PSYC 4109.001 – Psychology Internship CRN 31823  
Department of Psychology  
Full Summer (May 13 – Aug. 7)

Course Info:  
Instructor: Michael Walker, Ph.D.  
E-Mail: mwalker@sfasu.edu (all emails should begin the subject line with: PSYC 4109...)
Phone: 936-468-6453 (If no answer leave a message)  
Course Time & Location: Determined by Internship site supervisor  
Office: EDU 215-H Office Hours: By Appoint Only During the Summer

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<td>By Appointment Only</td>
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To request a meeting https://sfasucoe.qualtrics.com/jfe/form/SV_cwPXYpIVLcnSgDQ

Course Description: Supervised work experience in an approved experience related to post-graduation goals.

Prerequisites:  
- Ordinarily, the student must have a cumulative 2.0 GPA or above, completed at least two upper-level courses in the major, and be of junior or senior standing.  
- The student must have the consent of a faculty member who is willing to serve as the sponsor for the internship. The faculty member, in consultation with the chair, may require the completion of specific supporting courses as prerequisites to the internship.  
- Internship guidelines must be completed and signed by the student, the internship supervisor, and the sponsoring faculty member. At a minimum, the guidelines must set out the objectives, the work requirements and timetable, and the grading option and criteria. The chair and Dean must approve the guidelines before the end of the registration period for the semester.

Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):  
1. This course links with SFA Initiative #4: Develop a learner-centered environment.  
2. This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.

Student Learning Outcomes:  
1. To provide an opportunity to observe, practice and apply theories and techniques learned in the classroom.  
2. To provide an opportunity to become acquainted with a variety of discipline related fields, programs and professions.
3. To provide an opportunity to recognize leadership strengths and limits and to help alleviate weaknesses through concentrated work experience.
4. To provide an opportunity to develop insights and perspectives related to future goals.
5. Other site-specific goals and outcomes identified by the student and approved by the internship supervisor.

Internship Sites:
- To provide an opportunity to assist in the preparation of future community leaders.
- To provide an opportunity to recruit trained leaders and evaluate students for later employment.
- To enlarge the available staff which will allow for variations and for an increase in service activities of the organization.
- To provide an opportunity for the exchange of ideas between professionals and students.

The following criteria govern the approval of internships:
- There must be a clear and specified relationship to the academic program.
- Placement must be at a professional level of responsibility appropriate for university credit. This does not imply that interns are exempt from routine work.
- Internships are intended as new learning experiences that broaden student knowledge and skills. As such, internships will typically not be approved for students’ existing workplaces unless the employer/internship site provides expanded responsibility that will enable students to develop and hone new skills.
- Internships involving potential conflict of interests are not appropriate, such as working in a small family business.
- Internships require prior approvals of the advisor, chair, and Dean.
- Sponsoring a student internship is not required of the faculty and is solely based on the discretion of each individual faculty member.
- An internship may not normally substitute for other courses on the student’s academic plan.
- Internships may be paid or unpaid.
- Credit will not be approved for any work performed prior to registration for the internship, unless those activities are specifically required for eligibility at the internship site.

INTERNSHIP EXPECTATIONS & REQUIREMENTS

INTERNSHIP EMPLOYER/SUPERVISORS

The internship site supervisor agrees to train the student under the same conditions and rules that govern other employees and to provide job supervision and varied work experiences. The supervisor agrees to aid in the evaluation of the student. The supervisor is in no way obligated to offer the student employment or give preferential treatment because of this agreement.

STUDENT INTERN

The student agrees to abide by the policies of the university. The student agrees to perform diligently the work experiences assigned by the employer according to the same company
policies and regulations as apply to regular employees. The student is responsible for turning in all assignments at the required times and for allowing an evaluation of his/her job performance. Additionally, the student is expected to communicate in a timely manner should any situation arise which may interfere with the student’s ability to complete the internship. Successful completion of the internship experience includes submission of the internship portfolio.

**INITIAL RESPONSIBILITIES**

Interns should establish a meeting with the site supervisor within the first week of the semester to establish goals and objectives for the intern during the placement as well as determine intern responsibilities and expectations. During this initial meeting the intern should at minimum address the following:

- Review the Weekly Activity Journal (See Appendix A) with the supervisor and establish a process for documenting hours.
- Establishing weekly goals and objectives specific to the site to create site specific Learning Outcome objectives. The site-specific learning outcomes should align with Student Learning Outcomes outlined above.
- The intern should also provide the site supervisor with a copy the Final Evaluation (See Appendix B) and discuss any additional evaluation criteria that would be site specific.

**WEEKLY RESPONSIBILITIES**

Student interns should document hours weekly and submit signed Activity Journal sheets (See Appendix A) in a timely manner. For three (3) hours credit the student intern should complete at least 150 hours of work at the internship.

Writing Requirement needed in order to fulfill the writing intensive requirement for this course the student must complete one of the following options.

**Option 1:** Complete Weekly Reflection papers as outlined in Appendix C and submit along with the Activity Journals.

**Option 2:** Alternatively, the student intern can work with the site supervisor to determine if there is a project that would require substantial writing product where the student intern provides at least 10 pages of new content that demonstrates effective communication. For example, the production of a technical manual, annotated bibliography, educational materials, grant proposal, summary of program evaluation, etc. This option must be approved by the faculty supervisor within the first two weeks of the placement. Appendix D should be completed within the first two weeks of the course and submitted via dropbox outlining the expectations determined in consultation with the site supervisor.
FINAL PORTFOLIO REQUIREMENTS

Submit the final portfolio in the D2L Drobox. Your portfolio may be one large document or several documents. Make sure that if several documents are uploaded each document is clearly identified.

The portfolio should include the following items:

- Cover Page
- Supervisor’s written Final Evaluation of your performance
- Student’s evaluation of internship experience
- Copy of Learning Outcomes
- Final Reflective Paper
  - Minimum of two pages (not to exceed six pages), typed and double spaced. Think about this paper as being part of a job interview where you have just a couple of minutes to explain what you gained from this experience that sets you apart from other applicants. Think about answering each of the following elements as if it were an interview question that you answer within a conversation.
  - Describe your job and its relationship to other functions of the organization or the school. (*This should help you answer an interview question such as “Tell me how your previous experience has prepared you for the current position”, or “How do you see your role impacting others in an organization?”*)
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- Copy of Resume – updated to reflect your internship experience
- Copy of all Weekly Activity Journals (verification of hours)
- Copy of all Weekly Reflective Question responses or copy of the approved alternative written work product produced.
- Copy of Thank You Letter to Internship Site Supervisor
Evaluation and Assessments (Grading):

**FINAL EVALUATION – SITE SUPERVISOR** - 30 points
(see **FINAL EVALUATION – SITE SUPERVISOR form**)

**FINAL PORTFOLIO** - 70 points
(see **FINAL PORTFOLIO REQUIREMENTS**)

**TOTAL = 100 points**

Grading Scale:
A=90% or higher (90+ points)
B=80%-89% (80-89 points)
C= 70-79% (70-79 points)
D=60%-69% (60-69 points)
F=Below 59% (59 points or less)

**DUE DATE/GRADING**
Submit the final portfolio in the D2L Dropbox no later than the last scheduled day of classes for the semester.

*Your grade for the internship will be determined by your supervisor’s evaluations, written assignments, and timely meeting of deadlines. Your grade may be adversely affected if you do not submit Learning Outcomes, Weekly Activity Journals/Reflective Responses, or your Portfolio by the established deadlines.*

**Attendance Policy:**
Regular and punctual attendance is expected at your internship site and you must complete the requisite hours. Should something arise that prevents you from completing the required hours contact me as soon as possible.

**Institution Absences** *(HOP 04-110)*
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance. Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.
More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Expected Student Behavior**
Professionalism: While participating in the internship, I expect you to be professional and courteous in your behavior. You are expected to learn the policies and procedures for accepted behavior at your internship location and following those rules. Classroom behavior
should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties (see The Code of Student Conduct and Academic Integrity, HOP-04-106) This prohibition applies to all instructional forums, including electronic, internship sites, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

**Academic Integrity**

The Code of Student Conduct and Academic Integrity (HOP-04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

**Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation.** Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

The use of Generative AI to complete assignments for submission is strictly prohibited. The use of Generative AI as a cited tool to improve the quality of an assignment is acceptable. Consider generative AI as being a friend or classmate when determining the appropriate use of generative AI. It would be appropriate to study with a friend and to get feedback from a knowledgeable peer but it would inappropriate to ask a friend to complete your assignment for you. We can discuss the appropriate use of Generative AI for each assignment and how to cite its use.
Academic dishonesty diminishes the value of your education and violates all the root principles of The SFA way.

https://sfasu.edu/4742.asp

Sex and Gender-Based Discrimination, Violence, Harassment, and Misconduct is Prohibited.

Stephen F. Austin State University (SFA) strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources in Section B 3. Title IX Policy Number: 01-307) are required to report any information obtained about potential policy violation including sexual harassment, sexual assault, domestic violence, and stalking to the Title IX Coordinator within 48 hours. This means that if any employee who in the course and scope of their employment at SFA witnesses or receives information regarding an incident that the employee reasonably believes constitutes prohibited behavior defined in policy 01-307, which is alleged to have been committed by or against a person who was a student enrolled at or an employee of the University at the time of the incident, that employee must report the suspected or alleged violations within two (2) business days to the Title IX coordinator. As of January 1, 2020, employees of Texas universities are subject to termination and criminal liability for failure to report violations of policy 01-307. Reports must be made even if the impacted student, staff, or faculty member requests the responsible employee not to disclose the information to the Title IX office. If you need assistance making a report I am happy to assist you in that process. However, if you are not sure you are ready for the university to be made aware of your situation and would like to speak to a confidential resource who does not have the same reporting responsibility, you can find a list of resources on the Lumberjacks Care website www.sfasu.edu/lumberjacks-care.

Withheld Grades Policy

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to Policy Number: 02-206, Course Grades https://www.sfasu.edu/docs/hops/02-206.pdf

Students with Disabilities:

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly
may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

Resources for students who are parenting or expectant parents can be found on this webpage: https://www.sfasu.edu/parenting
Appendix A

WEEKLY ACTIVITY JOURNAL

Fill it out electronically, save it electronically for inclusion in your final portfolio, and print a hardcopy to be signed and submitted each week to the Internship Office. You may scan and email, or mail or deliver a hard copy of the signed document.

NAME: _______________________________ WEEK ENDING: (DATE) _______________

SITE: ________________________________________________

TOTAL HOURS FOR WEEK: __________ TOTAL HOURS TO DATE: ______________
50 hours of work = 1 credit hour  *Please round work hours up to the nearest quarter hour*

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<th>Date</th>
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<th>Time In</th>
<th>Time Out</th>
<th>Total Hours Worked</th>
<th>Notes/Activities</th>
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Goals and objectives for the week:

Insights gained (learning experiences, new ideas, concepts):

Any problems encountered (relate challenges or areas of concern and how the situations were handled):

Professional growth (relate learning experiences to your professional development):

________________________________________
Supervisor’s Signature

SUPERVISOR COMMENTS (optional):

1 Hour log may be substituted with a site-specific record if it documents hours and activity and is verified by site supervisor
Appendix B

FINAL EVALUATION – SITE SUPERVISOR (To be completed by site supervisor)

Supervisor’s ratings are helpful to us in evaluating the student’s performance, may serve as a basis for counseling and become a part of the student’s internship file. We would appreciate your frank opinions on the form below. Please evaluate the student objectively, comparing him/her with other students of comparable academic level and training; with other employees serving in similarly classified positions; and with individual standards of performance. Should additional space be necessary for your comments, please feel free to attach a separate sheet to the form.

Student _________________________________________ Date of Evaluation __________________

Internship site:____________________________________________________________________

Supervisor Name:_________________________________________________________________

Please rate the student on the following:

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<th>Advance</th>
<th>Proficient</th>
<th>Competent</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
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<td>OVERALL RATING</td>
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What are the student’s major professional assets and strengths?

What are the student’s major professional developmental needs?

Did the student have adequate organizational/management skills?

Based on the above evaluation,

_______ I would recommend this individual.

_______ I would recommend this individual with reservations.

_______ I would not recommend this individual.

Supervisor’s signature ________________________________    Date_______________
Appendix C
Option 1: WEEKLY REFLECTION

Choose a different question to respond to each week. Submit a hard copy with the question number and the response along with your Weekly Activity Journal. Be sure to save your responses electronically for inclusion in your final portfolio.

1. What is your job description? What are your responsibilities?
2. What is the name, size, and location of the business/organization of your site?
3. Define the purpose of your business/organization.
4. Describe the organizational structure of the business/organization.
5. Describe the effective and ineffective mechanisms of organizational communication at your site. (Support with specific examples and suggestions for modification.)
6. Describe the effective and ineffective mechanisms of personal communication within your unit or immediate work environment that affect your ability to carry out your day to day responsibilities. Include specific examples and suggestions for modification.
7. Describe the technology used in your workplace. What training did you receive in order to be productive in its use? Does the technology serve the individual and the organization? Are you familiar with an alternative form of technology that would be more efficient? Provide suggestions for modifications.
8. Discuss how the experience is or is not meeting your expectations. How will you apply yourself differently for the remainder of the internship? What factors would improve your experience?
9. Discuss how your classroom learning applies to your internship experience.
10. What information could you take from your internship experience and share in the classroom?
11. Describe your short term and long term career goals and design your pathway for achieving these goals. Where are you now in relation to these goals and how do you plan to get where you want to be? How is the internship assisting you on your pathway?
12. Describe an ethical dilemma at your workplace, (actual or possible) that you have observed or of which you have been a part. Discuss why you feel this dilemma exists and what actions were/are necessary to resolve the dilemma.
13. Describe a conflict within your organization, past or present, (actual or possible) and discuss how it concluded or how you would like to see it conclude. Provide information about how you would have handled such a situation or if the conflict has not yet concluded, describe how you would bring resolution to the conflict if it was your responsibility.
14. Imagine you are a manager within your organization. Propose some changes that would increase efficiency and working conditions or boost employee morale.
15. What have you learned about yourself, your employer and your job?
16. What have you learned about the value of your education in preparing you for, or not preparing you for your career? Explain.
17. What have you learned about this occupation or profession?
18. What would you have done differently for this internship experience?
Appendix D

ALTERNATIVE WRITING ASSIGNMENT PLANNING FORM

For students planning to replace all or part of the weekly reflective assignments the Internship student should review this form with the site supervisor and provide basic expectations of the written work required. This form should be discussed with the site supervisor and submitted within the first two weeks of the semester to fully replace the weekly reflective writing assignments. This form can be submitted later if a project arises during the internship that would match the writing requirement and could replace a portion of the weekly reflection assignments. All alternative agreement must be approved by the site supervisor and the faculty internship instructor.

Student ____________________________________ Date __________________

Internship site: ________________________________________________

Supervisor Name: ______________________________________________

Briefly describe the writing contribution and the relative contribution by the Student Intern. (Alternative assignments do not have to represent contiguous page content but should reflect a relative equivalence of about 10 written pages to completely replace the weekly reflective papers):

Will the intern be able to share the final product (with appropriate redaction if required) as part of their portfolio for the class? ____ YES ____ No (if No please explain)

Will the intern be able to share the final product (with appropriate redaction if required) with potential employers in the future? ____ YES ____ No (if No please explain)

Student Signature ___________ Date __________ Site Supervisor Signature ___________ Date __________

_____ Approved _____ Approved with modifications (attached) _____ Not Approved

Internship Faculty Instructor ___________ Date __________
Appendix E

FINAL EVALUATION – STUDENT

**Your comments will not affect your final grade or the possibility of future employment with your employer. This document is for in-office use only.**

STUDENT NAME:

INTERNSHIP SITE/SUPERVISORS NAME:

EXPERIENCE WAS  ☐ PAID  ☐ UNPAID

TERM ENROLLED:  

# OF CREDITS:  

DIRECTIONS: Objectively evaluate your internship experience using the rating scale below:

E – Excellent  A – Above Average  S – Satisfactory  N – Needs Improvement  U – Unsatisfactory  N/A – Not Applicable

RATING COMMENTS, EXAMPLES

WORK EXPERIENCE
Relationship of work to career goals
Training received
Supervision received
Level of responsibility assigned
Overall rating of work experience

LEARNING EXPERIENCE
Learned skills or techniques
Gained new knowledge
Relationship of academics
Overall rating of learning

PERSONAL DEVELOPMENT
Gained greater self-confidence
Improved understanding of self
Contributed to professional growth

OVERALL EXPERIENCE RATING

How did this experience affect your educational or professional plans? (circle one)

☐ Confirmed Plans  ☐ Changed Plans

What do you consider the best aspects of this experience?

What would you consider the weaker aspects of this experience?