

Practicum

PSY 406

Fall 2015

102W Bullock Science Center

Monday and Wednesday 8:30AM – 9:45AM

The pre-requisites for this course are: PSY 101, PSY 102, PSY 206, and PSY 207

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Office Hours: Monday and Wednesday 10:00 – 11:30AM or by appointment

COURSE-RELATED DISCUSSION GROUP TEXT

Members of the class will establish a course-related discussion group text to facilitate communications about the course among students. Be respectful of your fellow students when you use this resource and refrain from discussing topics unrelated to the class.

COURSE DESCRIPTION

The practicum experience will provide students the opportunity to apply what they have learned in the major, gain exposure to potential career paths, and develop competency working in diverse settings and with diverse populations. It will also help students to build mentor and other network relationships, obtain valuable work experience, and develop professional skills.

Practicum is a 4-credit class with an applied placement component. In addition to attending class sessions, each student will participate in a clinical, counseling, industrial/organizational, research, or other applied psychology setting for a minimum of 8 hours per week. Each student is required to complete a minimum of 100 hours of practicum placement for the semester and work a minimum of 10 weeks.

During the class students will learn about a variety of psychology-related placements and research topics from other students. Students will set placement goals and discuss experiences and issues including ethical, professional, and general work-related observations and reactions. Students will also present and write about research topics and projects that are relevant to their specific placements, so the class will learn about a wide variety of applied literature in psychology.

COURSE OBJECTIVES

In participating in this course, students are expected to:

- Complete at least 100 hours at a placement in a psychology-related setting
- Discuss professional issues associated with placements
- Evaluate progress with professional and placement goals
- Give class presentations about placement-relevant topics integrating research literature with placement observations
- Write APA style papers about placement-relevant topics integrating research literature with placement observations
- Discuss psychology-related career opportunities

While completing the placement, the student will also complete academic work that compliments their placement. The Psychology department has developed learning objectives for placements and these were used to develop the objectives for the academic part of the placement. They include:

- Every student will use APA style and research sources to write one or more topic papers summarizing research and the total pages of papers will equal at least 15 pages

- Every student will participate in an oral presentation for at least 15 minutes
- Every student will be expected to critique and discuss research articles
- Every student will spend time exploring how the placement ties into his or her career goals

CREDIT AND WORKLOAD

PSY 406 is a 4-credit course. This course counts for capstone credit within the psychology department.

Students will spend 3 hours a week meeting with their class. They will also work at least 8 hours a week for their placement.

The out of class work includes:

- Students will need to use out-of-class course time to prepare for class sessions by reading assigned materials they select for their papers. This time will vary but students can expect to spend at least an hour for reading each assignment.
- Students should plan another 5-10 hours of work for each major assignment, which include writing the course papers, writing in their journal, listing their weekly reflections and insights, and preparing their course presentation.

PARTICIPATION

In Class

Students will receive a participation grade based on attendance, work effort, and participation in class assignments and discussions. Being actively involved in the class is important to the professor.

Because sometimes students cannot come to class because of illness or other unexpected events, students will be able to miss or be late 2 days worth of class. After those 2 absences (or late arrivals), every time a student is absent or late and it is not excused by the college (i.e., observed religious holiday, death of an immediate family member, unplanned hospitalization, or participating in a college sporting event), the student's participation grade will be lowered 5 points from the 50 allocated participation points.

Dr. Peifer knows that sometimes students need to miss, but overall strong attendance and participation will help Dr. Peifer to give a stronger recommendation for graduate school or employment.

At the Practicum Site

Students are expected to be on time and not to miss their internship. Part of being a member of the professional world is accountability. Students should only miss because of serious illness, observed religious holiday, death of an immediate family member, unplanned hospitalization, or participating in a college-sporting event. They should not cancel placement hours for other course assignments or tests. If they have to miss, they must notify their placement supervisor and the instructor (via email) if they will miss or reschedule days/time for their placement. If they miss and it is not an excused absence (listed above) their practicum site attendance grade will be lowered by 5 points per time.

