

Practicum
Psychology 406-A

<i>Instructor Information</i>	<i>Course Information</i>
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The pre-requisites for this course are: PSY 101, PSY 102, PSY 206, and PSY 207

COMMUNICATION AND QUESTIONS

Office Hours

If you have a question about the course, first reference this syllabus. If after reviewing the syllabus you still have questions or would like to talk further, feel free to come by my office hours. I ask that you err towards reaching out earlier than later in the semester if any concerns arise. If you are unavailable during my set office hours, e-mail me to find another time. I strive to respond to e-mail messages within 48 hours.

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 an average of 10 hours per week. Each student is required to complete a minimum of 130 hours of practicum placement for the semester and work a minimum of 13 weeks. For the week to count the student must complete at least 8 hours. The final day to submit timesheets is the last day of finals.

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 130 hours at a placement in a psychology-related setting
- Discuss professional issues associated with placements

- Evaluate progress with professional and placement goals
- Write APA style papers about placement-relevant topics integrating research literature with placement observations
- Give class presentations 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 be expected to complete 130 hours at his or her placement
- Every student will use APA style and research sources to write a topic paper summarizing research and the total pages will equal at least 6 pages
- Every student will write a reflection paper about his or her placement and the total pages will equal at least 4 pages
- Every student will display his or her work on using a digital portfolio
- Every student will complete a weekly journal and time sheets
- Every student will participate in an oral presentation for at least 15 minutes
- Every student will spend time exploring 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 an average of 10 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, working on their d-portfolio, 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 30 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.

Requirement for Hours for Placements

Students must attend their placements on average for 10 hours per week (minimum per week is 8 hours) for a minimum of 130 hours per semester and 13 weeks per semester to successfully complete this course. If they do not earn 130 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 placements. The time sheets are considered late if not turned in at the beginning of class each Monday. To earn credit for the hours worked students must turn in time sheets.

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

Students will read the Practicum Handbook and course syllabus. They will find the Acknowledgement Statement form in the Practicum Handbook. This form is due before students begin their placement hours.

Resume Meeting

Students need to meet with a staff member in the Office of Internships and 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

Student must e-mail their resume to the Practicum Coordinator at least 48 hours before their scheduled meeting. Student should include who they 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 students are late or miss their scheduled meeting with the Practicum Coordinator, they will lose half of the points for this task.

Interview Practice with Alums

The Office of Internships and Career Development holds sessions every semester. Students 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 except the presentation and d-portfolio should be pledged. Work that is not pledged cannot be graded. 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 Journal and Timesheet

Students will be expected to keep a typed weekly journal for the past 7 days worked and they will need to turn in these (i.e., a hard copy) for every week that they work at their placement in order to get credit for the week. The directions are in the Practicum Handbook. These will be due on Mondays.

If the Weekly Journal and Timesheet are late the student will be penalized a letter grade for being late and another letter grade for every additional 24 hours they are late including weekend days. Late work should be e-mailed to the professor. Work is considered late if it is not turned in within 5 minutes of the given due date and time.

Presentation

At the end of the semester, students are expected to give a 15-20 minute presentation to the class summarizing what they gained overall from their 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.

If students know they will miss their day to present the material before the day of the presentation, it is their responsibility to switch days with another student. If the student does not

present the student will receive no points. If students have unusual circumstances the day they are to present they should contact the professor as soon as possible. The professor will only waive getting a zero in unusual and extreme situations—common illness or work overload will not be considered.

Revised Resume/CV

Students will update their resume or if they want to create a longer CV (usually used for graduate school) they can. More information will be given in class about this.

Personal Statement

Student will write a personal statement. More information will be given in class about this.

Final d-portfolio

This portfolio should be professional and will be graded on format and organization, having a table of contents, and the content.

If the d-portfolio is submitted late the student will be penalized a letter grade for it 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.

Annotated Bibliography

The annotated bibliography's purpose is to get students to work ahead and to find credible sources to use in their papers. It should be written using APA style.

The annotated bibliography should include at least 5 references each.

1. Students should upload the links or pdfs to Moodle for 5 research articles relevant to the particular focus on their practicum project. They also should upload their bibliography to Moodle and pledge the assignment.
2. The list should include recent quality professional research journal articles published within the past 10 years and each article needs to be 8 or more pages in length. These articles should be research articles with hypotheses and findings.
3. By pledging their papers, students are stating they read the articles.

