Oregon Univ., 1250 Siskiyou Blvd., Ashland, OR 97520

PRACTICUM STUDENT SITE EVALUATION

(Adapted from *Practicum and Internship Textbook, Form 9.5*)

DIRECTIONS: Complete this form at the end of your practicum placement. This should be turned in to the Practicum Director along with your final paper work no later than **Monday of Finals Week**. Your responses may be given to the site supervisor for feedback once your practicum is completed.

Name: _____ Date _____

Dates of Placement: _____

Are you willing to share this information with the practicum site? YES ___ NO ___

Are you willing to share this information with other students interested in practica? YES ___ No ___

Do you want your name removed from this form? YES _____ NO _____

Site: _____ Site Supervisor: _____

Practicum Supervisor: _____

Rate the following questions about your site and experiences: (n/a = not applicable, 1 = very unsatisfactory, 2 = moderately unsatisfactory, 3 = neutral, 4 = moderately satisfactory, 5 = very satisfactory)

	n/a	1	2	3	4	5
Amount of on-site supervision						
Quality & usefulness of on-site supervision						
Usefulness and helpfulness of practicum supervisor						
Relevance of experience to career goals						
Exposure to and communication of agency goals						
Exposure to and communication of agency procedures						
Exposure to professional roles & functions within agency						
Exposure to information about community resources						

Comments: (Include any suggestions for improvements in the experiences you have rated moderately or very unsatisfactory.)

How well did you meet your training plan's goals and objectives?

Recommendations to other practicum students doing the same work?

PRACTICUM STUDENT EVALUATION OF SITE SUPERVISOR

DIRECTIONS: Complete this form at the end of your practicum placement. This should be turned in to the Practicum Director along with your final paper work no later than **Monday of Finals Week**. Your responses may be given to the site supervisor for feedback once your practicum is completed.

Name: _____ Date _____
 Dates of Placement: _____
 Are you willing to have this information shared with the practicum site? YES ___ NO ___
 Do you want your name removed from this form? YES _____ NO _____
 Site: _____ Site Supervisor: _____

Rate site supervisor as follows: (n/a = not applicable, 1 = very unsatisfactory, 2 = moderately unsatisfactory, 3 = neutral, 4 = moderately satisfactory, 5 = very satisfactory)

	n/a	1	2	3	4	5
Gives time & energy in observing, processing, guiding						
Accepts & respects me as a person						
Recognizes & encourages further development of my capabilities						
Gives me useful feedback when I do something well						
Provides me freedom to develop flexible & effective styles						
Encourages & listens to my ideas for developing my skills						
Provides suggestions for developing my skills						
Helps me understand the implications of what I do						
Encourages me to use new & different techniques when appropriate						
Is spontaneous & flexible in supervisory sessions						
Helps me define & achieve specific goals during practicum						
Gives me useful feedback when I do something wrong						
Allows me to discuss problems I encounter in my practicum setting						
Helps me define & maintain ethical behavior						
Encourages me to engage in professional behavior						
Maintains confidentiality in material discussed in supervision						
Helps me organize relevant case data in planning goals for clients						
Helps me formulate theoretically sound rationale of human behavior						
Offers resource information when I request or need it						
Allows and encourages me to evaluate myself						
Explains his/her criteria for evaluation clearly & specifically						
Applies his/her criteria fairly in evaluation my performance						

Comments: (Include any suggestions for improvements in the experiences you have rated moderately or very unsatisfactory.)