Students are not required to attend their placement during official school breaks but must notify their supervisor of these dates at the beginning of the internship. Missing two weeks mid-semester is not advisable so students are strongly encouraged to intern during peak week.

COURSE ASSIGNMENTS

Before the Placement Begins

See the practicum process checklist in the Practicum Handbook for a timeline for the following tasks. Failure to do these tasks by the deadlines will result in loss of points.

Acknowledgement Statement

Read the Practicum Handbook and your course syllabus. Find the Acknowledgement Statement form in the Practicum Handbook. This form is due before the student begins his or her placement hours.

Resume Meeting

Students need to meet with a staff member in the Office of Career Development to create a professional resume (1 page) or if a resume has already been created, the student needs to meet with the staff member to critique his or her resume.

Resume Sent to the Practicum Coordinator

The student must e-mail his or her resume to the Practicum Coordinator at least 48 hours before their scheduled meeting. The student should include who he or she met with in Career Development and the day/time of the meeting. This resume should not be a draft. It should be the student's edited professional resume. Resumes with errors will result in point loss.

Meeting with Practicum Coordinator

Students need to meet with the Practicum Coordinator the semester prior to their placements to review their resumes and discuss options for their placements. If the student is late or misses his or her scheduled meeting with the Practicum Coordinator, the student will lose half his or her points for this task.

Interview Practice with Alums

The Office of Career Development holds sessions every semester and at the beginning of the school year in August. Student must stay for the entire session to earn credit.

At the Beginning of the Semester

Practicum Agreement, Activities, and Goals

Find the forms in the Practicum Handbook. This form (including the student's activities and goals) is due before he or she begins his or her placement hours.

After the Placement Begins

All of the following assignments should be pledged. Students pledge that they have completed assignments honestly by attaching the following statement to each one:

I pledge that I have neither given nor received any unauthorized aid on this assignment.
(Signed) _____

Weekly Reflections and Insights

Students will be expected to type answers to three questions listed in the Practicum Handbook for the past 7 days. They will bring their typed responses to class and will be called upon to share with the class. They will need to turn in these for every week that they work at their placement.

Weekly Placement Timesheets

Students must attend their placements for 8 hours per week for a minimum of 100 hours and 10 weeks to successfully complete this course. If they do not earn 100 hours, they will not pass the course. Hours of placement attendance must be documented on weekly time sheets. Students will need to turn in these for every week that they work at their placement. The timesheet is in the Practicum Handbook.

Weekly Journal

Students will be expected to keep a typed weekly journal for the past 7 days worked and they will need to turn in these for every week that they work at their placement. The directions are in the Practicum Handbook.

Presentation

At the end of the semester, students are expected to give a 15-20 minute presentation to the class summarizing what he or she has gained overall from his or her internship. Students should use material from their journals for this presentation. They also should include information about the organization's mission, philosophy, and goals. They should cite the sources of organizational information used. Finally, they should review the goals and objectives they set for practicum and how they were or were not met.

Annotated Bibliographies

The annotated bibliography's purpose is to get students to work ahead and to find creditable sources to use in his or her papers. Students will create one for each paper using APA style. Students need to e-mail the professor links or pdfs of their research articles with each bibliography. Students should go to the Practicum Handout for more information.

Papers

Students will write two papers. The papers will each focus on a specific topic related to the student's placement. The first 4 pages of the text should summarize the research findings on the topic and the last 2 pages should be about how those findings relate to what the student is learning at his or her placement. Students will use a minimum of 8 journal articles that are less than 10 years old.

The bibliographies are a start and provide information for the student to use in his or her papers. The student needs to organize the information by subtopics and combine the findings to draw overall conclusions. Students should not just present the details of each of the 8 articles one after another and think their papers are complete. Transition sentences will also be helpful.

The papers need to be 8-10 full pages (including the 2 pages for the title page and references) and have double spaced text.

Both papers must use the American Psychological Association writing style for the title page, text of the paper, and reference page. See handout on Moodle or www.apa.org for

more information.

If the paper is late the student will be penalized a letter grade for being late and another letter grade for every additional 24 hours it is late including weekend days. Work is considered late if it is not turned in within 5 minutes of the given due date and time. Late papers (and ONLY late papers) should be sent to the professor via e-mail in a Word document and the student should pledge her work in the e-mail text.

In addition, students should use the following guidelines for their papers and writing assignments.

- Papers should be strictly double-spaced with no extra spacing between paragraphs.
- Papers should be stapled and not placed in a folder.
- First person is allowed.
- Assignments can be printed front-to-back to save paper.
- Work should be in students' own words, making minimal use of quoting when summarizing. A maximum of 2 quotes per assignment is acceptable.
- Students must proofread all of their work. Points will be deducted for errors that could have been corrected with adequate proofreading. Students' papers should have correct spelling, punctuation, and grammar.
- Points will be awarded according to how well directions are followed, the accuracy of the content, the depth of thought and analysis, and how clearly ideas are expressed.
- Unless given prior permission, no papers will be accepted (unless late) by e-mail.

Plagiarism

A student commits plagiarism by:

- Borrowing all or part of another student's paper, using someone else's outline to write their paper, using a paper writing service, taking a paper off the internet, changing only a few words in a sentence, or having another person write the paper.

A student commits plagiarism when using sources by:

- Using another writer's exact words without any citation or citing the source but reproducing the exact words of a printed source without quotation marks.
- Using another writer's ideas without proper citation. When a student uses another author's ideas, he or she must credit the author and use a citation to indicate where this information can be found. Others want to know which ideas and conclusions are from the student and which came from consulting other sources. Even if both the student and the original source arrived at the same judgment, the student needs to acknowledge that the author consulted also came up with the idea.
- Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came. This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about it and put it in the writer's own words.

How Do You Avoid Plagiarism?

- Understand the material. Often students copy parts of a paper because they do not really understand the material. To avoid this, students need to be able to put the information into their own words.
- Students should use others' ideas or writing as support for, not in place of, their own ideas. They should cite those sources.
- When first taking notes for a paper, students should distinguish their ideas from those from the source they are reading. Establish a pattern and use

it consistently. For example, students could write information obtained from another source in brackets or parentheses, and write their own ideas without brackets.

- Students should always paraphrase unless quoting directly. If the idea is new, or not common knowledge, students should cite the source in the body of their paper.

When Do You Use Quotation Marks?

- Students should use quotation marks whenever they are using someone else's words exactly, but use direct quotes sparingly (e.g., to support their point with the words of an authority, or when original wording is unusual, strong, or characteristic of the writer).
- Students should write using their own words. They should use a few quotes to strengthen their main points, which shows that they understand their topic. Stringing quotes together suggests that they do not understand their topic well.
- Arguments made in scientific writing rarely focus on the specific words used in the source material, unlike arguments made in literary criticism, so students will find that they use quotes less often in scientific papers.

When Do You Use Citations?

- Anytime a student directly quotes someone, they must refer to the source and exact page number. If they are paraphrasing another writer's ideas or opinions, or information that is not common knowledge, they must cite the source. Usually definitions, statistics, facts, and findings from research are not common knowledge.
- Citations are important, not only because they give credit to the original author, but also because they allow the reader to find the original information.

SUBMISSION OF ASSIGNMENTS

Submit all assignments via the appropriate upload portal on Moodle (ensure that your submission has processed fully). Also, print your assignment, pledge it, and submit in class to your professor with and attached rubric. Points will be deducted from assignments that are submitted improperly.

INTERNSHIP EVALUATIONS

Supervisors will complete mid-term and final evaluations for their interns. These evaluations will emphasize work quality, reliability, cooperation, communication, etc. Your professor also will be contacting your on-site supervisor for additional feedback during the course of the semester.

Students will complete a Site Evaluation at the end of the semester. The form can be found in the Practicum Handbook and should be e-mailed to the professor before the last day of class.

OTHER INFORMATION ABOUT THE CLASS

Resources for Writing and Speaking

APA Writing Style Tutors

Tutors are located in: Data Analysis Room 1 (center of Psychology department) BSC

Other Resources

- The Writing Center: http://writing_center.agnesscott.edu/
- The Speaking Center: http://speaking_center.agnesscott.edu/
- McCain Library: <http://library.agnesscott.edu/>

Academic Honesty

The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor's expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying an other's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.
- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.
- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.
- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., e-mail, online, in a mailbox, to an office, etc.).

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.

Disability Accommodations

All accommodations for disabilities are authorized through the Office of Academic Advising (please see the contact information listed below). If you are registered with them, please discuss the course and the necessary accommodations with the professor. Both Academic Advising and the faculty respect students' confidentiality when accommodations are made.

Kelly Deasy, Coordinator of Student Disability Services
Office of Academic Advising and Student Disability Services
Buttrick 104b
404-471-6174
kdeasy@agnesscott.edu

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. For the safety of the entire community, any incidence of information about sexual misconduct must be reported immediately. If you or someone you know has been harassed or assaulted, you can find the appropriate resources through Agnes' Title IX Coordinators: Karen Gilbert (kgilbert@agnesscott.edu, 404.471.6435) or Kristian Contreras (kcontreras@agnesscott.edu, 404.471.6394).

GRADING SCALE

A = 93 - 100
B+ = 87 - 89
B- = 80 - 82
C = 73 - 76
D+ = 67 - 69
D- = 60 - 62

A- = 90 - 92
B = 83 - 86
C+ = 77 - 79
C- = 70 - 72
D = 63 - 66
F = 59 or less

POINT ALLOCATION

Prior to Placement

Acknowledgement Statement**	10
Resume Meeting	10
Resume Sent to the Practicum Coordinator*	10
Meeting with Practicum Coordinator	10
Interview Practice with Alums	10

The First Week of the Semester

Practicum Agreement with Activities and Goals**	40
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During the Semester

Participation in Class	50
Participation at the Placement Site	50
Weekly Reflections and Insights (at least 10)**	30
Weekly Timesheets (at least 10)*	20
Weekly Journal (at least 10)*	50
Presentation	60
Annotated Bibliography 1 and Articles*	50
Annotated Bibliography 2 and Articles*	50
Paper 1**	100
Paper 2**	100
Mid-term Evaluation	50
Final Evaluation	50
<u>Site Evaluation by the Student*</u>	<u>10</u>
	760

* Should be e-mailed to the professor and pledged in e-mail.

** Should be printed, pledged, and given to the professor of the course.

Schedule - Fall 2015

Class Date	Topic/Activity	Assignment Due
W 8-26	Overview of Course	NONE
M 8-31	Placement Information and Life After Agnes Discussion: Jobs and Graduate School	Practicum Agreement, Goals, Activities, Updated Resume
W 9-2	Finding Quality Research Articles Job Searches	Weekly Reflections and Insights Weekly Journal Weekly Timesheets
M 9-7	LABOR DAY HOLIDAY - NO CLASSES	NONE
W 9-9	Dates Assigned for Presentation Placement Sharing	Weekly Reflections and Insights Weekly Journal Weekly Timesheets
M 9-14	Job Interviewing and Negotiations Discussion about Paper #1	NONE
W 9-16	Placement Sharing	Weekly Reflections and Insights Weekly Journal Weekly Timesheets
M 9-21	Graduate School: What is it Like? Degrees and Getting In Letters of Recommendation APA Formatting	NONE
W 9-23	Placement Sharing	Weekly Reflections and Insights Weekly Journal Weekly Timesheets
M 9-28	Graduate School: School Selection and Advisors APA In-text Citations and References	NONE
W 9-30	Placement Sharing	Weekly Reflections and Insights Weekly Journal Weekly Timesheets
M 10-5	Graduate School: GRE and Personal Statements APA Grammar and Usage Rules	Annotated Bibliography 1
W 10-7	Placement Sharing Mid-term evaluations given to supervisors	Weekly Reflections and Insights Weekly Journal Weekly Timesheets
M 10-12	APA Sections of the Paper APA Questions	NONE
W 10-14	Placement Sharing	Weekly Reflections and Insights Weekly Journal

		Weekly Timesheets
M 10-19	Library Session - McCain 211	PAPER #1
W 10-21	Placement Sharing	Mid-term Evaluation Supervisor Weekly Reflections and Insights Weekly Journal Weekly Timesheets
M 10-26	Placement Sharing	NONE
W 10-28	Discussion about Paper #2	Weekly Reflections and Insights Weekly Journal Weekly Timesheets
M 11-2	Placement Sharing	NONE
W 11-4	Placement Sharing	Annotated Bibliography 2
M 11-9	Placement Sharing	NONE
W 11-11	Discussion about Effective Presentations	Weekly Reflection and Insights Weekly Journal Weekly Timesheets
M 11-16	Placement Sharing	Weekly Reflections and Insights Weekly Journal Weekly Timesheets
W 11-18	Placement Sharing - Detailed Pres Assig. Overview	Paper #2
M 11-23	Placement Sharing	Weekly Reflections and Insights Weekly Journal Weekly Timesheets
W 11-25	THANKSGIVING BREAK - NO CLASSES	NONE
M 11-30	Presentations Final Placement Evaluation Given to Supervisors Discussion of Ending Placements	Presentations (AC, MN)
W 12-2	Presentations Placement Sharing	Presentations (SB, KM, AJ) Weekly Reflections and Insights Weekly Journal Weekly Timesheets
M 12-7	LAST DAY OF CLASSES Celebration @ Dr. Peifer's	Final Supervisor Evaluation Site Evaluation by the Student
<u>Dec 9-14</u>	<u>Final Exams</u>	

Course Expectations and Policies

At the beginning of our course, you will sign a copy of the commitment below and keep one for your reference. These expectations on policies form the foundation of a bidirectional relationship that we both agree to from the beginning of our work together.

	<i>Your Commitment</i>	<i>My Commitment</i>
<i>Honesty and Integrity</i>	Abide by Agnes Scott policies and uphold standards of honor and integrity in all course-related activities.	Model morality and ethical behaviors. Provide clear expectations about policies related to academic integrity.
<i>Responsible E-Mail Use</i>	Check your e-mail on a regular basis (minimum: ~ every 3 days). Communicate electronically in a respectful, thoughtful, and professional way that includes: 1) a salutation with a correct title and name (e.g., “Dear Dr. Peifer,”), 2) a coherent body with correct spelling and grammar, and 3) a closing and signature.	Strive to respond in 48 hours to e-mail messages. Communicate electronically in a respectful, thoughtful, and professional way that includes: 1) a salutation with a correct name , 2) a coherent body with correct spelling and grammar, and 3) a closing and signature.
<i>Proactivity and Communication</i>	Reach out early and often if you have a concern, will not attend class, or will be tardy. Be proactive in addressing issues early in the semester, come to office hours, and share your feedback, needs, or thoughts throughout the semester.	Be available and accessible during class, office hours, and by e-mail. Be responsive, non-reactive, and non-judgmental when you share information. Keep privacy and provide accommodations when needed.
<i>Respect and Openness</i>	Treat peers in class with respect. Work towards inclusive communication, thought, and behavior to create a safe environment for all students. Demonstrate respect for the employees who maintain the space - feel free to eat in class, but ensure that you collect trash and clean up after yourself.	Approach students respectfully. Be self-reflective and humble. Identify when classroom becomes unsafe and respond in a warm, patient way.
<i>Punctuality and Attendance</i>	Attend all classes and be prepared to begin class and discuss assignments at the scheduled start time. Inform me of conflicts or extraordinary situations as early as possible. Abide by attendance, tardiness, assignment submission, and make-up policies listed in the syllabus.	Be ready to begin precisely at the scheduled start time. Accurately log attendance and tardiness. Provide clear expectations on attendance/tardiness policies. Communicate with students with extraordinary circumstances to develop alternative plans.

