

**Field Placement in Psychology (PSYC 495 – Section: 0001)
Spring 2019**

Instructor:

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Office Hours:

by appointment
Miller Hall 1165

Class Meetings:

Monday: 2:30-3:45pm
Miller 1109

Course Description:

Supervised practicum in a counseling, industrial, or human service agency. Orientation to agency's service, policies, personnel and professional ethics is provided. *Prerequisites: At least two SS content courses and two NS content courses. Guidelines available in the department office. The course meets the requirement as a capstone course or as a psychology elective.*

Class Objectives:**Capstone Objectives**

1. Students will be able to analyze, synthesize, and evaluate information from primary sources to address psychologically relevant issues.
2. Students will be able to demonstrate effective written communication skills using APA style to prepare empirically based reports, literature reviews, theoretical papers, and/or program evaluations.
3. Students will be able to demonstrate effective oral communication skills at the individual level using one or more professional formats (e.g., individual paper/proposal presentation, participate as a member of a symposium, etc.); participation in class discussion alone is not sufficient.

Field Placement Objectives

1. Students will use knowledge gained in other courses to solve problems and face challenges in the real world.
2. Students will develop and refine practical skills working with people.
3. Students will observe professionals in psychology-related jobs.
4. Students will demonstrate abilities on the job; supervisors will evaluate students' performance.

Requirements:	Notes:	Possible Points
1. 150 site hours	Approximately 10-12 hours per week with documentation (Hours Log and Work Descriptions)	-
2. Class Attendance	Required / One absence permitted without penalty	-
3. Supervisor Evaluations	Midterm: 50 points / Final: 100 points	150
4. Class Participation	Participate once per class for 2 points X 12 classes	24
5. Reflections	8 semester reflections X 10 points each	80
6. CAP Meeting + Resume	Attend a CAP meeting to revise your resume/CV	10
7. InterviewStream	Complete self-interview and post feedback for peer's interview	10
8. Final Reflections	Reflect about your overall Field Placement experience	20
9. Site Presentation	Present about your site experience	20
10. Discussion Leader	Prepare 5 questions and facilitate discussion of an article	15
11. Contribution Project	Research Paper (60 points) / Additional Materials (30 points)	90
12. Symposium Poster	Prepare a poster for the JMU Student Symposium	20
		Total: 439

Grading: 439 points

Final course grades will be based on the total number of points accumulated during the class.

A = 413-439	B = 364-381	C = 320-337	D = 276-293
A- = 395-412	B- = 351-363	C- = 307-319	D- = 263-275
B+ = 382-394	C+ = 338-350	D+ = 294-306	F = < 263

Hours Requirement:

Hours are **ON-SITE** hours or part hours only. Transportation time does **NOT** count unless the transportation is on-site. For example, if you are working at the McNulty Center and are making a home visit, travel from the agency to a client's home or school and back **IS** counted. If you are at the courts and travel from your office to the detention center, travel time **IS** counted. Travel time from your residence to your site is **NOT** counted.

Be aware that vacations and holidays differ in the working world as compared to at JMU. This may affect your hours in a given week. Check now for the calendar of holidays. Remember that the **150** hours are a **minimum**. It is wise to schedule extra time so you are not caught short because of snow days, illness, or a family emergency.

Special exceptions: Some **OFF-SITE** time can be counted. If your supervisor asks you to take work home, perform library research, or run errands, these activities will count toward your total. **You may not count the time spent reading for/researching your contribution project.** You may count time spent reading other materials assigned or suggested to you by your site supervisor or the class instructor. **Reading time is limited to 5 total hours** (If you believe your reading total will exceed 5 hours, get clearance from the class instructor). If you submit hours for off-site reading, you also need to submit a description of what you read.