The following format should be used:

- Students should list the reference in APA style: Author(s) of article, year, title, journal, volume number, issue number (if needed), page numbers, and doi.
- Students should also use in-text citations.
- Students should also use in-text citations and paraphrase (meaning no direct quotes should be used). This means citing everything that was learned from each article and citing in every paragraph that has information from the articles.

The annotated bibliography should include:

- A description of the central question addressed by the article. List the hypotheses.
- An outline of the procedures the author(s) used to test the hypotheses.
- A summary of the major findings of the study and a description of the major conclusions the author(s) drew from these findings.

- A few sentences about the applicability of the article to the practicum placement.

The paper will involve organizing this information by subtopics and combining the findings to draw conclusions.

If the bibliography is late the student will be penalized a letter grade for it 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.

Papers

Papers must use the American Psychological Association writing style for the title page, text of the paper, and reference page. Please see the handouts 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. Papers should be turned in using Moodle with a pledge statement on the title page.

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.
- First person is allowed.
- 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.

Topic Paper

Students will write a paper about a specific topic related to their placements. This paper will be 6-7 pages in length with 4 full pages (and not more than 5 pages) of text, a title page, and a reference page. Students will use a minimum of 5 journal articles that are less than 10 years old for each paper.

The bibliography is a start and provides information for the student to use in his or her paper. Students should organize the information by subtopics and combine the findings to draw overall conclusions. Students should not just present the details of each of the 5 articles one after another and think their papers are complete. Transition sentences are also expected.

Students will also want to give information about how the material applies to their placements. The majority of the paper should be about the research articles, but students can have up to ¼ of the paper be about their placements.

Reflection Paper

Students will write a reflection paper. This paper will be about the impact of the student's placement and psychology major on their career goals. This paper will have 2 pages of text, a title page, and a reference page if citations are used.

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.

Grade Insurance

Students will have the option of attending 4 research talks for grade insurance and the student can earn up to 5 points per talk. If the student cannot attend the talks at Agnes Scott, the student is welcome to find other psychology research talks in the Atlanta area and attend those for grade insurance. These must be pre-approved by the professor.

To earn the grade insurance, the student should write (handwritten or typed is fine) a paragraph about one or two specific facts or ideas learned from the speaker. The name of the speaker and the student's name should be written at the top of the assignment.

INTERNSHIP EVALUATIONS

Supervisors will complete mid-term and final evaluations for their interns. These evaluations will emphasize work quality, reliability, cooperation, communication, etc. The professor also will be contacting your on-site supervisor for additional feedback using online forms 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 completed before the last day of class.

OTHER INFORMATION ABOUT THE CLASS

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 another'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.

Title IX

For the safety of the entire community, any incidence of or information about sexual misconduct must be reported immediately to Title IX Coordinator Marti Fessenden (mfessenden@agnesscott.edu, 404-471-6547) or Deputy Title IX Coordinator Karen Gilbert (kgilbert@agnesscott.edu, 404-471-6435).

ADA

Agnes Scott College seeks to provide equal access to its programs, services, and activities for people with various abilities. If you will need accommodations in this class, please contact Kelly Deasy Roy in the Office of Academic Advising and Accessible Education (404-471-6150) to complete the registration process. Once registered, please contact the professor to discuss the specific accommodations needed for this course.

Inclusion

This course adheres to the principles of diversity and inclusion integral to the Agnes Scott community. We respect people from all backgrounds and recognize the differences among our students, including racial and ethnic identities, religious practices, and gender expressions. We strive for our campus to be a safe space in which all students feel acknowledged and supported. At the same time, we understand that course content, critical inquiry, and classroom dialogues give us opportunities to examine topics from a variety of perspectives. Such discourse is a defining feature of a liberal arts education, and can compel debates that challenge beliefs and positions, sometimes causing discomfort, especially around issues related to personal identities. While we uphold and preserve the tenets of academic freedom, we request and invite your thoughtful and constructive feedback on ways that we can, as a community of learners, respectfully assist and challenge one another in our individual and collective academic work.

Course Evaluations

Students' feedback about this course is valuable to the professor, the psychology department, and the college administration. Students' comments are taken seriously and the comments are used to improve the course in the future. Students will be asked to complete evaluations of the course at the end of the semester.