<i>Presence and Participation</i>	Find ways to participate in class that align with your preferences, personality, and communication style. Do not sleep in class. If you are less vocal and/or outgoing in classroom settings, explore other ways to engage (e.g., e-mailing questions about the reading before class, being active in small groups, coming to office hours).	Balance lecture and information-giving with opportunities for dialogue, small group work, and discussion. Choose thought-provoking and relevant articles and materials. Maintain a safe, non-judgmental, and respectful classroom space. Come to class as well-rested and present as possible.
<i>Thoughtful Technology Use</i>	Put cell phones away, out of sight, during class. Use laptops and tablets for note-taking and course-related work -- not for personal matters. Utilize appropriate, professional, and peer-reviewed sources and properly cite them.	Integrate educational technology into the course and take advantage of different forms of media (e.g., videos, online forums). Allow students to use laptops and other devices as learning tools and set reasonable limits on their use where they may inhibit learning.
<i>Attentiveness to Detail</i>	Review syllabus, assignments, and course-related materials carefully. Submit materials and comport yourself in a way that aligns with the articulated expectations.	Provide and share clearly written guidelines and expectations. Keep students accountable to syllabus, assignment descriptions and rubrics. Be well-organized.

Practicum Presentation Evaluation

	0	1	2	3	Total
Organization	The audience could not understand the presentation because there was no sequence of information.	The audience had difficulty following the presentation because the student jumped around.	The student presented information in a logical sequence the audience could follow.	The student presented information in a logical, <i>interesting</i> sequence the audience could follow.	
Eye Contact	The student made no eye contact.	The student occasionally used eye contact.	The student maintained eye contact most of the time.	The student maintained good eye contact with the audience.	
Engagement with Audience	The student did three of the following: sat down, used inappropriate bodily movements, did not move from where he/she was standing, or stayed behind the computer podium. He/she did not stay engaged with the audience.	The student did two of the following: sat down, used inappropriate bodily movements, did not move from where he/she was standing, or stayed behind the computer podium. He/she stayed somewhat engaged with the audience.	The students did one of the following: sat down, used inappropriate bodily movements, did not move from where he/she was standing, or stayed behind the computer podium. He/she mostly stayed engaged with the audience.	The student moved around using appropriate bodily movements and did not hide behind the computer podium. He/she stayed engaged with the audience.	
Elocution	The student did three of the following: mumbled, incorrectly pronounced terms, spoke too quietly for those in the back of class to hear, or said um a lot.	The student did two of the following: mumbled, incorrectly pronounced terms, spoke too quietly for those in the back of class to hear, or said um a lot.	The student did one of the following: mumbled, incorrectly pronounced terms, spoke too quietly for those in the back of class to hear, or said um a lot.	The student used a clear voice and correct, precise pronunciation of terms so that all audience members could hear the presentation. The student did not say um or said um only once or twice.	
Memory of Presentation	The student read the presentation. It did not seem like the presentation was practiced.	The student read the presentation. The presentation did not seem like it was practiced much.	The student mostly knew the material. He/she had little reliance on notes or slides. The presentation seemed like it was practiced.	The student knew the material. He/she had very little reliance on notes or slides. The presentation was fluid.	
Observation of Time Limit	The student presented for 10 or less minutes.	The student presented for 10 minutes to 13 minutes.	The student presented for less than 15 minutes but more than 13 minutes or was not finished before 20 minutes.	The student presented for 15-20 minutes.	
PowerPoint	The student did not have a PowerPoint presentation.	The student did one or more of the following: did not fully engage with the slides, used too much information on slides, had typos, or did not t it up prior to class beginning.	The students did one of the following: did not fully engage with the slides, used too much information on slides, had typos, or did not set it up prior to class beginning.	The students engaged with the slides (i.e., pointed to examples), did not use too much information on slides, did not have typos, and set it up prior to class beginning.	
	0	2	4	6	
Adapted Topic to Audience	The student did not adapt the topic to the audience.	The student partly adapted the topic to the audience.	The student mostly adapted the topic to the audience.	The student adapted the topic to the audience.	
Interesting and Creative	The presentation was not interesting or creative.	The presentation was somewhat interesting or creative.	The presentation was mostly interesting and creative.	The presentation was interesting and creative.	
	0	3	6	9	
Placement information	The information presented was not clear or not given	The student gave limited information about his/her placement.	The student gave information about his/her placement.	The student gave detailed and clear information about his/her placement.	
Placement Goals and Objectives	The student did not cover his/her goals and objectives.	The student partially covered the goals and objectives of the placements and whether he/she met them.	The student adequately covered the goals and objectives of the placements and whether he/she met them.	The student clearly and concisely covered the goals and objectives of the placements and whether he/she met them.	
Placement Impact	The information presented about the impact of his/her placement was not clear or not given.	The student gave limited information about the impact of his/her placement.	The student gave information about the impact of his/her placement.	The student gave detailed and clear information about the impact of his/her placement.	
				Total Points (out of 60):	

**Practicum Paper Evaluation
Fall 2015**

Name: _____

PAPER CONTENT

- _____ - Interesting and specific topic related to the student's placement (10 points)
- _____ - Integrated summary of information grouped by topic and subtopic (20 points)
- _____ - Accurate summary of information (using all eight research articles) given to support the topics and subtopics (40 points)
- _____ - Information about how the material relates to the student's placement (20 points)
- _____ - Reflection and depth of thought and analysis (10 points)

POINTS FOR PAPER CONTENT:

ORGANIZATION, WRITING, AND ASSIGNMENT GUIDELINES

Writing (students can lose up to 15 total points):

- _____ - Clarity of writing (-1/4 per error)
- _____ - Errors - grammar, punctuation, spelling, incorrect word usage, typos, incorrect statements, capitalization, etc. (-1/4 per error)
- _____ - Consistent flow of paper (-1/2 per error)

APA style:

- _____ - APA title page (up to 1 point off, -1/4 point per error)
- _____ - APA text including citations used (up to 4 points off unless plagiarism has occurred, -1/4 point per error)
- _____ - Used "as cited in" when needed (-1)
- _____ - APA references (up to 2 points off, -1/4 point per error)

Observation of assignment guidelines:

Paper formatting

- _____ - 12-point Times New Roman font (-1)
- _____ - 1 Inch margins (-1 point for each wrong margin: left side, right side, bottom, top)
- _____ - Left justification (-1)
- _____ - No contractions (-1)
- _____ - Stapled (-1)
- _____ - Double spacing (-1)
- _____ - No extra spacing between paragraphs (-1)

Direct quotes

- _____ - Minimal use of direct quoting with quotation marks (2 or less) (-1/2 per extra quote)

Paper turned in

- _____ - Paper turned in on time (-10 after 5 minutes and another -10 for every 24 hours)

References

- _____ - At least eight articles summarized in paper (-5 points per missing article)
- _____ - References are less than 10 years old (-2 points per older reference)
- _____ - Quality references were used (-2 points per poor reference)

Length

- _____ - Length of text over 10 full pages (-1/4 point per line over)
- _____ - Length of text under 8 full pages (-1 point per line under)

POINTS DEDUCTED:

TOTAL POINTS FOR THE PAPER/GRADE: