PROGRAM OUTCOMES ASSESSMENT PLAN

DEPARTMENT OF BEHAVIORAL SCIENCES

BACHELOR OF ARTS IN PSYCHOLOGY

I. A. Department: Behavioral Sciences  
   B. Degree Program: Bachelor of Arts in Psychology  
   C. Department Chair: Ed Mauzey, Ed.D.  
   Author of the Report: Dr. Jennifer Hicks  
   D. Date of Report Submission: October 11, 2011

II. Mission and Vision Statement of the Department:  
A liberal arts education in general, and the study of psychology in particular, forms the core of a preparation for lifelong learning. It follows, then, that an important part of the college student’s education should be the development of a disciplined curiosity about the world. This disciplined curiosity should equip the student for informed citizenship with an appreciation of basic human values, an understanding of essential scientific knowledge about how the world works, and a sharpened sensitivity to human diversity. Instruction in psychology should be consistent with these general goals.

III. Major Program Objectives and Learning Outcomes:  
The objectives for the program were developed from the program goals set forth above, and are numbered respectively.

Students will:
1.1 develop a conceptual framework that embraces relevant facts, concepts, and current knowledge concerning the field of psychology.  
1.2 develop an understanding and appreciation of the history and evolution of the psychological discipline.

2.1 develop critical thinking and problem-solving skills.  
2.2 Show evidence of the development of amiable skepticism related to research and theories.

3.1 become familiar with and be able to comprehend the language of psychology and develop the ability to express psychological knowledge in writing.

4.1 develop the ability to gather and use psychological information and resources.

5.1 develop an understanding and use of research and statistical methodology, including the potential for and limitations of each.
6.1 develop an increased awareness and understanding of interpersonal and intrapersonal skills, including human diversity and similarity, in relation to self and others.

7.1 develop an increased awareness of and ability to apply ethical principles of psychology.

A. Students:

1. Selection—All senior Psychology majors will be required to complete both quantitative and qualitative assessment measures.

2. Number of Students Assessed—During the 2010-11 academic year, approximately forty-four students completed all assessment measures, and on average, the number of students typically ranges from 40-50 each academic year.

3. Target Population—All senior Psychology majors enrolled in either Field Experience in Psychology (PSY 4543) or Advanced Research Project (PSY 4553) capstone courses will complete the assessment measures. All assessment measures will be administered within the context of the senior capstone Field Experience in Psychology (PSY 4543) course, which is required for the major. Assessment will take place during the fall, spring, and summer semesters of each academic year, and results will be combined to provide a summary of student performance across each complete academic year. Students who opt to complete the research track option will be informed of the assessment test date and location via letter.

B. Artifacts and Assessment Protocols

1. Artifacts

a. Senior-Level Assessment Exam—During the 2010-11 academic year, psychology program faculty members developed a senior exit exam that was designed to more accurately reflect achievement of SOSU senior psychology majors, based on content emphasized in courses included on the current psychology degree plan. This exam will be piloted during the Fall 2011 semester, and revisions will be made as the need is indicated. The process of development of the senior assessment instrument during the 2010-11 academic year included:

i. Assignment of thirteen specific content areas (Abnormal, History & Systems, Experimental Design, Educational/Developmental Psychology, Cognitive, Learning, Physiological, Social, Health & Wellness, Clinical/Counseling, Statistics, Testing, and Personality) to faculty members with specialized training and education corresponding to those areas.

ii. Selection and/or development of 40 questions for each specific content area to be entered into a common test bank.

iii. Random selection of 20 test items per content area each semester to develop a 260-item exam to be administered as the senior-level
assessment measure within the context of the Field Experience capstone course.

iv. Development of a 20-item demographic questionnaire designed to provide comparisons across format of instruction, student status, and student perceptions of course quality and rigor.

v. Development of a written summary used to provide students with information regarding specific data that will be obtained from their academic record, for the purpose of program assessment.

b. **Student Field Experience Site Evaluation (SFSE)**—This non-standardized survey was developed by the department for the specific purpose of evaluating the professional development and competence of senior psychology majors as evaluated by their individual field-site supervisors. Results of the instrument are used for the primary purpose of evaluating student performance in the course and providing student course grades. However, results of the instrument are also used for the purpose of providing individual feedback to students regarding their professional strengths and weaknesses within the context of the exit interview for the Field Experience course.

c. **Undergraduate Psychology Program Student Survey (UPPSS)**—This evaluation form was designed by the department to gather information related to students’ perception of the degree to which stated goals and objectives of the Psychology Program were met.

d. **Analysis of Experiences Assignment**—This written assignment, required within the context of the Field Experience course, is used as a qualitative measure of student performance outcome consistent with the objective of assessing professional development and competence. The subjective analysis provided by students is used by the department to obtain information about students’ perceptions regarding their chosen field of study, their expected success in the field, and how the program has benefited their professional development.

2. **Assessment Protocols**

a. **Senior-Level Assessment Exam**—This exam, developed during the 2010-11 academic year by the Psychology program faculty, will be piloted during the Fall 2011 semester, and revisions will be made as the need is indicated. The exam will be administered during both Fall and Spring semesters to all students enrolled in either Field Experience in Psychology (PSY 4543) or Advanced Research Project (PSY 4553) capstone courses during that semester. The exam will be administered on the same date as the university mid-level assessment, and opportunities for students to complete a make-up exam will be provided when necessary. Prior to the exam, each individual student will be informed that psychology program representatives (i.e., faculty members and/or graduate assistants employed by the department) will obtain information regarding their GPA and psychology courses completed as an undergraduate for assessment purposes (See Appendix A). Students will also be asked to complete a 20-item demographic questionnaire, for the purpose of providing for data
comparison across format of instruction, student status, and student
perceptions of course quality and rigor (See Appendix B). The test will be
comprised of 260 items, containing 20 items representing each of 13
specific content areas (i.e., Abnormal, History & Systems, Experimental
Design, Educational/Developmental Psychology, Cognitive, Learning,
Physiological, Social, Health & Wellness, Clinical/Counseling, Statistics,
Testing, and Personality). Questions will be selected at random from a
common testbank developed by faculty members.

b. **Student Field Experience Evaluation (SFEE)**—The SFEE will be
administered during both Fall and Spring semesters to all students enrolled
in either Field Experience in Psychology (PSY 4543) or Advanced
Research Project (PSY 4553) capstone courses during that semester. The
evaluation form is mailed to the primary field experience site supervisor
for each student approximately four weeks prior to the end of the
semester, with a postage-paid envelope included for return of the
evaluation form. The SFEE consists of 20 items which yield scores in
four primary clusters and 3 summary evaluation items, used to provide a
more global assessment of the student’s overall professional performance
and ability. The survey uses a 5-point Likert scale format, with responses
ranging from *Poor* to *Excellent* and given respective values of **two (2)** to
**six (6)**. A rating of **one (1)** is reserved for *No Basis for Evaluation or Not
Applicable*, and is not used in calculating mean scores and standard
deviations (See Appendix C).

c. **Student Field Experience Site Evaluation (SFESE)**—The SFESE will
be administered during both Fall and Spring semesters to all students
enrolled in either Field Experience in Psychology (PSY 4543) or
Advanced Research Project (PSY 4553) capstone courses during that
semester. Students are asked to fill out the evaluation form prior to
completing their student exit interview for the field experience course.
The SFESE consists of eight (8) quantitative and five (5) qualitative items
(See Appendix D).

d. **Undergraduate Psychology Program Student Survey (UPPSS)**—The
UPPSS will be administered during both Fall and Spring semesters to all
students enrolled in either Field Experience in Psychology (PSY 4543) or
Advanced Research Project (PSY 4553) capstone courses during that
semester. Students are asked to fill out the survey prior to completing
their student exit interview for the field experience course. The UPPSS
consists of 20 items, assessing responses according to a 5-point Likert
scale. Response choices range from Agree Strongly = 1 to Disagree
Strongly = 5 (See Appendix E).

e. **Analysis of Experiences Assignment**—The Analysis of Experiences
Written Assignment is a requirement of the Field Experience capstone
course, and students must complete the assignment to receive a passing
grade in the course. This assignment requires students to complete a 4-5
page written reflection paper, in which they “synthesize [their] psychology
course work and integrate these didactic experiences with the practical nature of the field experience course.” (See Appendix F.)

C. Analyses

1. Summary of Data
   a. **Senior-Level Assessment Exam**—The following areas will be examined through the use of scantron scoring and the SPSS Statistical Software:
      i. **Overall Student Performance**
         a. Comparison of Student Performance with cumulative GPA—Results will be summarized to determine the overall performance mean and standard deviation for the exam to provide a basis of comparison between each student’s overall score with their cumulative GPA.
         b. Comparison of Data across Sites—Assessment results obtained from students who have completed the majority of their psychology courses through distance education formats (i.e., IETV or web-based) will be compared with students who have completed primarily face-to-face courses at the Durant site, in order to determine whether any modifications to format of instruction and/or policies regarding adjunct instruction are indicated.
         c. Analysis of Student Performance in Relation to Demographic Characteristics—A number of demographic variables pertaining to student status will be examined in relation to student performance, including: transfer students, first-generation students, non-traditional students, and remote site students.
      ii. **Content Area Performance**
         a. Comparison of Student Performance with Courses Taken—Results within each specific content area will be compared between those students who have completed courses within each area and those who have not, in order to determine whether a significant difference in scores is observed.
         b. Comparison of Data across Mode of Instruction—Results of student performance in specific content areas will be compared between those students who completed online versions of specific courses and those who completed the same courses in a face-to-face format.
   b. **SFEE**—Using SPSS Statistical Software, mean comparisons of summed scores are analyzed in each of the following clusters: Client Interaction Skills, Use of Client Background Information, Professional Growth & Development, and General Work Habits & Appearance. Further, the following summary evaluations are assessed for each student: Ability to Plan & Conduct Agency Activities, Predicted Success in the Profession of Psychology, and Student’s Overall Performance in Field Experience.
   c. **SFESE**—Using SPSS Statistical Software, scores are analyzed through mean comparisons in each of the following areas: Overall Satisfaction with Field Site, Agency Program Staff, Supervision Quality, Type of
Clients, Facilities, Training Experience Opportunities, and Adequacy of Supervision. Further, students are asked whether or not they would recommend the field site to other students.

d. **UPSS**—Using SPSS Statistical Software, mean comparisons of scores are analyzed in each of the following areas: factual knowledge in psychology, appreciation for history & evolution, understanding of history & evolution of psychology, critical thinking skills, problem-solving skills, comprehension of the language of psychology, written expression of knowledge, ability to collect information, ability to use psychological resources, understanding of research & statistical methods, use of research & statistical methods, potentials & limitations of research, awareness of interpersonal & intrapersonal skills, understanding of interpersonal & intrapersonal skills, awareness of ethical principles, application of ethical principles, real-world experience in psychology, appreciation of psychological practice, application of psychological theory to practice, and overall program quality, which utilizes a sum of scores across all other content areas.

e. **Analysis of Experiences Assignment**—Content from this assignment is analyzed qualitatively. The written assignment is graded by the instructor of the Field Experience in Psychology course, and content typically falls into one of the following four categories: 1) perceptions of preparedness for the field experience, 2) beneficial coursework, 3) perceptions of the impact of the field experience on professional knowledge, performance, and career plans, and 4) personal reactions to the field experience.

2. **How Results will be Used**

   a. **Senior-Level Assessment Exam**—Results obtained from the senior-level assessment instrument will be used in the following ways:

      i. **Evaluation of the Psychometric Properties of the Assessment Instrument**—Pilot data from the 2011-12 academic year will initially be used to establish reliability and validity of the assessment instrument, which was developed by SOSU psychology program faculty. Modifications will be made to the assessment instrument as the need is indicated by the data.

      ii. **Evaluation of Program Quality**—Results will be used primarily to analyze the overall quality of the psychology program as it relates to student achievement, to identify specific strengths and weaknesses of the program, to provide an indication of the need for program modifications, and to provide a basis for the comparison of student achievement across a span of time.

   b. **SFEE**

      i. **Student Performance**—The SFEE is used to evaluate individual student performance at their field experience sites. Field experience supervisors complete the evaluation and return it to the instructor of the Field Experience course, who assigns student grades primarily on the basis of the overall performance rating. Further, specific
feedback regarding student evaluations is provided to students within the context of an individual exit interview at the end of the semester in which they are enrolled in the course.

ii Assessment of the Quality of Professional Training—The Field Experience course provides students with the opportunity to apply their education in a professional context. Within this context, students are required to behave in an ethical and appropriate manner. For this reason, SFEE ratings are additionally used to evaluate the quality of professional and ethical training provided in senior-level courses for psychology majors.

c. SFSESE—The information obtained from student evaluations each academic year is summarized for each field site and placed in a binder that is made available to future students, in order to assist them in selecting their field experience sites. The information allows students to review ratings provided by other students who have completed their experience at the various sites included in the binder and to make informed decisions regarding their field experience site selection.

d. UPPSS—Scores from this measure are used for the purpose of providing program faculty with feedback regarding students’ perceptions of the effectiveness of the psychology program and curriculum, both in specific content areas and overall.

e. Analysis of Experiences Assignment—Qualitative results from this assignment are used to guide the exit interview which occurs between individual students and the instructor of the Field Experience course at the end of each semester. Students are provided with career guidance, based upon their stated professional goals and personal reactions to their field experience.

3. Comparison of Current and Historical Data
a. Senior-Level Assessment Exam—Although no historical data will be available for the newly developed senior-level assessment instrument that will be administered during the Fall 2011 and Spring 2012 semesters, general comparisons between student performance on this instrument and achievement on the PACAT (administered previously) will be conducted and summarized in the context of the annual Program Outcome Assessment Report (POAR).

b. Other Assessment Instruments—Data is available for all other assessment measures for the previous five years (i.e., SFEE, SFSESE, UPPSS, and the Analysis of Experiences Assignment), and summary comparisons will be provided within the POAR.

IV. Program Modifications
A. Need Assessment for Program Modifications—The need for modifications will be indicated when scores on measures of program quality, student achievement, and/or professional training begin to decline significantly over a span of time
greater than two years. Assessment results will be discussed and evaluated by psychology program faculty each fall and spring semester.

B. Monitoring and Evaluation of Program Modifications—When the need for program modification is indicated as discussed above, all modifications will be planned and developed by psychology program faculty on an annual basis. The program outcome assessment plan (POAP) will be updated to reflect all program modifications as they are developed and implemented.

V. Distance Education

A. Distance Education Course Offerings—The Psychology program regularly offers all courses listed on the psychology degree plan in either IETV or web-based formats throughout each academic year, on a rotating basis, with the exception of some elective courses (i.e., Industrial/Organizational Psychology, and Psychology of Human Sexuality).

B. Assessment Techniques for Distance Education Courses—Instructors teaching distance education courses will be required to align their course syllabi with the syllabi of instructors who teach the same courses face-to-face. In this manner, measurable learning objectives are developed that will provide a basis of comparison across a variety of course formats.

C. Demonstration of Student Achievement in Distance Education Courses—Psychology faculty (including adjunct instructors) have been asked to develop measurable learning objectives for each of the distance education courses they teach, as well as to develop scoring rubrics that will provide a means of assessing the percentage of students within distance education courses who are meeting these objectives. In this way, student achievement of specific learning outcomes will be monitored for all distance education courses.

VI. Faculty Involvement

A. Senior-Level Assessment Measures—The instructor of the Field Experience course (PSY 4543) will fulfill the responsibility of administering several assessment instruments (i.e., Senior-Level Exam, SFEE, SFSE, UPPSS, and the Analysis of Experience Assignment) during the fall and spring semesters of this senior-level capstone course.

B. Faculty Meetings and Program Planning—Psychology Program faculty will meet at least once each semester to discuss the assessment process, to recommend revisions to the current assessment process, and to discuss individual assessment responsibilities.

C. Program Reports—Following development of the Program Outcome Assessment Plan (POAP) and the Program Outcome Assessment Report (POAR) each year, a rough draft of these documents will be e-mailed to each Psychology program faculty member, and these individuals will be asked to provide feedback and suggestions for revision and modification. Feedback will then be incorporated into reports prior to submission to the Department Chair.

D. Distance Education Assessment—Both full-time program faculty and adjunct instructors will be required to complete specific tasks for all courses taught in a distance education format, as discussed above (i.e., alignment of course syllabi
with common objectives and development of measurable student learning objectives)

VII. Transparency

A. Relevant Internal Constituents and Stakeholders of this Report
   1. Prospective and current psychology program majors and minors
   2. Psychology faculty members
   3. Faculty members within the Department of Behavioral Sciences

B. Relevant External Constituents and Stakeholders of this Report
   1. Field Experience agencies and supervisors
   2. Graduates of the psychology program
   3. Potential employers of psychology majors
   4. Graduate students in psychology and counseling programs
   5. The public at large, due to the fact that psychology is a profession of service
   6. The scientific community utilizing information obtained from psychological research studies

C. Methods of Sharing This Report With Relevant Constituents and Stakeholders—It is anticipated that the current document will be made available for public viewing on the departmental website. In addition, current students may request their individual scores on the senior-level exit exam. Many of the students who attend the SOSU graduate program in Community Counseling are former psychology majors, and this connection between two related programs within the department serves to provide graduate students and alumni with updated information about the psychology program. Perhaps more importantly, however, the psychology program serves as a foundation of preparation for students within graduate programs at Southeastern and Psychology and Counseling professional and academic communities at large.

VIII. Ongoing Commitment to Continue the Assessment Process—The psychology faculty recognize the importance of assessment both within our profession and within the field at large. Recent program modifications have been directly tied to information obtained from previous assessment reports, and modifications are planned for the upcoming academic year based on this information as well. Assessment is a vital and necessary component of a quality academic program, and it is hoped that future modifications based on program outcome assessment results will serve to strengthen our program, our university, and the community at large.
Psychology Program Coordinator

Date

Chair, Department of Behavioral Sciences

Date

Dean, School of Education and Behavioral Sciences

Date
Appendix A

Will my testing information be kept private?
Though your name will be associated with the testing data we collect initially, no individual outside of the SOSU Psychology Program Faculty and graduate assistants employed by the Department of Behavioral Sciences will have access to identifying information or data at any time. Following each testing session, data will be entered into an SPSS file, for the purpose of evaluating the effectiveness of the Psychology Program at Southeastern Oklahoma State University. Upon completion of data entry, we will delete your name from the SPSS file to protect your identity. The data entry spreadsheet file will be stored on the psychology program coordinator’s computer in a locked office. Additionally, the results of the assessment, but not your name or any other identifying information, will be summarized in a written Program Outcome Assessment Report for each academic year. In order to complete this process, we will additionally obtain specific information regarding your cumulative GPA and psychology courses completed from your academic record contained in the Office of the Registrar. If you have any questions or concerns regarding this process, please feel free to contact the Psychology Program Coordinator, Dr. Jennifer Hicks at (580) 775-3551 or by e-mail at jlhicks@se.edu.

________________________________________
Student Signature
Appendix B

Name:

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<tr>
<th>Last</th>
<th></th>
<th>Middle Initial</th>
<th>First</th>
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Student ID: ______________________

Date of birth: _____/_____/__________

1. Gender
   a. Male
   b. Female

2. Approximate grade point average:
   a. 3.5-4.0
   b. 3.0-3.49
   c. 2.5-2.9
   d. 2.0-2.49
   e. Less than 2.0

3. Are you a first-generation student? (i.e., Neither biological parent completed college before you.)
   a. Yes
   b. No

4. Please mark which of the following descriptors best fits you:
   a. Traditional student (Began college immediately after high school)
   b. Non-traditional student (Began college later in life)

5. Did you transfer to Southeastern from another college or university?
   a. Yes
   b. No

6. If you transferred to Southeastern from another university, what year did you do so?
   a. Not a transfer student
   b. Freshman
   c. Sophomore
   d. Junior
   e. Senior

7. Did you complete the majority of your psychology courses at another school or at Southeastern?
   a. Majority completed at another school.
   b. Majority completed at Southeastern.
Appendix B

8. Where did you complete your Psychological Statistics course?
   a. At Southeastern (Face-to-face)
   b. At Southeastern (Online)
   c. At another college or university

9. From your Introduction to Research & Writing and Statistics courses, how prepared did you feel for the Research Methods course you completed at Southeastern?
   a. I did not complete Research Methods at Southeastern.
   b. Very Prepared
   c. Somewhat Prepared
   d. Not at All Prepared

10. Did you attend courses at a remote site?
    a. Yes
    b. No (If no, skip to question 9.)

11. At which remote site did you take courses?
    a. Idabel
    b. McAlester
    c. Ardmore
    d. Some combination of sites listed above

12. Did you complete more courses at the Durant campus or at a remote site?
    a. More in Durant
    b. More at remote site

13. Did you complete the majority of your courses at the remote site online or IETV?
    a. Online
    b. IETV

14. Did you perceive classes to be more difficult at the Durant campus or at a remote site?
    a. More difficult in Durant
    b. More difficult at remote site(s)

15. Are you a double major?
    a. Yes
    b. No
    2nd Major (please list): ____________________

16. Do you plan to attend graduate school?
    a. Yes
    b. No
    c. Uncertain
Appendix B

17. If yes, what type of graduate program do you plan to attend?
   a. Psychology
   b. Counseling
   c. Sociology
   d. Criminal Justice
   e. Other

18. If you plan to attend a graduate program in psychology, please indicate the specific area of study you plan to complete.
   a. Counseling Psychology
   b. Clinical Psychology
   c. Experimental Psychology
   d. Other (Please Indicate: ____________________)

19. Degree sought:
   a. Master’s
   b. Doctoral

20. Which of the following most closely corresponds to your perception regarding the overall quality of instruction you have received within the psychology major at Southeastern?
   a. Very strong
   b. Strong
   c. Adequate
   d. Inadequate
   e. Poor
SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
DEPARTMENT OF BEHAVIORAL SCIENCES

Student Field Experience Evaluation

Name of Student _______________________________________________________________

Name of Field Experience Agency _______________________________________________

Address of Agency _____________________________________________________________

____________________________________  Zip Code  ________________

Supervisor’s Name _____________________________________________________________

Supervisor’s Title ______________________________________________________________

Supervisor’s Phone # ___________________________________________________________

-------------------------------------------------------------------------------------------------------------------------------------

Please use the following rating scale based on your experiences with other undergraduate students.

1  2  3  4  5  6
No Basis for Evaluation Poor Below Average Average Above Average Excellent
Or Not Applicable

I. **Client Interaction Skills**

   A. Shows respect for clients. ____

   B. Demonstrates the ability to use client observation skills meaningfully. ____

   C. Demonstrates the ability to interact verbally with clients meaningfully. ____

   D. Demonstrates adaptability in dealing with a variety of clients; e.g., personality types, cultural background, intellectual level, social class. ____

II. **Use of Client Background Information**

   A. Demonstrates the ability to gather and summarize case information from different sources. ____

   B. Demonstrates ability to formulate assumptions regarding client from case information ____
III. Professional Growth & Development

A. Willingness to accept supervision from site staff. _____
B. Demonstrates understanding of the philosophy, methods, and goals of the agency. _____
C. Demonstrates commitment to the profession. _____
D. Demonstrates the ability to communicate ideas and concepts orally to individuals and groups. _____
E. Demonstrates the ability to communicate in written form client interaction, impressions, and goals. _____
F. Evidences knowledge of and demonstrates the ability to complete the agency’s recording and reporting procedures. _____
G. Demonstrates the ability to organize, plan, and complete assigned agency responsibilities. _____
H. Works well with coworkers. _____
I. Seeks assistance and guidance of supervisor when necessary. _____
J. Respects client confidentiality _____

IV. General Work Habits and Appearance

A. Personal appearance/ dress is appropriate to role. _____
B. Punctuality _____
C. Attendance _____
D. Ability to independently follow through on assigned work. _____

V. Summary Evaluations

A. Demonstrates the ability to independently plan and conduct appropriate activities in line with the mission of the agency _____
B. Predicted success in the profession _____
C. Student’s overall performance in field experience _____

Within the following section, please provide any additional comments you may have, based on the overall performance of the student during his/her field experience at your agency:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Rev: 08/2011
Field Experience Evaluation

Student Name: __________________________________________

Semester___________________________________________ Year _________

Please answer the following questions as honestly and as openly as you can. All answers will be treated confidentially.

1. How satisfied were you with the training experiences you received at:

________________________________________________________________________

(Name of Agency)

Please circle the appropriate number below.

1  2  3  4  5
Very Unsatisfied Somewhat Satisfied Very Satisfied

2. Rate the following aspects of your experience? (Use scale values above.)

A. The agency program staff. 1 2 3 4 5
B. The supervision I received. 1 2 3 4 5
C. The type of clients I saw. 1 2 3 4 5
D. The facilities. 1 2 3 4 5
E. The type of training experience available. 1 2 3 4 5

3. Name of primary supervisor: ______________________________

4. Please rate the supervision you received from your primary supervisor by placing a circle around the appropriate number below.

1  2  3  4  5
Very Unsatisfied Somewhat Satisfied Very Satisfied
Inadequate Adequate Adequate
5. What were the most beneficial aspects of your training at this field site?

6. What were the least beneficial aspects of your training at this field site?

7. Would you recommend this site to other students?
   Yes    No    (Circle one)
   Why or why not?

8. What do you think could be changed or improved about the training you received?

9. Additional comments:

Rev: 08/2011
This assignment is a written record to fulfill the capstone nature of the class and field experiences. Your paper should be 4-5 typed, double-spaced pages, with 12-point font and 1-inch margins.

The goal is to synthesize your psychology course work and integrate these didactic experiences with the practical nature of the field experience course. Your paper should have two parts. These should be labeled with separate headings. The paper should be typed, doubled-spaced. Think of this paper as a reflection of your growth and professionalism.

The two parts are discussed below.

**Part I. Integration of psychology program with field experience.**

Consider the major themes of the courses you have taken (personality, abnormal, social, developmental, counseling, assessment, learning, etc.). Which of these themes have been most prominent on your field site? Discuss each of these themes and how you have observed them during your field experience. In other words, integrate the practical with the academic.

**Part II. Personal Impact of Field Experience**

The second portion of the paper will be your assessment of how the field experiences course has impacted you both personally and professionally. Include here how it impacts you on a cognitive and emotional level. Include the specific activities or events which you have found meaningful. What “new learning” or insights have you experienced? Discuss how the experience has impacted your plans for the future.