

Psychology 385 Kathryn L. Engel

Notice on Blackboard:

Your syllabus consists of all of the following documents:

List of Sites

Weekly Assignments

Student Semester Plan

Supervisor Approval of Applied Research Project

Proposal Assignment

Proposal Grading Rubric

Final Paper Assignment

Final Paper Grading Rubric

Draft of Literature Review and Methods Rubric

Draft of Methods and Discussion Rubric

Group Presentation Rubric

Supervisor Evaluation

Your Evaluation of Site

Together this would be too long a document to be user friendly, please read all individual documents the first week of class.

## **Psychology 385: Spring 2013**

**Kathryn L. Engel**

**1018A BSB**

**(312) 413-0456**

[engel@uic.edu](mailto:engel@uic.edu)

*Office hours: Tuesdays and Thursdays 12:15-12:45 and, by appointment.*

I am teaching three different sections of Psch 385 this semester. It is best to stay in your section but you may attend my other section by appointment if there is a conflict with training at your internship site. If you would like to do so, make an e-mail arrangement in advance of class.

Each of you will have a TA to support your Applied Evaluation Project, that is the only part of the class the Ta works with you on....address all site issues to me. You will work with your Ta only once assigned.

|                   |                    |
|-------------------|--------------------|
| Laura Kuper       | lkuper2@uic.edu    |
| Shanika Blanton   | shanikab@gmail.com |
| Ana Genkova       | agenko2@uic.edu    |
| Kyle Jones        | kjones42@uic.edu   |
| Randi Schuster    | rschus2@uic.edu    |
| Sandra Villanueva | svilla26@uic.edu   |

## Source of Points for Grading

|     |   |
|-----|---|
| 100 | <b>Ratings of Professional Performance at internship site by your personal internship site supervisor(s) and by Kathryn Engel. Your supervisor will submit to me an evaluation, however, since each of our site supervisors can be more or less strict, I make the final grade of site performance after communication with site supervisors.</b> |
| 30  | <b>Group Presentation</b>   |
| 10  | <b>Proposal</b>   |
| 10  | <b>Draft of Literature Review and Methods</b>   |
| 10  | <b>Draft of Results and Discussion</b>  |
| 40  | <b>Final Paper</b>  |

**Class attendance and participation will be evaluated and can raise your grade.**

## Weekly Assignments

### Week 1

**1/14, 1/15: Introduction, organization and field requirements. We will overview common fieldwork topics. Work on selection of a field placement as soon as possible, delayed start dates will require you to work more hours per week to fulfill requirements. Ethics, confidentiality, professional deportment, negotiating a supervisory relationship, and, paperwork.**

Buying APA student membership and malpractice insurance may not be necessary due to contracts with our sites. Paper Assignments.

## **Week 2**

MLK day do this week 3, 1/22: Continuation of ethics, confidentiality, professional deportment, negotiating a supervisory relationship, and, paperwork. Questions about paper assignments. Training in REFWORKS. *Hand in Student Semester Plan signed by your supervisor at the field agency.*

## **Week 3**

1/28, 1/29: Proposal Presentation and initial TA consultation on proposal must be completed by today.

Come to class prepared to tell the class about your placement and initial experience there. This is the time to discuss your agency issue and your goal for the term (these are detailed in the requirements for your first paper in the long syllabus). You will basically be presenting your proposal out loud to the class for feedback. I encourage you to present on the first week in order to have more feedback for turning in your proposal on the second week..

## **Week 4**

2/4,2/5: Writing and designing Methods Sections

If you would like time to discuss your placement or your career plans with Kathryn Engel, please e-mail for an appointment. Do not let any problems with your site or site supervisor(s) go unaddressed, we need to meet to find solutions quickly to make sure your internship training is positive. An initial adjustment period to your site is to be expected, any concerns that are still present need to be addressed with Kathryn.

## **Week 5**

2/11,2/12: Finish any presentations missed during week 3.

**Proposals Due.** *Your plan for the semester is to be set up for success by having your proposal run by your TA as well as read and signed by your supervisor well in advance of today. We will not grade proposals without a supervisor signature of approval on the cover page. Your paper will either*

be approved, or you will be asked to revise it. You are strongly encouraged to meet with the TA to discuss your paper before you turn it in. Your supervisor **MUST** sign off on the cover page for their approval of the project at their site. Not only must you meet UIC standards for writing an informed consent form, but you must also satisfy the ethics of your site. Student research is IRB exempt. However, if you plan to publish or present your project at a convention, then IRB approval is necessary. Consult with me if you have a question about this ASAP.

Reminder: Paper I is a proposal, it is essential to get this right, then you are “set up for success” in your final paper if you just follow and complete your proposal. The TA will let you resubmit your proposal for revisions without penalty.

**Feedback on proposals via e-mail (each of you will work with the preference of your TA, most all work via e mail but if you require accommodations and prefer working on paper, we will work with you on providing you with accommodations so that you can work in your preferred modality). Also, if you need to request an accommodation to work in one modality versus the other please let me know.**

## **Week 6**

**2/18,2/19:** The first hour and a half of this class I will be teaching you professional presentation skills for the assignment as well as important career building skills.

The final half hour of class will be spent forming your groups based upon common topic interests with other students in the course. Students should come to class with two-three topic ideas for a class presentation. Students will work in groups of three for these presentations, and, you will form your groups based upon common topics, not working at the same sites or even types of sites. It is more interesting to have a topic presented and then have the examples and/or illustrations of the topic chosen from contrasting or quite different sites. Your group presentation will total about 15- 30 minutes depending on the size of your group.

Some example topics are: dilemmas faced by our agencies, how agencies provide service to a common population (similarities and/or

differences), Compassion Fatigue, Staff burnout, Staff morale, Community response to agency, Program structure, Comparison of interventions for the same populations, How administrative structure effects staff communication, How agency services are tailored for cultural issues of the clientele, evaluation practices of the agency, program structure in the agency, Staff evaluation practices, Internet Safety for young clients, Cyber bullying, Modern technology and increases in domestic stalking/domestic violence. The purpose here is to plan presentations that focus on a common “big issue” across your agencies. Your presentation needs to include some psychology research providing the background for the issue. You can compare the research to how practices are implemented in “real world” settings. Use your sites as examples of the real settings but they should be examples only, not the sole focus of the training.

Remember that your TA’s role is limited to mentoring your applied evaluation project. If you would like time to discuss your placement or your career plans with Kathryn Engel, please e-mail for an appointment. Do not let any problems with your site or site supervisor(s) go unaddressed, we need to meet to find solutions quickly to make sure your internship training is positive. An initial adjustment period to your site is to be expected, any concerns that are still present need to be addressed with Kathryn.

Feedback on proposals via e-mail (each of you will work with the preference of your TA, most all work via e mail but if you require accommodations and prefer working on paper, we will work with you on providing you with accommodations so that you can work in your preferred modality). Also, if you need to request an accommodation to work in one modality versus the other please let me know.

## **Week 7**

2/25, 2/26: TA will coach on writing Literature Reviews and APA style

## **Week 8**

**3/4, 3/5: LITERATURE REVIEW AND METHODS SECTION FIRST DRAFT DUE** I am available for consultations for all studies.

## **Week 9 and Week 10**

**3/11, 3/12, 3/18, 3/19: Meet in small groups at preplanned locations. No meeting of the whole class; rather each group will meet during this time to plan and rehearse the presentation, outline, roles and responsibilities. If your group is having problems first try to address these directly with ALL group members (no complaining in sub-groups) as this will lower your morale. If that does not work e-mail me ahead of time to schedule a meeting**

## **Week 11**

**4/1, 4/2: TA coaching on SPSS and writing Results and Discussion**

**Note Room Changes to computer labs.**

**SPSS training and coaching how to write a results and discussion section. Note: This class will be scheduled in a computer lab in order for you to have “hands on” training with SPSS.**

## **Week 12 and 13**

**4/8, 4/9, 4/15, 4/16: Practice with groups both of these weeks.**

**4/15, 4/16: FIRST DRAFT OF RESULTS and DISCUSSION SECTION DUE**

**For draft due April 15 and 16: Run your statistical program with the data you have even if you are still collecting data and will have a larger group of data in your final paper. Discuss the results that you have so far, even if you are continuing data collection and you know that your results may differ in the Final Paper. It is important to have preliminary analysis approved so make sure you are on the right track for your final paper. With each new section you turn in, attach the previous section.**

## **Week 14 and Week 15**

**4/22, 4/23, 4/29, 4/30: Group Presentations. You must attend all classes. We will also be networking about site job opportunities and hiring news during these final classes.**

**Supervisor Evaluations are due in class on December 3 and 5. Your evaluation of your site is due in class on this final week also. Note, if you have not completed your 120 hours your supervisor cannot sign off on your evaluation and you may take finals week to complete these hours if necessary.**

***Final papers due in fifteenth week with a grace period up and through Monday May 6th at 4pm.* Turn them in to me on blackboard and your TA via e-mail before 4pm.**

**Supervisor Evaluations are due in class the fifteenth week or by fax with a grace period up until May 10th only for those students having to finish hours during finals weeks. Your supervisor evaluation should be in an envelope with the back flap signed. Alternatively, if your supervisor would rather fax the signed evaluation to me they may do so at 312-413-4122. We hope to have an online supervisor evaluation system working for you so that is an option by April this year. Your evaluation of your site is due in the fifteenth week also. Remember to put everything coming in into an envelope; nothing can be left open for view in our mailboxes. Late points of two points per day are deducted for papers after the 4pm deadline the Monday of finals week. Some of you may be making up extra hours during finals week, if this is necessary remember that if your supervisor evaluation is not either faxed to me or in my mailbox on or before April 30th, you will not receive your grade on time and this may delay a graduation.**

**Students are required to spend a total of at least 120 hours at the field placement (8 hours a week for 15 weeks). If you did not start your field placement during the first week, you will be required to spend more than eight hours a week to reach your total of 120 hours. The 120 hours MUST be completed during the semester, i.e., you may not count hours before the first day of classes and your hours must be completed by the end of Finals week, earlier is fine. Most of you will spend a second day on site doing your research. This is better than doing that on campus as it exposes you to the site more and you are more able to handle confidentiality of your data. Your final paper needs to be a professional report with references and good writing. Need help? Call UIC's Writing Center (312) 413-2206 a minimum of two days before you would like an appointment. Make sure you do not have someone at the Writing Center read confidential information, that part of your paper needs to be reviewed with your TA or instructor only. You should request the special writing center tutors who**

are designated as WID (Writing in the Discipline) tutors for Psychology. They have more skills at APA style and the style of writing required for the project.

We have a course website on the UIC Blackboard system. After you form groups the TA will set up group e-mail lists so that you can e-mail each other as a group or go on live chat together. Most of you will have used the system in prior courses.

If you have a disability, we will provide all accommodations that you require. Please contact the Office of Disability Services and they will give me a confidential letter detailing the accommodations that you require and I will insure that they are provided to you in a confidential and sensitive manner.

#### **Contact Information**

**1200 W. Harrison St. Room 1190 SSB (MC 321)**

**Chicago, IL 60607**

**(312) 413-2183 Voice**

**(312) 413-0123 TTY**

**(312) 413-7781 FAX**

**Psychology 385 - Field Work in Applied Psychology**

**To be completed by student and supervisor at agency.**

Name of Agency \_\_\_\_\_  
\_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Supervisor \_\_\_\_\_  
\_\_\_\_\_

Position title \_\_\_\_\_

E-Mail \_\_\_\_\_  
\_\_\_\_\_

Telephone \_\_\_\_\_  
\_\_\_\_\_

The student will begin work on \_\_\_\_\_ and continue at least until \_\_\_\_\_.

The student will work at least eight hours a week. The total hours will be at least 120 hours with at least one hour a week of supervision. The students will also complete an Applied Evaluation project that we will supervise at UIC and must also meet with your approval and be of service to your agency. Please indicate what days and hours the students will work:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Brief description of probable work assignments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Supervisor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor name

---

Student signature

---

Please print student's name:

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**Contact person at UIC is Kathryn L. Engel  
(312) 413-0456  
Email: engel@uic.edu**

Supervisor approval form for the Applied Evaluation project.

Student Name: \_\_\_\_\_

Site and Supervisor Name: \_\_\_\_\_

We work to train our students carefully and closely supervise their Applied Evaluation project. Students are trained to select a project that you approve of and deem helpful to your site. To insure that supervisors approve of what the student is doing, we ask that you sign off on the proposed project using this form to make it more convenient for you. We will work with students to improve the proposal and supervise the applied evaluation project throughout the entire semester. At UIC undergraduate research is IRB exempt under two conditions. First the course instructor and the teaching assistant carefully review the proposal to insure that the procedures agree with our IRB policy and insure confidentiality. Second, the project stays confidential within the course. If a student wants to present the work publicly at a conference or publish the project, then we would proceed to obtain IRB approval at UIC and with you and your agency.

Please sign your choice:

I approve of this project and give the student permission to access data that has already been collected at our site. The student will use strict de identification procedures and keep all data confidential.

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I approve of this project and give the student permission to collect new data at our site. The student will use the standard UIC informed consent procedures as a part of the evaluation project. (Student consent form has been reviewed by me and is attached.)

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I approve this project and give the student permission to collect new data at our site. We have an informed consent form in place that allows permission for research. (A copy of the agency's informed consent form is attached.)

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I do not yet approve of this project. Please provide times for Kathryn Engel to e-mail or call you to discuss an appropriate student project.

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Please do not hesitate to contact me at any times with questions.

Kathryn L. Engel, M.A.

Director of Internships in Applied Psychology

Lecturer, Department of Psychology (mc 285)

University of Illinois at Chicago

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1007 West Harrison Street

Chicago, IL 60607-7137

engel@uic.edu

312-413-0456, fax 312-413-4122

## **385 Psychology Paper Applied Evaluation Project**

### **Proposal (due by the end of the week 4)**

Length: 4-5 double-spaced typed pages

You must use APA style

1. Briefly describe the agency (overall mission, services provided, populations served) and your duties and responsibilities. Approx. ½ page.
  
2. You will write a mini literature review to let us know the science behind the question you are posing in measuring your goal. Describe the topics/sub-topics on which you plan to conduct your literature review.  
A good literature review is written like a funnel, from broad to specific. You should select overviews on your topic, and, then narrow to articles that specifically address the goal(s) that you will be measuring. Review approximately 8-10 articles. We strongly recommend that you use the most recent articles available (ideally, within the past 5 -10 for your overview), so that your literature review reflects the most recent and up-to-date findings. You may not use newspaper articles, articles posted on random websites, magazines, etc. Every article must be taken from a peer-reviewed journal. Approx. 2 pages.
  
3. Clearly state your goal(s). The best goal(s) are chosen in consultation with your supervisor and accomplish something the agency would like done. That way, your applied evaluation project meets the requirements of the class but more importantly, provides the site with something that will benefit them. Projects have included program evaluations, pre and post measures of evaluations, designing and evaluating a new program, conducting a carefully designed case study, writing or establishing new human resource procedures that are evaluated, or, in some cases where evaluations of the program or recipients is not possible the student can conduct a careful evaluation of changes in their own intervention behavior with objective measures from others. In any case, your goal should be specific and measurable so that you will know if you have met it when the course ends. It is not important to meet your goal, but it is important to know whether or not you have met it. This will involve selecting appropriate measures, collecting some kind of data and analyzing it during the semester. Approx. ½ to 1 page.
  
4. Draft a preliminary methods section based on: discussion with your supervisor (about what is feasible and realistic) and your literature search on assessment measures. This section should include the following sub-sections: Participants, Procedures, and Measures. Provide as much information as possible. Approx. ½ to 1 page.
  
5. Briefly describe your proposed analyses. Approx. 1 paragraph.

## Psych 385 Proposal Paper Grading Sheet

\_\_\_\_\_ ***Your paper is approved.*** Please turn in a copy of this paper with your final paper.

\_\_\_\_\_ ***Your paper is not approved*** for the following reason(s):

\_\_\_\_\_ You did not include a goal. Please write a paragraph defining a goal. See the “Setting Goals” handout on Blackboard for more information.

\_\_\_\_\_ Your goal is not specific and measurable. Please rewrite the paragraph defining your goal in concrete and specific terms. See the “Setting Goals” handout on Blackboard for more information.

\_\_\_\_\_ Other reason(s): There are ethical concerns, informed consent issues with participants, etc

|  | Poor |   | OK |   | Excellent |
|--|------|---|----|---|-----------|
| Introduction/Preliminary literature review | 1    | 2 | 3  | 4 | 5         |
| Quality of content                         | 1    | 2 | 3  | 4 | 5         |
| Clear organization                         | 1    | 2 | 3  | 4 | 5         |
| Importance of topic                        | 1    | 2 | 3  | 4 | 5         |
| Goal/measurable objective                  | 1    | 2 | 3  | 4 | 5         |
| Clearly stated                             | 1    | 2 | 3  | 4 | 5         |
| Concrete and measurable                    | 1    | 2 | 3  | 4 | 5         |
| Methods                                    | 1    | 2 | 3  | 4 | 5         |
| Participants                               | 1    | 2 | 3  | 4 | 5         |
| Procedures                                 | 1    | 2 | 3  | 4 | 5         |
| Measures                                   | 1    | 2 | 3  | 4 | 5         |
| Ethics , Informed Consent Forms            | 1    | 2 | 3  | 4 | 5         |
| Proposed Analyses                          | 1    | 2 | 3  | 4 | 5         |
| Quality of Writing                         | 1    | 2 | 3  | 4 | 5         |
| Clarity of writing                         | 1    | 2 | 3  | 4 | 5         |
| Spelling, grammar                          | 1    | 2 | 3  | 4 | 5         |
| APA Style                                  | 1    | 2 | 3  | 4 | 5         |
| Title page                                 | 1    | 2 | 3  | 4 | 5         |
| References in text                         | 1    | 2 | 3  | 4 | 5         |
| References page                            | 1    | 2 | 3  | 4 | 5         |

Score:  $x/100$  points, reported as  $x/10$  points

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## **385 Psychology Applied Evaluation Final Paper Applied Evaluation Project**

**Final Paper** (Length: 15-17 double spaced typed pages of text (not including title page and references))

You must use APA style

### Introduction

1. The introduction should include a discussion of your topic and why it is important. It should also set up a rationale for why your goal is an important question to address. Include a review of 8-10 empirical articles from peer-reviewed journals. The review should not be a list of article summaries, but instead should discuss the articles by common themes or variables (can be discussed in terms of similar findings, dissimilar findings, etc.). You may not use newspaper articles, articles posted on random websites, magazines, etc. Every article must be taken from a peer-reviewed journal. Your agency must be described generally and not identified in the paper.

2. Clearly restate your goal (as approved in your proposal).

### Methods section

3. Present a finalized version of the Methods section (Participants, Procedures, Measures). Detail your consent procedures and how data is kept confidential and anonymous.

### Results section

4. Present the data you have collected with respect to your goal. Describe any and all analyses. Include charts or graphs if this will make the presentation of data clearer.

### Discussion section

5. Interpret your findings (What do your results mean?). Discuss your findings in relation to the literature you reviewed. Discuss the strengths and weaknesses of your study. Discuss future research. Throughout this paper, and especially in this section, integrate your knowledge of psychological theory, principles, and your data, along with your experiences.

Indicate in what respects your results were similar to and different from what you had expected based on readings and coursework in psychology.

### Page length

General guidelines for the page length of the final paper are listed below. These guidelines are a rough indicator of the degree of detail and specificity we are looking for in this assignment. For example, if your introduction is only 2 pages long, this is probably not enough background information on your topic; conversely, if your introduction is 8 pages long, this may be an indication that you are discussing each article in too much detail.

Introduction: 4-6 pages

Methods: 3-5 pages

Results: 3-5 pages

Discussion: 3-5 pages

Be sure to turn in your first proposal paper and supervisor's signed approval form, your second proposal, and subsequent sections with each of your paper sections. You will turn in each of the four sections separately for separate grading and feedback. The drafts of the paper are worth ten points each for a total of 40 points. The final paper is worth 40 points. The entire Applied Evaluation Project will be worth a total of 70 out of the 200 point totals for the course.

Psych 385 Literature and Methods Section Draft Grading: Worth 10 Points of Final Grade (Total 200 points)

Grader: \_\_\_\_\_ Student: \_\_\_\_\_

Each section is rated on a scale from 0 (not covered/badly covered) to 4 (excellent).

| Area                                       | Points possible | Total points |
|--|-----------------|--------------|
| Introduction/Literature Review             |                 |              |
| • Quality of content                       | 4               |              |
| • Clear organization                       | 4               |              |
| • Integration of articles                  | 4               |              |
| • Importance of topic                      | 4               |              |
| Goal/measurable objective                  |                 |              |
| • Clearly stated                           | 4               |              |
| • Concrete and measurable                  | 4               |              |
| Methods section                            |                 |              |
| • Participants                             | 4               |              |
| • Procedures                               | 4               |              |
| • Measures                                 | 4               |              |
| •  |                 |              |
| •  |                 |              |
| •  |                 |              |
| •  |                 |              |
| •  |                 |              |
| •  |                 |              |
| •  |                 |              |
| Quality of Writing                         |                 |              |
| • Clarity of writing                       | 4               |              |
| • Spelling and grammar                     | 4               |              |
| APA style                                  |                 |              |
| • Title page and running head              | 4               |              |
| •  |                 |              |
| • References in text and Reference Section | 4               |              |

Any deductions? Lateness, no SA submission, etc: \_\_\_\_\_

Final Score: Report x/52 as x/10 \_\_\_\_\_



Psych 385 Final Paper Grading: Worth 40 Points of Final Grade (Total 200 points)

Grader: \_\_\_\_\_ Student: \_\_\_\_\_

Each section is rated on a scale from 0 (not covered/badly covered) to 4 (excellent).

| Area                                       | Points possible | Total points |
|--|-----------------|--------------|
| Introduction/Literature Review             |                 |              |
| • Quality of content                       | 4               |              |
| • Clear organization                       | 4               |              |
| • Integration of articles                  | 4               |              |
| • Importance of topic                      | 4               |              |
| Goal/measurable objective                  |                 |              |
| • Clearly stated                           | 4               |              |
| • Concrete and measurable                  | 4               |              |
| Methods section                            |                 |              |
| • Participants                             | 4               |              |
| • Procedures                               | 4               |              |
| • Measures                                 | 4               |              |
| Analysis/Results section                   |                 |              |
| • Data presented clearly (tables, graphs)  | 4               |              |
| • Analysis presented clearly               | 4               |              |
| Discussion section                         |                 |              |
| • Quality of interpretation/content        | 4               |              |
| • Integration of results with literature   | 4               |              |
| • Clear organization                       | 4               |              |
| • Strengths/limitations of study           | 4               |              |
| • Future research                          | 4               |              |
| Quality of Writing                         |                 |              |
| • Clarity of writing                       | 4               |              |
| • Spelling and grammar                     | 4               |              |
| APA style                                  |                 |              |
| • Title page and running head              | 4               |              |
|  |                 |              |
| • References in text and Reference Section | 4               |              |

Any deductions? Lateness, no SA submission, etc:

\_\_\_\_\_

Final Score: Report x/80 as x/40

\_\_\_\_\_

*385 Feedback Form Grading for Presentations \_\_\_\_\_ of 30*

*Quality of knowledge*

*Literature reviewed/choice of most important information  
\_\_\_\_\_ of 8*

*Notes on Group*

*Notes on each presenter*

*Examples*

*Integration of experiences/data from sites as examples of the content  
being taught \_\_\_\_\_ of 4*

*Notes on Group*

*Notes on each presenter*

*Delivery*

*Quality of Presentation Skills*\_\_\_\_\_ *of 8*

*Visuals*\_\_\_\_\_ *of 4*

*Notes on Group*

*Notes on each presenter*

*Synergy of entire Group*\_\_\_\_\_ *of 6*

*Notes on Group*

*Notes on each presenter*

*UIC Department of Psychology*

*Kathryn L. Engel, Lecturer*

*Psychology 385: Fieldwork in Psychology*

*Final Supervisor Evaluation*

Thanks you for your expertise and time training our students. I have tried to keep the paperwork for our final evaluation to a minimum in order to not increase the burden of training time. I would always appreciate more feedback than the form asks for any time at your convenience. Please return this form to me via the student in an envelope with the back seal signed, or, by fax at 312-413-4122.

***Overall Ratings:***

Each year I collect this data and we summarize it every year for the department. Please use the following anchors:

1=among the worst 2= below average 3=average 4=above average 5=among the best

I would like you to compare this student both to other UIC students you have had, so the first rating compares them to their UIC peers.

The second rating compares them to all other undergraduate students including those from other universities that you have had in training. We are interested in how well we train the students we send to you and how they compare to others. So, if they are better than other undergrads the second number would be higher. The same as others, the same numbers, and, if this student was lower than students from other programs the second number would be lower.

Overall level of competence achieved by the end of training

UIC undergrads\_\_\_\_\_ all undergrads you have trained\_\_\_\_\_

Overall level of receptiveness to supervision

UIC undergrads\_\_\_\_\_ all undergrads\_\_\_\_\_

Would you hire this student if you had an opening Y / N

Have you hired this student Y /N

Please describe the professional deportment of the student, (client relationships, ethics, responsibility, receptiveness to feedback and supervision):

Please describe the overall level of skills obtained by the student during the internship. You may include descriptions of improvement, please specify the final level of mastery attained.

Please specify any recommendations and/or concerns you have about this student continuing in the field.

This student will have completed their 120 hours (minimum) on \_\_\_\_\_(date).  
You can have the student track their hours in a manner consistent with employment record keeping at your site.

Please do not hesitate to contact me with more information. Please feel free to e-mail me at any time at [engel@uic.edu](mailto:engel@uic.edu) or call at (312) 413-0456. I would like to know about any concerns or problems immediately throughout the semester and not just at the time of the final evaluation.

Return forms are in an envelope given to the student with your signature across the back seal, or, by fax to me at (312) 413-4122. E-mail is not secure for grading and this is the form I told you were are moving to a secure website.

(Late forms must be received by **Friday of Finals Week if students are still completing their 120 hours during finals week** for grades to be turned in on time.)

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*Student Name*

*Kathryn L. Engel, M.A.*

*Director of  
Undergraduate Internships*

*Lecturer*

*Department of Psychology*

*University of Illinois at  
Chicago*

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*Supervisor Signature*

---

*Supervisor Contact (e-mail and phone)*

*Final Comments, you may also attach a letter or send me an e-mail at [engel@uic.edu](mailto:engel@uic.edu)*

*Your Name*

\_\_\_\_\_

*Site*\_\_\_\_\_

*List the three best aspects of your site*

1)

2)

3)

*List the three aspects of your site that need most improvement*

1)

2)

3)

*The training at my site was:*

*very chaotic  
structured*

*typical agency*

*very*

1

2

3

4

5

*I would recommend my site to others*

*not at all  
internship*

*good experience*

*excellent*

*1*

*2*

*3*

*4*

*5*