Hours Log and Work Descriptions:

Hours need to be submitted on a separate sheet and must be certified as accurate by an on-site supervisor. (Any employee who knows you worked can sign your hour sheet.) Hour sheets should be turned in **EACH WEEK on Canvas by Sunday night at midnight.**

Each time sheet should contain time worked during the week and should be submitted **AFTER** the time has been worked. **You will need to SCAN or TAKE A PHOTO of your Hours Log and UPLOAD IT TO CANVAS EACH WEEK – YOU KEEP THE ORIGINAL.** If you don't have your hour sheet signed, upload a copy of the unsigned sheet. The signature can be obtained before the next class time.

*****Record daily time in quarter-hour units (time less than 15 minutes is dropped)*****

Example: Wednesday September 21st
 Time in: 9:07 Time out: 2:17
 Total = 5.00 hours

Record fractions of an hour as: **15 minutes = .25 hours; 30 minutes = .50 hours; 45 minutes = .75 hours**

You will also turn in a work description **ON CANVAS**. This describes how you spent your time at your site. It should be reasonably detailed and include mention of time increments you worked (this will vary depending on the nature of your site). The work description serves several purposes. First, it documents your activities and involvement in your placement. Second, it serves as a legal record should there be a question about your performance. Third, it helps you become accustomed to documentation, which is required by insurance and public agencies and often in private industry as well. Do **NOT** use complete names or identifying information about clients. Use first names, false names, or initials when describing cases.

Supervisor Evaluations:

You will develop a form for your evaluation with your site supervisor and the JMU instructor. Your supervisor will complete the mid-term and final evaluation. Sample forms will be available on Canvas. At midterm, supervisor evaluations will be used to offer structured feedback on your strengths and weaknesses. Both supervisor midterm and final evaluations will count towards the final grade. An individual session will be scheduled at midterm and during finals week to provide feedback to you on your performance on site and in the class.

Class Attendance:

Class attendance is **required**. One absence is allowed for sickness or an excused activity. In the event of prolonged sickness requiring hospitalization or time at home away from JMU, an incomplete will be arranged. Class absences in excess of one will be penalized by lowering the final grade (15 points) for each occurrence. Missing part of a class counts as half an absence. Out of courtesy to others, please arrive on time. Missing more than 15 minutes of class counts as a half absence (8-point penalty).

I strongly advise against “skipping” a class toward the beginning of the semester in order to take advantage of your ability to miss one class without penalty later in the semester. It is all too common for a student to exercise this option early on only to end up having to miss a class later in the semester due to unforeseen circumstances and having their grade reduced as a result.

Topical and Problem-Solving Reflections:

Reflections allow you to integrate your opinions, experiences, and knowledge, and provide an opportunity for you to demonstrate your learning. Reflections include evidence of critical thinking. Thus, reflections are NOT simply descriptions of what occurred at your site (you have already provided this in your work description). You are instead asked to provide your analysis of something related to your field placement experience – your ideas and analysis are important.

“**Topical Reflections**” ask you to critically explore, examine, and/or evaluate a specific topic area as it relates to your site experience, your personal thoughts/feelings, and knowledge. The goal for this type of reflection is to track and keep you aware of your progression and development through this course/experience.

“**Problem-Solving Reflections**” are purposefully open-ended in their content – it is up to you to choose an issue or problem arising from your site experience that you would like to explore in greater depth. In this type of reflection, you should (a) identify the issue and provide some context surrounding it, (b) share your thoughts/feelings/reactions to the issue/problem, and, (c) integrate a research article related to the topic into your reflection that provides some possible solutions to the problem.

As such, be sure to cite the article in your text in APA style and provide a proper reference citation at the end of your reflection for the article. Goals of this type of reflection are to (a) become more knowledgeable about a site-relevant topic of interest to you, and (b) potentially find a solution or different approach to the issue/problem at hand. These reflections are intended to serve as building blocks for the type of writing/thinking you will do for your Contribution Project. Some possible ideas for Problem-Solving Reflection topics can be found in Appendix A.

Reflections are due by Sunday at Midnight on Canvas. They should be at least 500 words (and no more than 700 words) in length and reflect on some aspect of your site/experience in detail and depth. Each reflection is worth 10 points. You will be graded on the quality of your response as well as the clarity of your writing. **Please upload a Word .doc or .docx file to Canvas using Times New Roman 12 Font and 1 inch margins.**

Final Reflections:

These reflections summarize your entire experience. They are worth 20 points total. Please see Appendix B for specific instructions.

Class Participation:

Students are expected to participate in class during class discussions, during student-led discussions, and during student presentations (by paying attention and asking questions). At a minimum, students are expected to make one spoken contribution during each class. A hope and intention of the seminar is for students to be able to talk about their site experiences throughout the course of the semester.

Students will earn 2 points for making at least one spoken contribution each class for 12 classes (beginning in Week 2). This results in a total of 24 possible total participation points (keep in mind that sometimes students actually are 1-2 points away from a higher grade at the end of the semester).

However, students who are actively NOT participating in class (such as by not paying attention during discussions, texting, working on laptops, etc.) may experience participation penalties (2 points for a first occurrence and 5 points for each subsequent occurrence).

The bottom line is that *everyone* has valuable opinions and experiences to share, and we will all benefit the most if everyone is willing to share these with one another in a respectful way.

Possible Supervision Issues:

Students should bring one written question / issue / challenge / issue / point of curiosity to class each week to potentially discuss as part of group supervision. The first part of each class is reserved to talk about these issues as a group in order to help students navigate challenging aspects of their placements and/or discuss interesting happenings in a thoughtful way. I ask you to come prepared with someone you could bring up to talk about, even if you ultimately choose not to or we do not have time to get to your point.

Site Presentation:

Each week, one or more of the class members will give a presentation about their site and site experience. The presentation should cover the following:

- 1) Goals/mission/purpose of your agency
- 2) The history of your agency/how it is funded
- 3) Who and how many people are served in a typical year
- 4) The makeup of the staff (how many of each type of staff are employed, what they do, their levels of education, organization of the agency, salary ranges)
- 5) Services provided – Tell us about all of the responsibilities of your supervisor and your supervisor's education/training leading up to this position
- 6) Your experience at the site (how do you spend your time; what skills have you learned or do you plan to learn?)
- 7) What made you choose this site and how do you think this experience will fit with your long-term goals?

The presentation should be 15 minutes in length – plan and practice accordingly! Consider this a professional presentation you would give for your job or as a graduate student – dress and rehearse appropriately. You will be graded on the content as well as delivery. Engage your audience in your presentation. Presentations should be in a Powerpoint or similar format. **Your presentation slides will need to be posted on Canvas the day of your presentation. Please make sure you can access a copy of your presentation via the classroom computer.** Peers will also provide written feedback about your presentation that will be consolidated into consensus critiques.

Discussion Leader:

Each student will lead a discussion stemming from a research article on a topic relevant for his/her site (~20 minutes). As the discussion leader, the student will assign at least one research article and prepare at least five open-ended discussion questions that are conducive to class engagement and participation. It is helpful if questions are related to the topics/findings of the article but also relatively broad in nature so that they might apply to larger issues/others' site experiences. Students should need to have read the paper in order to properly engage with the questions. The discussion leader will need to provide context as to why the issue is important in his/her site both in a brief written explanation on Canvas and through a brief oral introduction to the discussion in class. **The research article needs to be approved by the instructor a week in advance of the Discussion date and posted to Canvas with your discussion questions by the Thursday before the discussion class period (see Rubric for additional details).**

Each student will be responsible for preparing responses to two of the Discussion Leader's questions and bringing those responses to class to be turned in to the instructor. Preparing responses ahead of time is intended to facilitate participation in class discussion.

Each Week for Class

Thus, for each class, you should bring one full sheet of paper:

- **FRONT: Responses to 2 discussion questions; 1 possible point to discuss in group supervision**
- **BACK: You will use this side to provide peer feedback for presentations**

Failure to complete and turn in responses to weekly discussion questions, a possible supervision point, or peer feedback will result in a 5-point penalty for each occurrence.

Contribution Project (Research Paper + Additional Materials):

The research paper is a capstone requirement. The student is responsible for developing a project idea that advances the mission of the site and/or addresses a need of the site (as discussed with the supervisor). The project should involve the student researching a topic that the site is interested in learning more about for its needs (and that the student has a presumed interest in as well). Supervisors often have many things they would like to do or learn about but do not have time to do them. This provides students with an opportunity to step in and contribute. Your contribution project will be enhanced by the preparation of materials beyond the research paper itself (i.e. worksheets, planning guide, treatment manual, poster/chart, video, evaluation of an activity, presentation of findings, etc.). Additional materials should make a clear contribution to your site and follow from the ideas of your research paper. Thus, you will be translating your research into practice! A goal of this project is to leave something useful behind as a way of leaving your mark on the site and giving something back in return for the guidance your supervisor has provided you with during the semester.

You should start thinking about your project idea early in the semester. The paper will be graded using a rubric available on Canvas. Papers may vary in length to some degree; however, the most successful papers will be in the **10-12 page range (not including the References page)** and include numerous references to supporting research (**with a minimum of 10 articles from peer-reviewed journal articles**). Practical/creative materials related to your project along with a (no longer than) 1-page description of how the materials fit with ideas presented in your paper, how they will be applied at your site, and what efforts you had to make to create them, will also be submitted on Canvas. Practical/creative materials that are not conducive to being uploaded in Canvas can be presented physically in class.

Please upload a Word .doc or .docx file to Canvas using Times New Roman 12 Font and 1 inch margins for the written elements. Be sure to include a written explanation of your Additional Materials (in addition to the actual materials themselves) using this format as well.

Poster for Psychology Symposium

You will be doing, and learning, a LOT during the course of this semester! The Psychology Research Symposium is an ideal venue for you to be able to share your experience and site contribution with the larger JMU Psychology community. You will be asked to create a poster that stems directly from your Contribution Project and site Presentation, and thus will hopefully require relatively minimal work aside from actually putting the poster together. You are asked to present about your experience/project at the Symposium so that faculty and other students, particularly those who might be interested in a Field Placement opportunity, have an opportunity to hear about your experience and your ideas for improving an aspect of your site.

Late Assignments:

Assignments that are late will be penalized one grade step per 24 hours late, beginning with an initial grade drop at the time the assignment is due. Assignments will not be accepted after 72 hours unless there are extenuating circumstances that merit consideration as judged by the instructor.

Safety:

There are dangers in any job or field site. For example, those working in hospitals (and elsewhere!) are likely to be exposed to diseases/viruses. Work place violence is a regular occurrence nationwide. If your site has safety training, please attend it. If your site has safety rules, please follow them. Please report unsafe conditions or dangerous situations immediately to both your site supervisor and to the course instructor. Don't be shy about safety. If you feel unsafe or notice a problem, speak up.

As you travel to work and back to campus, please be safe. Please don't stop your car for strangers or walk in an unlit, untraveled area. Please call Dr. Szwedo (434-218-0206) any time, day or night, if you experience an incident associated with your field placement experience (travel or on site).

Students should NEVER transport clients or child clients in their own vehicles. Nor should students give clients your home address and/or phone number. Please check with both the instructor and your supervisor before supplying personal information of any kind to clients.

Individual Help:

I am available for help during class or by individual appointment. Individual appointments are helpful if (a) your placement is not what you hoped it would be, (b) you have a problem at your placement and want individual input on it, (c) you need help with your presentation, discussion, or project, or (d) any other concerns that might be best handled on a one-on-one basis.

General Expectations:

Site and supervisors vary in the amount of time spent with students. There are no specific requirements for supervisors of undergraduate placements (this differs from graduate training). Students are expected to communicate with their supervisors, to seek supervision when needed, and to ask when they have questions. Students are expected to be active and take responsibility for identifying the experiences that will help their growth. If there are activities that interest you at your site, ask if you can be included or if you can observe!

Students are expected to adhere to dress codes, requests, and other policies at the site. Students who fail to follow policies can be subject to termination or restriction of activities. Students should remember that they represent the Psychology Department. Please represent yourself in a professional manner at all times.

Additional Course Information:

1. A textbook does not exist for this course. Instead, students will need to acquire reading materials from resources on the internet and campus library.
2. A full commitment to the James Madison University Honor Code is expected for all work in this class. The weekly assignments, presentation, and individual papers are to be your own work. Should I discover that you have cheated in some way (e.g., copying from someone else, plagiarizing), you will receive a failing grade for the entire course.
3. I am available by appointment to discuss questions or concerns you have. Feel free to call on my cell phone for any immediate issues. Please communicate throughout the course and not after problems have arisen.
4. Respect the experiences and ideas of fellow class members. The goal is to make this a fun and considerate place to learn.
5. JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107 and you may call 540-568-6705 for more information.
6. James Madison University or your field placement site may close or limit its services based on inclement weather or other emergencies. Refer to the following sources for information on closings or delays:
 - JMU Weather Line (540) 433-5300
 - JMU's home page www.jmu.edu
 - JMU radio station 1610 AM
 - Local TV station www.whsv.com

Please talk to your individual field placement site about the best way to be notified if they will be closed or be limited in services. If the class meeting time is cancelled due to inclement weather we will make up the class meeting time as designated by JMU. If your field placement work hours are cancelled due to inclement weather you will need to make up the hours during the semester.

7. Religious observation accommodation policy: students should notify the course instructor in advance of potential scheduled absences and determine with the instructor if mutually acceptable methods exist for completing the missed classroom time. Contact the [Office of Equal Opportunity](#) at (540) 568-6991 if you have additional questions.
8. This course will be taught in accordance with all University Policies. For further details about academic honesty (including safe assign), disability accommodations, religious accommodations, and other policies, please visit this website: <http://www.jmu.edu/syllabus/>

Week	Class Date	Class Session	Week's Assignments and Due Dates
1	January 7	Introductions, Syllabus, and Expectations	Read the Syllabus Carefully! Topical Reflection (1): Anticipation, Anxiety, and Goals <i>(Due on Canvas Sunday 1/13)</i>
2	January 14	Group Supervision / Ethics & Diversity <i>Consult with Supervisor about Evaluation Form</i>	Topical Reflection (2): Ethical and Diversity Issues On Site <i>(Due on Canvas Sunday 1/20)</i> Signed Statement of Ethical Behavior Answers to Ethics and HIPPA Questions <i>(Due in Class Monday 1/14)</i>
3	January 21	No class – MLK Day Professional Development / Interviewing <i>Consult with Supervisor about Evaluation Form</i>	Conduct InterviewStream Practice Interview and Email to Classmate <i>(Email to Classmate by Thursday 1/24)</i> Complete Peer Review of Classmate's InterviewStream Interview <i>(Emailed to Classmate (CC Dr. Szwedo) by Sunday 1/27)</i> Supervisor Evaluation Form <i>(Due on Canvas Sunday 1/27)</i>
4	January 28	Group Supervision / Supervision Needs / Stress and Self-Care	Topical Reflection (3): Supervision Needs and Self-Care <i>(Due on Canvas Sunday 2/3)</i>
5	February 4	Group Supervision / Interview Debriefing Presentation & Discussion (1) Lindsay Willard JMU Residence Life <i>Begin Consultation with Supervisor about Contribution Project Possibilities</i>	Problem-Solving Reflection (1) <i>(Due on Canvas Sunday 2/10)</i> Post initial draft of resume/CV and revised draft after attending CAP meeting <i>(Due on Canvas Sunday 2/10)</i>
6	February 11	Group Supervision / Discuss Possible Contribution Ideas with a Peer Presentation & Discussion (2) McKenna Raymond Children's Case Management	Topical Reflection (3): Summary of Plan for Contribution Project <i>(Due on Canvas Sunday 2/17)</i>
7	February 18	Group Supervision Presentation & Discussion (3) Londyn Gentry Virginia Institute of Autism	Problem-Solving Reflection (2) <i>(Due on Canvas Sunday 2/24)</i>

8	February 25	Midterm Individual Meetings with Students – No Class <i>Be Prepared to Discuss Plan for Contribution Project, Progress, and Self-Evaluation Form at Meeting</i>	Topical Reflection (4): Review of Mid-term Progress and Revised Goals <i>(Due on Canvas Sunday 3/3)</i> Complete Self-Evaluation and Bring to Midterm Meeting
9	March 4	No class – Spring Break	
10	March 11	Group Supervision / Disillusionment and Working Through Presentation & Discussion (4) Megan Jones Lacey Spring Elementary	Problem-Solving Reflection (3) <i>(Due on Canvas Sunday 3/17)</i> (Use this PSR to jumpstart your Contribution Project Paper – choose a topic from your paper to begin writing about)
11	March 18	Group Supervision / Confronting Barriers Presentation & Discussion (5) Autumn Wild JMU Counseling Center	Submit Work on Contribution Project Paper (Have at least 4 pages written – submit on Canvas by Sunday 3/24 at midnight)
12	March 25	Group Supervision / Achieving Competence Presentation & Discussion (6) Sidra Morris Shenandoah Early Childhood Program	Submit Work on Contribution Project Paper (Have at least 8 pages written – submit on Canvas by Sunday 3/31 at midnight)
13	April 1	Group Supervision / Termination Issues Presentation & Discussion (7) Madeline Grove Western State Hospital	Poster for Psychology Symposium <i>(Due on Canvas Sunday 4/7)</i>
14	April 8	Group Supervision / Practice Poster Presentations Presentation & Discussion (8) Alexis Grias Elkton Elementary	Final Version of Contribution Project PAPER Due (Due on Canvas Sunday 4/14)
15	April 15	Group Supervision / Sharing Contribution Projects Presentation & Discussion (9) Kaitlyn Bridgeforth Virginia Mennonite Retirement Community (Part 1)	Final Version of Contribution Project ADDITIONAL MATERIALS + 1 PAGE EXPLANATION Due (Due on Canvas Sunday 4/21) <i>Implement Contribution Project</i>

16	April 22	Group Supervision / Finishing the Work Presentation & Discussion (10) Ashley Oliver Virginia Mennonite Retirement Community (Part 2)	Attend/Present at Psychology Student Symposium <i>Implement Contribution Project</i>
17	April 29 / Finals Week	Individual Exit Meetings with Students	Final Reflections Parts 1 and 2 (Due on Canvas 4/29 by Midnight) <i>Implement Contribution Project</i> Complete Final Hours Log and Work Descriptions as needed by 5/3 at 5pm

Appendix A:

Critical Thinking Points for Reflections

Generally, students will encounter “critical thinking” points during the everyday activities at the field placement site. Critical thinking is more than detailed reporting of events. It involves processing the events and integrating past learning into the present experience.

What if the day is uneventful and does not spark any deeper thinking? That’s a time when students can consider one of the following issues and use it as a launching point to critical thinking. Included below are a sufficient number of suggestions for a different point each week. Just because these are *suggested*, don’t think you are limited to only these. Use what you encounter!

- Especially at the start of your placement, and at the end, you can reflect on your goals and the change you hope to experience (or have experienced).
- Consider the objectives/goals of your site (check the mission statement!) and then process whether or not your site is meeting that mission. If not, what needs to happen for your site to move closer to its goals?
- Consider how confidentiality impacts your site. What sorts of sensitive information does your supervisor handle? What is done to protect that information? What are the “threats” to the information (ways the information may be disclosed inappropriately)? How well does your site comply with regulations such as HIPAA?
- How does the APA Code of Ethics apply to your site? What principles are important and which would not be useful as often? Do you see any difficulties or conflicts in trying to adhere to the code of ethics?
- How does your site handle documentation? What information is recorded? Who has access to the information? How is it used? How long is the information kept? Why was that time frame chosen? How much time is spent in “paperwork” and documentation? Would you make different requirements? Why or why not?
- In considering your supervisor’s job, what aspects are easier/more attractive? Which aspects do you dislike or find cumbersome? If you pursue a career/job in the area you are in for field placement, how will you handle the difficult job aspects?
- Are there choices in how your supervisor spends time? What are the choices? Would you make different choices? Why or why not?
- How can you measure the effectiveness of the services offered at your site? Are there signs that people/children/clients are responding positively? What is the “success” rate? How is “success” defined?
- What course information is useful? For example, discuss how the child you are observing compares to expected developmental milestones (given what you learned in child development courses).
- What psychological theories and principles do you observe? For example: how does the person’s behavior compare to expected behaviors given the reinforcements received? Is the person with an addiction showing the expected signs and symptoms?
- How is “professional behavior” defined at your site? Do different employees interpret professionalism in varying ways? Do you think your site presents a professional demeanor to the community and the clients? Is it necessary to be “professional” in delivering the services offered at your site? What boundaries, if any, should be between client and staff?

- How does your site try to individualize service (or is it the same service no matter who is in need)? How well does your site match the service offered to the client's needs? Give examples.
- What could your site offer that it does not offer? How could the new services complement the existing services?
- How does your site handle diversity issues? Does the staff have the right tools (both specially trained skills and actual physical equipment) to serve all aspects of the entire community well?
- How well does your site do at informing the community of their services? Is there additional outreach needed or is your site reaching people who need the service?
- Does your site "screen" applicants for service in order to decide whether or not to offer assistance? Should your site screen applicants or should they simply serve people seeking help? Should your site have limits on services (such as offering only so many sessions of therapy per client or only so many weeks of service) or should clients be able to have as much time as they want? If service is limited, how is that decision made? What do you think of the choices? Would you make the same choices or not? Why?
- What are the needed skills, knowledge, and training for your supervisor's position? Would you change these requirements? Why or why not? What makes a staff person successful at your site?
- Is the client population at your site what you expected? Have you learned new information about this population?
- What do clients want from your agency? Why do they seek service? Is this goal(s) different than the agency they are seeking help from?
- What have you learned about effective service delivery?
- Compare and contrast ways in which you feel your field placement site promotes and practices diversity in its physical environment, written materials, as well as staffing patterns.
- Discuss some of your biases, prejudices, and or ignorance regarding diverse groups and detail the steps you utilize in attempts to identify and overcome them.

Appendix B: Instructions for Final Reflection

For Part I of your final reflection, write an overall summary of about 1000-1200 words. Please be sure to cover the following points:

Part I – Summary of Experience

- Describe briefly the mission and services at your site
- Describe the types of experiences and opportunities at the site – what things you were able to do
- Offer your impressions of the site – advantages, disadvantages (if any), limitations, what you like (and dislike) most about working there, etc.
- Tell something about what you learned at the site and how the learning influenced your career/vocational goals
- Any other information or impressions you would like to share

Keep in mind that this part will be edited and placed on the web. Therefore, write only things that you are willing to share with anyone, including your supervisor (who will receive a copy). Include information that might help someone decide whether or not this placement site is appropriate for them. Check the web for examples from prior students.

For Part II of your final reflection, create a bullet-point list (~4-8 bullet-points are typical). Please be sure to cover the following:

Part II – Analysis of the knowledge, skills, and abilities you have acquired as a result of this placement. This part is something that could be helpful to you in developing a **resume** or simply in organizing your **thinking for a job interview**.

- List the skills, knowledge, and abilities that you have developed or significantly improved through the placement (don't forget to consider improvements to your writing skills, and documentation if you have made changes in these)
- Mention the basis for improvement, where applicable. **Example:** Developed skills keeping children's attention during guidance lessons through observing the guidance counselor weekly. I then planned six guidance lessons and presented these 18 times to classes. I learned how to adapt the content to various ages/developmental stages of children.

Part II may overlap with Part I. It is fine to have some of the same material in each part because each portion will have different uses. Part II will be helpful to you in your career and can help the instructor work with the site to enhance training. Part II can also help the instructor write a strong and specific letter of recommendation for you!