GRADING SCALE

A = 93 - 100
A- = 90 - 92
B+ = 87 - 89
B = 83 - 86
B- = 80 - 82
C+ = 77 - 79
C = 73 - 76
C- = 70 - 72
D+ = 67 - 69
D = 63 - 66
D- = 60 - 62
F = 59 or less

POINT ALLOCATION

Prior to Placement

Initial Practicum Meeting	10
Acknowledgement Statement	10
Revised Resume Submission	20
Meeting with Practicum Coordinator	10
Interview Practice with Alums	20
Practicum Agreement with Activities and Goals	20

During the Semester

Participation in Class	50
Participation at the Placement Site	50
Weekly Journal and Timesheet (at least 13)	130
Presentation	60
Annotated Bibliography and Articles	50
Topic Paper	100
Reflection Paper	50
Mid-term Evaluation	50
Final Evaluation	50
Personal Statement	10
Revised Resume/CV	10
d-portfolio Rough Draft	40
Final d-Portfolio	20
<u>Site Evaluation by the Student</u>	<u>10</u>
	770
Grade Insurance	20

**Practicum
Schedule
Spring 2017**

Class Date	Topic/Activity	Assignment Due
W 1-11	Overview of Course	Practicum Agreement, Goals, and Activities (Due Before Start Internship)
Week 1		
M 1-16	No Class - MLK Day	
W 1-18	Placement Information Students' Plans for Life After Agnes Discussion: Jobs and Graduate School <i>Workshop: Searching for Graduate School Programs</i>	Weekly Journal and Timesheet
Week 2		
M 1-23	Finding Quality Research Articles, Summarizing the Literature, and Synthesizing the Literature <i>Workshop: Job Searches</i>	Weekly Journal and Timesheet
W 1-25	Dates Assigned for Presentation Placement Sharing <i>Guest Lecture on HR: Katharine DiResta</i>	
Week 3		
M 1-30	<i>Workshop: Job Interviewing and Negotiations</i> Discussion about Bibliography and Paper	Weekly Journal and Timesheet
W 2-1	Library Session	
Week 4		
M 2-6	Graduate School: What is it Like? Degrees and Getting In Letters of Recommendation APA Formatting <i>Workshop: Requesting Letters of Recommendation</i>	Weekly Journal + Timesheet
W 2-8	No Class (WISE Conference)	
Week 5		
M 2-13	Placement Sharing	Weekly Journal and Timesheet

W 2-15 Graduate School: School Selection and Advisors
APA In-text Citations and References
Workshop: Personal Statements and Cover Letters

Week 6

M 2-20 Placement Sharing Weekly Journal and Timesheet

W 2-22 Graduate School: GRE and Personal Statements
APA Grammar and Usage Rules
Workshop: Personal Statements and Cover Letters **Annotated Bibliography**

Week 7

M 2-27 Work/Life Balance + Self-Care
Mid-term Evaluations Given to Supervisors
Workshop: Self-Care and Organization Weekly Journal and Timesheet

W 3-1 APA Sections of the Paper - Placement Sharing
APA Questions and Game
Resume/CV Discussion Updated Resume/CV

No Classes (Peak Week): M 3-6 and W 3-8
No Classes (Spring Break): M 3-13 and W 3-15

Week 8

M 3-20 Placement Sharing Weekly Journal and Timesheet

W 3-22 *Workshop: LinkedIn and Online Presence* Mid-term Evaluation From Supervisor

Week 9

M 3-27 Placement Sharing - Headshots Weekly Journal and Timesheet

W 3-29 Personal Statements Discussion
Reflection Paper Discussion Topic **Paper**

Week 10

M 4-3 Placement Sharing Weekly Journal and Timesheet
Personal Statement

W 4-5 d-center Session

Week 11

M 4-10 Placement Sharing Weekly Journal and Timesheet
Guest Lecture on I/O: Brad Gray

W 4-12 d-center Session

Week 12

M 4-17 Placement Sharing Weekly Journal and Timesheet
Workshop: Salary Explorations

W 4-19 Discussion about Effective Presentations **Reflection Paper**
Workshop: Presentation Feedback

Week 13

M 4-24 Presentations Weekly Journal and Timesheet
Discussion About Ending Placements Grade Insurance Due
d-portfolio Rough Draft

W 4-26 Work/Life Balance + Self-Care
Workshop: Students' Choice

Week 14

M 5-1 Presentations Weekly Journal and Timesheet
Final Placement Evaluation From Supervisors Site Evaluation by the
Student

W 5-3 Presentations Final d-portfolio

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 student 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	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	The students engaged with the slides (i.e., pointed to examples), did not use too much information on slides, did not have typos, and	

		did not set it up prior to class beginning.	set it up prior to class beginning.	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
Spring 2017**

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 five 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)

Length

_____ - Length of text over 6 full pages (-1/4 point per line over)
_____ - Length of text under 6 full pages (-1 point per line under)

POINTS DEDUCTED:

TOTAL POINTS FOR THE PAPER/GRADE: