



Point Loma Nazarene University  
Department of Undergraduate Psychology

**Psychology 270 (Fall 2018)  
Career Exploration (2-3 units)**

<b>Instructor:</b> Joel T. Sagawa, Ph.D.	<b>Meeting Days:</b> Thursdays (9/6, 10/4, 11/1/, 11/29)
<b>Phone:</b> 619-849-2381	<b>Meeting Times:</b> 6:00pm-8:00pm
<b>Email:</b> jsagawa@pointloma.edu	<b>Meeting Location:</b> Colt Hall Room 101
<b>Office Location:</b> Culbertson Hall 106	<b>Final Exam (Assignments):</b> Dec 13 <sup>th</sup> at 7:30pm
<b>Office Hours:</b> Mondays 9:00am-3:00pm	

**University Mission Statement:** *Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.*

**Course Description:**

This course is designed for psychology majors who have some interest in careers within psychology and a desire to gain real world experiences in the field but limited course background.

**Catalog Description:**

Students are placed in local mental health or social service agencies to obtain direct exposure in the field. May be repeated up to a total of six units. Must obtain consent of instructor or approval of department faculty.

**Course Learning Outcomes:**

1. Apply theoretical knowledge of psychology within a real-world setting.
2. Solidify and/or augment career direction within psychology.
3. Understand the responsibilities and ethics of applied psychological work.
4. Develop the practical psychological skills desired by graduate schools and potential employers.

*The instructor reserves the right to make changes in any of the requirements during the course of the semester in order to respond to the unique learning needs of the students in the class.*

## **Course Requirements:**

1. ***Fieldwork Meetings:*** Students are required to attend all fieldwork meetings in order to receive full credit for this course. The purpose of these meetings is to provide students the opportunity to learn from one another regarding their various field placements and to gain support if needed.
2. ***Reflection Journal and Fieldwork Hours Log:*** Students are required to keep a weekly log of their fieldwork hours throughout the semester. In addition, students are required to take 5-10 minutes each week to reflect and document 1-2 basic insights gained while at their fieldwork placement. All fieldwork hours need to be completed between the first week of the semester and the final week of the semester. Exceptions (e.g., starting earlier or ending later) need to be approved by the instructor. The hour requirement for this course is variable and based on number of registered units. Detailed information on hour requirement per number of registered units is listed below:
  - 2 units = 100 hours/semester (average 6 hours/week at the agency)
  - 3 units = 150 hours/semester (average 10 hours/week at the agency)
3. ***Beginning of Semester Reflection Paper:*** Students are asked to complete an initial reflection paper regarding their professional goals while at their site placement and any concerns/challenges they are having at their site placement.
4. ***Site Report:*** Students are required to complete a site report in order to prepare for future graduate school and/or employment interviews. In addition, site reports are designed as a preparation tool for our mid-semester fieldwork meeting in which students are asked to share their site experiences with their peers for enhanced learning.
5. ***Summative Reflection Paper:*** Students are asked to complete a summative reflection paper demonstrating what they have learned about themselves, others, and the field of psychology.
6. ***Fieldwork Agreement (Undergraduate Fieldwork Studies in Psychology Agreement):*** Students are required submit a signed fieldwork agreement by the second week of semester in order to receive full credit for this course. If students do not turn in a fieldwork agreement by this date, students may be required to drop this class in order to avoid a failing grade.
7. ***Mid-Semester Student Evaluation (Agency Evaluation of Student):*** Students are required to obtain a mid-semester evaluation of their performance from their site supervisor before attending the mid-semester meeting. Failure to obtain a mid-semester evaluation may result in the student being dropped from the course.
8. ***Final Student Evaluation (Agency Evaluation of Student):*** Students are required to obtain a final evaluation from their site supervisor before the final week of the semester.
9. ***Final Site Evaluation (Student Evaluation of Agency):*** Students are also required to complete their final evaluation of their site by before the final week of the semester.

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## **Grading:**

Grading for this course is *credit/no credit* (i.e., pass/fail). In order to receive credit for this course, you will need to *attend all fieldwork meetings* and *receive a passing grade* on the following assignments:

### **Assignments**

- Beginning of Semester Reflection Paper
- Site Report
- Summative Reflection Paper
- Weekly Hours Log and Reflection Journal

### **Forms**

- Fieldwork Agreement
- Mid-Semester Agency Evaluation of Student
- Final Agency Evaluation of Student
- Final Student Evaluation of Agency

## **Course Policies:**

1. ***Fieldwork Hours:*** The hour requirement for this course is variable and based on the number of registered units. Each unit requires 50 hours of work. Detailed information on hour requirement per number of registered units is listed below:

- **2 units = 100 hours/semester (average 6 hours/week at agency)**
- **3 units = 150 hours/semester (average 10 hours/week at agency)**

2. ***Credit/No Credit Policy:*** Students will receive credit only for the semester in which the work is performed. Past employment or volunteer work may not be used for retroactive credit. Students will not receive credit for the course under the following circumstances:

- Failure to attend any meetings without prior permission from the instructor.
- Failure to complete required internship hours.
- Failure to complete required assignments.
- Failure to complete required evaluations.

3. ***Late Assignments:*** All assignments must be completed within the semester that the student is registered for the course. If any of your assignments are late, you run the risk of being dropped from the course.

4. ***In Progress (IP):*** Students may be given an incomplete in this course in the event of an unusual situation where the completion of the field work hours is beyond the control of the student.

5. ***Ethical Violations:*** Anyone found cheating, plagiarizing, or any other form of academic dishonesty, will be given No Credit for the assignment and in most cases No Credit for the course. Please refer to the PLNU university catalog for a full description of the campus policy.

6. ***Special Academic Accommodations:*** Any student in this course who has a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Disability Resource Center within the first two weeks of class to initiate disability verification and discuss accommodation that may be necessary to ensure full participation in the successful completion of course requirements. The Disability Resource Center can be contacted by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu).

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## **University Policies:**

1. ***Educational Goals:*** An internship or practicum must be part of an approved major or concentration within an academic department. Students must meet all prerequisites before participating. Each academic department offering internships or practicums for academic credit will clearly define the educational goals for these programs in written form. Learning objectives/career goals for the student and specific expectations from the internship or practicum site must stem from these educational goals.

2. ***Locations:*** Internship and practicum locations must be selected in collaboration with the department and appropriate faculty supervisor. Supervisor may call or visit site. Educational goals and accompanying expectations of the student must be agreed upon by the agency or business in order for it to qualify as an approved site. When needed, legal rights and liabilities of the student of the site and of the University will be clearly stated and agreed to in writing before the beginning of the experience.

3. ***Remuneration:*** Traditionally PLNU academic internships and practicum assignments have not been paid positions. It was believed that the agency in which the student was placed was not to be considered the employer, but it was to serve as a partner in an educational experience for pre-professionals. As workplace policies have changed and liability concerns have arisen, the paid internship model has become common practice. If an internship includes payment for services (i.e., minimum wage, etc.), this must be stated in writing by the agency or business providing the paid internship. These conditions must be approved by the supervising academic department prior to the first day of the internship experience. Students may not use current employment locations to count for credit unless the workplace also qualifies under the previously stated PLNU educational policies, and a specific assignment is agreed upon. This determination must be made in consultation with the faculty supervisor. Past employment or volunteer work may not be used for retroactive credit. It remains the goal that agencies and businesses will be located by the academic departments and will participate with the University to provide valuable educational experiences, whether paid positions or not. Non-paid experiences can be mutually beneficial to both the sponsoring agency and the student, particularly if they are less encumbered by profit expectations. Students should be encouraged by faculty supervisors to pursue non-paid experiences with equal enthusiasm as with paid positions.

## **Steps to Securing Your Internship with an Approved Site for PSY270**

1. Complete and submit Application for Psychology Fieldwork form.
2. Meet with Prof. Sagawa to discussion potential options for placement.
3. Begin the application process with an approved site.
4. Register for PSY270 online during open registration.
5. Complete the interview and orientation process with your site including any necessary background checks, immunizations, orientation meetings, and/or interviews.
6. Meet with your supervisor and complete the Fieldwork Agreement form.

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## **Steps to Securing Your Internship with a New Site for PSY270**

1. Complete Application for Psychology Fieldwork.
2. Meet with Prof. Sagawa to discuss potential options for placement.
3. Register for PSY270 online during open registration.
4. Meet with the Office of Strengths and Vocation to explore options.
6. Join Prof. Sagawa to visit the new site.
7. Complete interview and orientation process with your site including any necessary background checks, immunizations, orientation meetings, and/or interviews.
8. Meet with your supervisor and complete the Fieldwork Agreement form.

### **Final Examination Policy:**

Successful completion of this class requires submitting all final forms which are considered part of final examination. The [Final Exam Schedule](#) is available online.

### **Attendance and Participation Policy:**

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. Faculty members may file a written report which may result in de-enrollment in the event that a student is absent for more than 10 percent of class meetings. If the absences exceed 20 percent, students may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. A complete description of the [PLNU Attendance and Participation Policy](#) can be found online.

### **Course Credit Hour Information:**

Following the [PLNU Credit Hour Policy](#), to meet the identified student learning outcomes of this course, the expectations are that a 3 unit course, delivered over a 15 week semester will approximate 3 hours/week classroom or direct faculty instruction. In addition, out of class student work will approximate a minimum of 6 hours each week. Specific details about how the class meets the credit hour requirement can be provided upon request.

### **Copyright Policy:**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by US Copyright Act for classroom education. Any use of those materials outside of the class may violate the law. More information on the [PLNU Copyright Policy](#) can be found online.

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## **Academic Integrity and Dishonesty Policy:**

Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty will follow and students may appeal using the procedures in the University Catalog. A complete copy of the [Academic Honesty Policy](#) is available online.

## **FERPA Policy:**

In compliance with federal law, neither your PLNU student ID nor your social security number will be used in publically posted grades or returned sets of assignments without your written permission. In addition, in compliance with [FERPA policy](#), you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal.

## **Academic Accommodations and Resources:**

Any student in this course who has a disability that might prevent him or her from fully demonstrating his or her abilities should meet with an advisor in the [Disability Resource Center](#) within the first two weeks of class to initiate disability verification and discuss accommodation that may be necessary to ensure full participation in the successful completion of course requirements. The [Disability Resource Center](#) can be contacted by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). Students may find additional support through other campus offices as well including the [Office of Spiritual Development](#), the [Tutorial Center](#), and/or the [Wellness Center](#).

## **Use of Library:**

This course may require students to complete course assignments using resources available from the University Libraries. [Research Guides](#) and assistance for this course are available online.

## **Information Literacy**

Information literacy is defined as "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

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1. Determine the nature and extent of the information needed.
2. Access needed information effectively and efficiently.
3. Evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. Individually or as a member of a group, use information effectively to accomplish a specific purpose.
5. Understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

### **Psychology 270 Tentative Schedule**

Beginning of Semester Meeting (September 6th)

*Assignment Due: Fieldwork Agreement*

Individual Meetings with Professor (October 4th)

*Assignment Due: Beginning of Semester Reflection Paper*

Mid-Semester Meeting (November 1st)

*Assignment Due: Site Report*

*Assignment Due: Agency Evaluation of Student (Mid-Semester)*

Final Meeting (November 29th)

*Assignment Due: Summative Reflection Paper*

Final Evaluations and Hours Log (December 13th)

*Assignment Due: Weekly Hours Log & Reflection Journal*

*Assignment Due: Agency Evaluation of Student (Final)*

*Assignment Due: Student Evaluation of Agency*

## Fieldwork Hours Log and Reflection Journal

Please take 5-10 minutes each week to reflect on your experience at your fieldwork placement. After reflection, please make sure to write down 1-2 insights gained about yourself, others, the field of psychology, and/or your potential fit for a career in psychology. Reflections are to be brief (i.e., no more than one sentence) and may be listed in bullet points. In addition, please remember to document your fieldwork hours on a weekly basis. All fieldwork hours need to be completed between the first week of the semester and the final week of the semester. Exceptions need to be approved by the instructor. The hour requirement for this course is based on number of registered units. Detailed information on hour requirement per registered units is listed below.

- 2 units = 100 hours/semester (average 6 hours/week at the agency)
- 3 units = 150 hours/semester (average 10 hours/week at the agency)
- 4 units = 200 hours/semester (average 14 hours/week at the agency)

<b>Week</b>	<b>Hours</b>	<b>Insights</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		
<b>11</b>		
<b>12</b>		
<b>13</b>		
<b>14</b>		
<b>15</b>		
<b>Total</b>		
<b>I, the undersigned, verify that all information submitted in this log is accurate.</b>		
Student's Signature:		Date:
Supervisor's Signature		Date:

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## **Beginning of Semester Reflection Paper**

Please provide a 1-2 page (250-500 word) response to the following questions:

- **Learning Experiences:** What experiences and/or learning opportunities are you hoping to get while at your placement this semester? How do you plan on advocating for yourself in order to obtain these experiences and/or learning opportunities? Learning opportunities may include but are not limited to: counseling, emotional support, behavior modification, behavioral monitoring, data collection, intake interviews, documentation, treatment planning, case management, community outreach, pitch writing, marketing services, and/or education.
- **Challenging Experiences:** What has been difficult or challenging about being at your placement so far? What are your initial concerns and/or questions with regard to being at your placement this semester? How do you plan on going about resolving these challenges or answering these questions?
- **Career Exploration:** What careers would you like to learn more about this semester while at your site placement? Who would you like to potentially conduct an informational interview with at your site? What questions would you like to ask them?

\*Note. This purpose of this assignment is to increase your awareness of your professional goals and to help you to develop a plan to enhance your learning experiences while your site placement this semester. As such, you will be asked to share your responses to these questions at your individual meeting with the instructor during the second month of the semester. A detailed description of the grading rubric for this assignment can be found online.

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## Site Report

Please provide a 2-4 page (500-1000 word) description of your site placement including the following:

- **Mission:** What is the mission statement of your site placement? In cases where no mission statement has been created, please describe the overall vision for and/or goals of your site placement.
- **Demographics:** What are the demographics of the people that your site serves? Descriptions of demographics may include but are not limited to: age, gender, socio-economic status, education level, ethnicity, and geographic location.
- **Presenting Concerns:** What are some reasons why a person might visit your site? Reasons may include but are not limited to: educational concerns, mental health issues, help with marketing, desire for leadership development, help with employee benefits, and/or health problems. Please be as specific as you can in response to this question.
- **Services:** What are the primary services that your site provides? Services provide may include but are not limited to: leadership development, marketing services, individual counseling, group counseling, art therapy, case management, training and education, emotional support, spiritual support, and/or assessment.
- **Staff Characteristics:** What are the staff characteristics of your site placement? Staff characteristics may include but are not limited to: staff education and/or degrees, staff roles and/or titles, and staff duties and/or areas of expertise.
- **Learning Opportunities:** What are the duties and/or learning opportunities/experiences are offered to fieldwork students at your agency? Learning opportunities may include but are not limited to: counseling, emotional support, behavior modification, behavioral monitoring, data collection, intake interviews, documentation, treatment planning, case management, community outreach, pitch writing, marketing services, and/or education.

\*Note. This purpose of this assignment is to help your fellow students learn more about the fieldwork experiences available to them as undergraduate students. As such, you will be asked to share your responses to these questions at our mid-semester meeting. A detailed grading rubric for this assignment can be found online.

## **Summative Reflection Paper**

Please provide a 2-4 page (500-1000 word) reflection regarding your site placement including the following:

- 1. Rewarding Experience(s):** What have you especially enjoyed doing while at your placement? What has been your most rewarding experience with a group, individual, client, resident, patient, and/or project at your site?
- 2. Challenging Experience(s):** What has been difficult or challenging about being at your placement? What has been your most challenging experience with a group, individual, client, resident, patient and/or project at your site? How have you worked to resolve these challenges?
- 3. Personal and Professional Development:** What have you learned about yourself and others while at your placement? What have you learned about the professional world and expectations of supervisors within the professional world? What have you learned about your personal strengths and growth areas?
- 4. Career Direction:** What career directions are you considering following your experience at your site? How has your experience at your placement shaped, solidified, or changed your future career goals and/or direction?
- 5. Knowledge and Skills:** What have you learned about the field of psychology or a related field (e.g., marketing or human resources) while at your placement? What skills have you been able to develop while at your site? What psychological theories or principles have you been able to apply while at your placement?
- 6. Conclusion and Recommendation:** How have you benefited from being placed at your site placement this semester? Would you recommend your site as a potential placement for future students? Why or why not?

\*Note. This purpose of this assignment is to prepare you for future interviews with graduate schools and/or employment agencies. As such, you will be asked to share your responses to these questions at our final meeting. A detailed grading rubric for this assignment can be found online.



Point Loma Nazarene University  
 Department of Undergraduate Psychology

**Undergraduate Fieldwork Studies in Psychology Agreement**

STUDENT’S CONTACT INFORMATION (To be completed by the <u>student</u> )	
Student’s Name:	
Student’s Address:	
Student’s Phone Number:	
Student’s Email Address:	
Student’s Class Standing (please check one):	
<input type="checkbox"/> Freshman <input type="checkbox"/> Sophomore <input type="checkbox"/> Junior <input type="checkbox"/> Senior <input type="checkbox"/> 5+	
SUPERVISOR’S CONTACT INFORMATION (To be completed by the <u>agency</u> )	
Agency Name:	
Agency Address:	
Primary Supervisor’s Name:	
Primary Supervisor’s Title:	
Primary Supervisor’s Phone Number:	
Primary Supervisor’s Email Address:	
INSTRUCTOR’S CONTACT INFORMATION (To be completed by <u>instructor</u> )	
Instructor’s Name: Joel Sagawa, Ph.D.	
Instructor’s Address:      Department of Psychology (Culbertson Hall) 3900 Lomaland Drive San Diego, Ca 92016	
Instructor’s Phone Number: 619-849-2381	
Instructor’s Email Address: jsagawa@pointloma.edu	

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<b>FIELDWORK HOURS (To be completed by the <u>student</u>)</b>	
Number of units (please check one): <input type="checkbox"/> 2 units (100 hours) <input type="checkbox"/> 3 units (150 hours)	
Agreed Upon Start Date:	Agreed Upon End Date:
<b>FIELDWORK DESCRIPTION (To be completed by the <u>agency</u>)</b>	
Please list duties and learning experiences offered to the student by the agency: <i>(Agency may attach description of duties and learning experiences if desired)</i>	
Please describe training opportunities offered to the student by the agency: <i>(Agency may attach description of training opportunities if desired)</i>	
When will training (if any) occur? Please select all that apply. <input type="checkbox"/> Sun <input type="checkbox"/> Mon <input type="checkbox"/> Tue <input type="checkbox"/> Wed <input type="checkbox"/> Thur <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Not Applicable <input type="checkbox"/> Other (please describe): _____	
When will supervision (if any) occur? Please select all that apply. <input type="checkbox"/> Sun <input type="checkbox"/> Mon <input type="checkbox"/> Tue <input type="checkbox"/> Wed <input type="checkbox"/> Thur <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Not Applicable <input type="checkbox"/> Other (please describe): _____	
<b>SIGNATURES (To be signed by <u>agency supervisor</u>, <u>student</u>, and <u>instructor</u>)</b>	
We, the undersigned, accept the responsibilities outlined in this agreement. I, the student, have read and understand that credit for this course is contingent upon meeting all requirements (e.g., assignments and evaluations) for this course as outlined in the syllabus in addition to performing the work described above. Any deviation from what has been indicated above is to be worked out by all parties involved.	
Student's Signature:	Date:
Agency Supervisor's Signature:	Date:
Instructor's Signature:	Date:

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**Agency Evaluation of Student**

<b>CONTACT INFORMATION:</b>	
Agency:	
Agency Supervisor:	
Student:	
<b>FIELDWORK HOURS:</b>	
Placement Began:	Placement Ends:
Approximate Number of Hours Completed:	
<b>RATING SCALE:</b>	
USING THE RATING SCALE BELOW, PLEASE EVALUTE THE STUDENT ASSIGNED TO YOUR PROGRAM IN TERMS OF THE FOLLOWING CRITERIA. ENTER N/A IF YOU DID NOT HAVE THE CHANCE TO OBSERVE STUDENT IN A PARTICULAR AREA.	
<b>1</b> <b>VERY POOR</b>	<b>2</b> <b>3</b> <b>AVERAGE</b>
<b>4</b>	<b>5</b> <b>EXCELLENT</b>
<b>GENERAL CHARACTERISTICS:</b>	<b>RATING</b>
1. Personal appearance	
2. Emotional maturity	
3. Reliability and responsibility	
4. Initiative and resourcefulness	
5. Interest and enthusiasm	
6. Ability to get along and work well with others	
7. Ability to communicate orally	
8. Ability to communicate in writing	
9. Organization of time to meet the needs of the agency	
10. Flexibility to meet the needs of the agency	

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PROFESSIONAL COMPETENCE		RATING
1. Active listening skills		
2. Ability to establish rapport with others		
3. Ability to express care, empathy, genuineness, and warmth		
4. Awareness of professional ethics and ethical decision making		
5. Ability to maintain appropriate boundaries		
6. Awareness of own strengths and weaknesses		
7. Ability to relate non-defensively when receiving feedback		
8. Ability to implement feedback received from supervisor		
9. Recognizes problems and reports them to supervisor		
10. Ability to facilitate group activities		
GLOBAL ASSESSMENT		
Please list one or two highly positive attributes of this student: <i>(Agency may attach description of positive attributes if desired)</i>		
Please list one or two areas where the student could improve or grow: <i>(Agency may attach description of growth areas if desired)</i>		
Are there any personality issues that need to be addressed as this student prepares for professional work? If yes, please describe with an attached statement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
SIGNATURES		
Signature of Supervisor:	Date:	
Signature of Student:	Date:	

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**Student Evaluation of Agency**

<b>CONTACT INFORMATION:</b>	
Student:	
Agency:	
Agency Supervisor:	
<b>FIELDWORK HOURS:</b>	
Placement Began:	Placement Ends:
Total Number of Hours Completed:	
<b>RATING SCALE:</b>	
USING THE RATING SCALE BELOW, PLEASE EVALUATE YOUR PRACTIUM PLACEMENT IN TERMS OF THE FOLLOWING CRITERIA. ENTER N/A IF NOT APPICABLE TO YOUR PRACTICUM EXPERIENCE.	
<b>1</b>	<b>2</b>
<b>VERY POOR</b>	<b>AVERAGE</b>
<b>3</b>	<b>4</b>
<b>5</b>	<b>EXCELLENT</b>
<b>GLOBAL ASSESSMENT RATINGS</b>	
	<b>RATING</b>
1. Quality of supervision.	
2. Frequency of supervision.	
3. Opportunities to apply theoretical knowledge of psychology.	
4. Opportunities to practice skills relevant to the field of psychology.	
5. Opportunities to learn about the ethics of applied psychological work.	
6. Opportunities to learn about individuals suffering from mental illness.	
7. Helpfulness and support provided by professional staff.	
8. Helpfulness of your practicum placement in solidifying, clarifying, or augmenting your future career direction.	
9. Relevance of practicum placement to your interests in psychology.	
10. Quality of agency overall.	

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<b>GLOBAL ASSESSMENT FEEDBACK</b>		
Please list two or three highly positive attributes of this agency:		
Please list two or three challenges you encountered while at this agency:		
Additional comments:		
Are there any issues that need to be addressed with this agency? If yes, please describe with an attached statement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Would you recommend this agency to future PLNU students?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
May we share this evaluation with the agency?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>SIGNATURES</b>		
Student's Signature:	Date:	
Instructor's Signature:	Date:	

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