

**PSY 420**

**Applied Psychology  
Oregon Tech**



**Externship Policies & Procedures  
Manual and Syllabus**

20e

# Psych 420

## Applied Psychology Externship

### Externship Policies & Procedures Manual and Syllabus

Congratulations! You made a smart decision to pursue an experiential learning opportunity that will help hone and develop your skills and accelerate your path to a rewarding career. An externship is driven by individualized learner experiences – thus it is about your interests and goals. This should be couched within the framework of the learning objectives of the Applied Psychology Externship, which closely follow the American Psychological Association’s Guidelines and Oregon’s Tech’s essential student learning outcomes. These guidelines and outcomes include:

- Apply academic knowledge and skills to career goals
- Exhibit self-efficacy and self-regulation
- Enhance project management and communication skills
- Understand and maintain ethical and social responsibility standards
- Develop meaningful professional direction for life after graduation
- Teamwork
- Communication
- Diverse Perspectives
- Ethical Reasoning
- Inquiry and Analysis

The materials in this document are to be considered the syllabus for Psychology 420 (Applied Psychology Externship). It is the extern’s responsibility to know and follow the policies and procedures described herein, before and while on externship.

**Note: Enrolling in PSY 420 is not guaranteed and is considered a privilege.**

An externship is not just about the student, as there are additional stakeholders that are affected by the extern during the learning experience. The success of student externs at their sites is an important factor in the university/program and community relationship. Externs represent their university and major. Each externship can affect the possibility of future externships at a site. All students wishing to enroll must complete an application and be approved, which may involve a panel approval.

#### **PREREQUISITES OF EXTERNSHIP**

The following must be met and documented in your Extern Application:

You must have:

- Completed at least 120 hours of college credit
- Earned an A or B in PSY 317 (Field and Career Preparation)
- Approval of the externship coordinator
- Passed a background check (dependent upon externship site)

**NOTE:** You need to contact the externship coordinator by the 6<sup>th</sup> week of the term that precedes the term you

wish to participate in externship. For example, if you would like to sign up for a fall externship, you should make this contact by the 6<sup>th</sup> week of the preceding spring term (do not include summer term). If this is not done, it jeopardizes your eligibility to participate in externship.

## REQUIREMENTS AND PARAMETERS OF EXTERNSHIP

Credits and Hours of Service: Students may enroll in one of the following options of PSY 420, Applied Psychology Externship (you are encouraged to consult with your advisor on number of credits):

Number of Credits	Minimum Documented Externship Hours
4	100
8	200
12	300
16	400

As there are 10 weeks in Fall, Winter, and Spring terms, the number of hours required *per week* averages 10, 20, 30, or 40 hours corresponding to the units and total externship hours for those terms. The number of hours worked per week may vary, however, at the discretion of the extern and site supervisor. The required hours should be completed by the end of the term for which the extern has signed up for PSY 420. The completed portfolio must document at least the total number of hours required for the number of credits the extern has signed up for.

If the student turns in a portfolio that documents less than the required number of hours, the final grade will be lowered (it will not be possible to earn an A). If the student does not complete that number of hours and submit the portfolio by Monday of finals week, the student will be given an automatic incomplete, which converts to an F at the end of the next term if the final work is not adequately completed. Incompletes are essentially placeholders, allowing students a time extension to finish up the required hours and finalize their portfolio.

Summer is the most popular term for students to sign up for an externship. Please note that summer sessions are normally 3 weeks shorter than regular sessions. This is not necessarily a problem and can actually be of benefit. One advantage of taking PSY 420 during summer school is that it is possible to arrange vacations during the term if it is agreeable to the site supervisor and extern. In certain circumstances you may be able to start working on your supervised hours before the official starting day of a term.

While there are some popular and successful sites in the Klamath Basin, externships can (and do) take place at any geographic location as long as it provides a suitable experience for the student and is approved by the Externship Coordinator. Successful externships have taken place around the US and in other countries.

Students are to receive thirty (32) credits maximum of PSY 420 to apply toward graduation. Students may take PSY 420 for up to 32 credits while enrolled at Oregon Tech. This means a student may enroll in 420 for multiple terms and you are encouraged to do so.

The following table includes examples of the activities that count and don't count toward meeting the externship hourly requirement.

<u>Activities that Count</u>	<u>Activities that Don't Count</u>
Time spent at the site	Local travel to and from the externship site
Time spent traveling to activities that site staff count as time spent working	Anything not listed under "Activities that Count" ☺
Training activities at other sites	
Time at the site or off-site reading policy manuals, best practices literature, and other externship related materials (not to exceed 20% of extern hours)	

The extern will record time spent on externship on the time sheets included in this packet and submit them with their final portfolio. The site supervisor will check and sign the time sheets weekly. It is the responsibility of the extern to keep track of and seek signatures from their supervisor on a regular basis.

### EXTERNSHIP ORIENTATION MEETING

Prior to the final approval and start of an externship, there will be an orientation meeting that will include the Externship Coordinator, extern, and site supervisor. This meeting normally occurs at the externship site or via phone/Skype. This meeting is ***mandatory*** and must be held before the student begins their extern hours. This should be arranged to meet during the middle of the term that precedes the externship. For example, this meeting would take place in the spring term for a fall term externship. Normally, this is the only meeting at which the Externship Coordinator is present. It is the responsibility of the extern and site supervisor to contact the coordinator at any time if any questions or difficulties arise.

### GRADING

**Note:** forms can be filled out via the links on the externship webpage that are sent directly to the externship coordinator (midterm evaluation, final evaluation), though it may be most beneficial to have them completed on paper to be handed back to the student, prior to inclusion in the portfolio.

***Midterm Review***—The extern will meet with their field supervisor to complete the midterm evaluation. This review will be completed when the extern is about one-half of the way through their externship hours. The forms for this evaluation are included in this manual. After the evaluation has been completed, the extern will copy the evaluation and supply the copy to the Externship Coordinator within one business day via an attachment in an email. The student keeps the original in order to put it in the portfolio for final submission.

***Final Review***—The extern will meet with their field supervisor to complete the final evaluation once all hours have been logged. The forms for this evaluation are included in this manual. You should review this form and be familiar with all components, so you are aware of expectations. The completed final evaluation will be placed in the portfolio for final submission.

*Final Grade*-The final grade will be based on the portfolio, which includes the evaluations from the supervisor. If the portfolio is not received by the end of the grading period for which the extern is enrolled in the course, the extern will be given an incomplete for one term. If the portfolio is not received by the end of the next term, the grade will automatically convert to an F.

## AGREEMENTS (CONTRACTS)

Oregon Tech *must* have a signed contract in place with the externship site before the student can begin their externship. This will be completed before a student registers for externship. The agreement is available on the Oregon Tech Applied Psychology Externship web page, found here: <https://www.oit.edu/academics/degrees/applied-psychology/externships>. The site fills out their information on pages 1, 5, and 7 and signs on page 7. After they complete their areas it needs to be given to the Externship Coordinator, as either hardcopy or via email. Make sure this is done well in advance, as this can delay hours earned for externship.

The site agreements are necessary and include liability coverage for the student and anyone connected to Oregon Tech for the externship. The signed copy and a certificate demonstrating the liability coverage is emailed to the site after it is processed. Note that liability does not cover students if they are paid for work by their externship site, as they are then considered employees and not externs.

## SCREENING AND CRIMINAL RECORDS CHECKS

Many agencies require that externs be “cleared” with a background check. Agencies that require checks for their own purposes will advise students as to the procedure they should follow – each agency is different. Checks vary in depth and the length of time required. Some government and out of state checks require additional time. Potential externs should discuss this as early as possible during the process of setting up the externship in order to ensure that the start of their externship is not held up by failure to complete checks, which then jeopardizes the extern’s hours and grade.

Many agencies are particularly concerned with conflict of interest, dual relationships, and confidentiality. It may be important for some agencies to inquire about personal matters. These situations would not necessarily disqualify you from the placement.

Confidentiality is also vital. Externs must follow the confidentiality policy described by the site supervisor. These may vary somewhat from site to site. In addition, even if allowed by the externship site, externs must not include any client identifying information in their portfolio or reveal such information in their discussions with the Externship Coordinator.

If there are any factors in your background that may affect your ability to pass screening or to work at the site, externs are encouraged to consider alternative options to PSY 420.

## REMOVAL FROM EXTERNSHIP

Students may be removed from externship due to breaches of law, ethics, confidentiality, or other significant procedural or policy violations. The site supervisor does not have to show cause or give notice to remove an extern. Many agencies are especially concerned with regards to client confidentiality. **You are not to disclose clients’ identities, even to Oregon Tech Faculty.** If, for any reason, you are found not suited by a particular site,

depending on the situation you may be able to secure an alternate placement for that term, or you may fail the externship in more extreme situations.

## DUAL RELATIONSHIPS

Externs are to avoid “dual relationships” and are not to form personal relationships with clients or engage in **personal** meetings with clients, in or outside of the site setting. If a client is someone you know, is a relative, or if in any way a situation may even *appear* to present a “conflict of interest,” report this immediately to your site supervisor. Also, externs are advised to avoid romantic relationships with colleagues and their supervisors. Finally, a personal relationship between extern and field supervisor or other agency personnel may also constitute a dual relationship. Externs need to discuss such relationships with the Externship Coordinator. Failure to disclose such relationships could lead to removal from the externship and/or to failure of externship.

## DISCRIMINATION AND HARASSMENT

Externs and clients should not be exposed to discrimination or harassment. If you believe that clients’ rights, or your rights have been violated or compromised, we trust you to respond appropriately to the situation. In most cases, the matter may be taken to the Agency’s administration or even addressed with the person directly. In the case of severe violations or breaches of law, the extern may be compelled to report matters to authorities. Any time that you feel the need to consult with Oregon Tech’s Human Resources Department/Affirmative Action Officer regarding these matters, please feel free to do so. More information can be found here: <https://www.oit.edu/faculty-staff/human-resources/diversity-inclusion>.

## STIPENDS OR PAY AT SITE

Per the site agreement, students may not receive pay for services during their externship hours. They are considered externs and are not employees at the time they are earning extern hours, and the site is bound to providing students with an educational experience. If students earn pay by their site while logging externship hours, the site agreement will be void and liability coverage will not apply; as per the site agreement they will not be a student, but considered an employee. This also means that as an employee students are not guaranteed an educational experience. “Students cannot be compensated under the terms of this affiliation agreement (please see section 5, Employment Disclaimer). Our insurance coverage does not cover students as employees. We can use this affiliation agreement to cover the student in instances when he/she is strictly participating in the unpaid externship.” –Vivian Chen, Contract Officer

## EXTERN PLACEMENT MANUAL AND PORTFOLIO OUTLINE

PSY 420 students are required to compile a portfolio of their externship. Portfolio guidelines are included in this manual. The portfolio is intended to serve several purposes:

Defines Expectations of the Externship: The manual may clarify expectations and roles of the supervisor and extern. In most cases the manual should fit the experiences, challenges, and opportunities for the extern.

Evaluates Learning: The manual describes standards or criteria for specific “competencies” and skills.

Documents Learning: Besides completing the pages of the manual itself, externs are expected to include samples of their work in the portfolio following the directions in the manual. Externs also prepare a narrative review of the challenges and lessons of externship and answer questions assigned for the portfolio. These demonstrate the learning that has occurred, and great time and care should be taken to show the pride and

accomplishments of externship. These are factored into the final grade.

Performance and Grade: Forms have been prepared for supervisors to evaluate externs' "job performance" and to assign grades. The grade depends largely on "work" expectations, such as reliability, punctuality, and other considerations that are important in job settings. Note: forms can be filled out and emailed to the externship coordinator (midterm eval, final eval) or they can be completed via the links on the externship webpage.

## **EXTERN PORTFOLIO EXPECTATIONS**

Upon completion of the externship hours and the portfolio, immediately submit the portfolio to the Externship Coordinator. The portfolio, along with the *Supervisor's Evaluation of Extern*, will be a primary means to determine a final grade for the course. Expectations for the portfolio will vary based on the number of credits. That is, the expectations for the portfolio are less for 4 credits compared 16 credits of externship. When compiling the portfolio, be sure to use the Cover Page provided on the Applied Psychology Externship webpage and follow directions on the ordering of materials.

## **COMMUNICATION**

Periodically while on externship the student may be contacted by the Externship Coordinator to touch base and check on how things are going. This will primarily occur via email, so be sure to regularly check your Oregon Tech email account. It is expected that the student will respond to these communications with an honest report about the status of their externship. A lack of responsiveness can negatively impact the grade for the externship. Additionally, it is expected that students will contact the Externship Coordinator at any point should questions or concerns arise while on externship.

## **LEARNING OBJECTIVES**

Each externship will have many learning objectives, but these will vary for each student based on their placements and interests. Each extern should specify the learning objectives for their placement before the start of their externship and this should be discussed at the orientation meeting and agreed upon. A list of the objectives and how they were met during externship is a required component of the portfolio. (Learning objectives can be thought of as completing this phrase with action statements: "Upon completion of my externship, I \_\_\_\_\_.")

## **QUALITY OF SUPERVISION**

Externship is a type of apprenticeship in which both the agency and the extern benefit. The site supervisor and agency will devote time and effort to training, supervising, mentoring, and (if earned) serving as a reference for the extern. In return, the extern will perform work that will benefit the agency. The site supervisor's first obligation in most cases will be to the agency and its clients. A supervisor will not and should not place externs in situations in which potential harm could result to the agency, its clients, or to the extern. Thus, externs who fail to earn their supervisor's trust are often given routine safe jobs and little exposure to more difficult and rewarding activities. It is up to the extern to earn the supervisor's trust.

We expect site supervisors to give externs sufficient feedback and input to assist them and to develop marketable skills. Accepting and making use of such feedback is important to becoming a professional. We expect Oregon Tech externs to accept such input and adjust their work accordingly. We also expect Oregon

Tech externs to be able to give specific, constructive feedback to the site about what worked during the externship and what would have made the externship more effective. Forms for giving feedback about the site and the site supervisor are included in this manual. This needs to be completed and turned in as part of the final portfolio.

## SUPERVISOR'S EVALUATION OF EXTERN

Students are expected to deliver copies of the Extern Evaluation Forms (midterm and final) to their supervisors and to email these to the Externship Coordinator at midterm (as copies) and completion of the term (compiled in the portfolio). It is preferred that the supervisor and extern review this form together, but at the supervisor's option, they may submit it directly to the Externship Coordinator or complete them online through the Applied Psychology Externship webpage.

## PORTFOLIO SUBMISSION

Students should prepare and submit an electronic portfolio. The portfolio can be compiled and submitted as a tabbed .pdf (separate instructions available on the Applied Psychology Externship webpage) or a single Word document. The file will be kept on file, as these records are for accreditation purposes and to document the basis of grade. Though discouraged, it can be turned in as a hard copy. The Applied Psychology Program will keep the original portfolio on file with the Humanities and Social Sciences department. You are welcome to make copies of these evaluations and other components for your own purposes before you submit your portfolio, as portfolios are not returned to the students.

## GRADE

Sometimes students and supervisors may discover because of the extern experience that a profession is not a suitable career choice for the extern. Nevertheless, the extern may have performed admirably. In such cases we ask that supervisors evaluate the extern's performance in the placement, including professionalism, skills, ethics, commitment, and other measures of potential, as reflected in the Extern Evaluation Form, in terms of employability in a suitable profession or if the extern did want a career in that field.

We require site supervisors to prepare an Extern Evaluation Form at midterm and the end of the term on forms that are provided separately. The primary basis of grades is described immediately below. The intent is to create a fairly objective standard of "employability."

- A:** Extern **exceeds** performance expected of an entry-level college graduate. The site supervisor would eagerly hire this person if an appropriate job were available. Externs earning As would normally be expected to be in the top 20% of college graduates applying for an appropriate position at the site. For education externs, the standard is in the top 20% of college graduates applying for an appropriate master's level teaching program based on what they have done at the extern site (not on grades in other college coursework).
- B:** Extern essentially **meets** performance standards expected of an entry-level college graduate. The site supervisor would hire this person if an appropriate entry-level job was available, and there were no exceptional candidates in the applicant pool. Externs earning Bs would normally be expected to be in the top third of college graduates applying for an appropriate position at the site.
- C:** Extern **meets some performance standards** expected of entry-level college graduates but **is deficient in some important areas**. The site supervisors would hire this person if an appropriate job were available which had to

be filled, and there were no exceptional or solid candidates in the applicant pool. Externs earning Cs would normally be expected to be in the lowest 50% of college graduates applying for an appropriate position at the site.

**D:** **Meets few of the performance standards** expected of entry-level college graduates. The site supervisor would be very unlikely to recommend hiring this person even if an appropriate job opening were available. Externs earning Ds would normally be expected to be the lowest 25% of college graduates applying for an appropriate position at the site.

**F:** **Meets virtually none of the performance standards** expected of entry level college graduates. The site supervisor would not recommend hiring this person even if an appropriate entry-level job was available, and there were no other candidates for the job. Externs earning Fs would normally be expected to be the lowest 10% of fresh college graduates applying to an appropriate position at the site.

**The Oregon Tech Externship Coordinator makes the final determination of grades.** The final grade will be based upon the grade given by the site supervisor, in addition to the quality and thoroughness of the completed portfolio.

## EXTERNSHIP TIMELINE AND CHECKLIST

### Before Externship:

- Contact Dr. Huntoon before or during week 6 of preceding term (spring term if applying for fall)
- Identify externship sites of interest and discuss with Dr. Huntoon
- Contact externship sites of interest to discuss placement opportunity
- Identify learning objectives for the externship
- Complete Oregon Tech application form
- Finalize externship site agreement
- Externship site meeting with Supervisor and Dr. Huntoon by week 9 of the preceding term
- Complete all required background checks, dependent upon the site
- Check that you have been registered for PSY 420 in the correct section, by week 10 of the preceding term. Students are not able to enroll themselves; it must be done by Dr. Huntoon.

### During Externship:

- Begin externship hours in first week of the term, or as soon as possible; complete orientation checklist with supervisor
- Keep a weekly journal about your activities each week; by the end of the externship this will be a log document that you will submit in your portfolio in response to question 1 of the extern questions
- Fill out time logs weekly and bring to supervisor for signature weekly
- Email a copy of completed mid-term evaluation by Monday of the 6<sup>th</sup> week (or whenever the extern has completed half of the required hours)
- Have supervisor complete your final evaluations once you have completed all of the required hours for your externship; turn in completed final evaluation in your portfolio
- Turn in completed portfolio by Monday of finals week in order to receive a grade for that term of externship; if not completed by this time an incomplete will be assigned, allowing the extern a one term extension to complete the hours and portfolio

# EXTERNSHIP FORMS

<https://www.oit.edu/academics/degrees/applied-psychology/externships>

**Application** – this is to be completed via the application link on the externship webpage

**Cover Sheet** – this form is linked on the externship webpage and is the first page of your portfolio; follow the ordering instructions for compiling your materials

**Time Sheet** – this form is linked on the externship webpage; make as many copies of these pages as you need in order to log your hours; supervisor signs

**Orientation Checklist** – go through this with your supervisor on day one of your externship; supervisor fills out

**Midterm evaluation** – ask your supervisor to complete this once you have logged half of your required hours; supervisor fills out

**Final evaluation** – ask your supervisor to complete this once you have finished logging all of your required hours; supervisor fills out

**Extern Questions** – you need to be working on your journal for question 1 starting with week 1 of your externship; complete all answers fully and provide a lot of detail

**Site Evaluation** – complete the grid, as well as writing responses to the questions posed on this form

## Orientation to the Externship Site Checklist

Supervisor: Please initial and date as each of the following areas is covered with the Extern. Make any notes you wish to add in the space provided.

Initial:	A. <i>Familiarity with the facility, location of key resources (office equipment, etc.)</i>
Date:	
Initial:	B. <i>Explanation of agency's position and purpose(s) in the community.</i> Agency's mission, goals, and objectives.
Date:	
Initial:	C. <i>General parameters of extern responsibility.</i> Extern's relationships with particular staff, including taking assignments, direct supervision, and evaluation.
Date:	
Initial:	D. <i>Other employees' duties and responsibilities.</i> Extern introduced to staff and management, and their positions and roles. May be provided an organizational chart.
Date:	
Initial:	E. <i>Relevant critical rules, policies, procedures, legal, &amp; ethical issues</i> e.g., confidentiality, relations with clients, sexual harassment, discrimination, health, and safety.
Date:	
Initial:	F. <i>Referral Processes.</i> Sources and procedures of referrals, kinds of cases referred, marketing, and other recruitment efforts.
Date:	
Initial:	G. <i>KEY inter-agency relationships or networks</i> —Who are the most important partnerships? How do these partnerships work and benefit each other?
Date:	
Initial:	H. <i>Office and employee safety procedures,</i> e.g., fire, client conflict, hostage situations, hazardous materials, and biological samples.
Date:	
Initial:	I. <i>OTHER RELEVANT ORIENTATION TOPICS NOT LISTED ABOVE</i>
Date:	_____
	_____
	_____

# MIDTERM EVALUATION FORM

Oregon Tech Applied Psychology Program

After completed, please return to the student, complete online at

<https://www.oit.edu/academics/degrees/applied-psychology/externships>, or email to [alishia.huntoon@oit.edu](mailto:alishia.huntoon@oit.edu)

Extern Name: \_\_\_\_\_

Date of Evaluation: \_\_\_\_/\_\_\_\_/\_\_\_\_

Placement Site: \_\_\_\_\_

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

*Please note any problems or areas of apparent strengths or weaknesses.*

**I. Basic Work Expectations** attendance and punctuality, notifies of absences or tardiness, reliably completes assignments, is responsive to norms about clothing, language, etc.

Comments: \_\_\_\_\_  
\_\_\_\_\_

**II. Ethical Awareness and Conduct** inquiries about policies, demonstrates awareness and sensitivity to ethical issues of confidentiality, dual relationships, limits of extern responsibilities, etc., and consults with others about ethical issues when necessary.

Comments: \_\_\_\_\_  
\_\_\_\_\_

**III. Knowledge and Learning** responds appropriately to others/has the capacity to learn new approaches/techniques and acquires other information; demonstrates competence in verbal and written communications.

Comments: \_\_\_\_\_  
\_\_\_\_\_

**IV. Response to Supervision** receptive to supervision and feedback and seeks supervision when necessary.

Comments: \_\_\_\_\_  
\_\_\_\_\_

**V. Interactions with coworkers and clients** adapts well to new settings, establishes and fosters rapport and mutual respect, and presents effective interpersonal communications.

Comments: \_\_\_\_\_  
\_\_\_\_\_

**VI. Other comments?**

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**VII. Midterm grade.** We ask that you tentatively assign a grade. As with any midterm grade it may influence the final grade but does not determine the final grade. Also, final determination of grade is the discretion of the Applied Psychology externship coordinator and is based in part on the extern’s work on their portfolio and other assignments.

In making this recommendation please apply the following standards:

- A:** Extern **exceeds** performance expected of an entry-level college graduate. We would eagerly hire this person if an appropriate job were available. Externs earning As would normally be expected to be in the top 20% of college graduates applying for an appropriate position at the site. For education externs, the standard is in the top 20% of college graduates applying for an appropriate master’s level teaching program based on what they have done at the extern site (not on grades in other college coursework).
- B:** Extern essentially **meets** performance standards expected of an entry-level college graduate. We would hire this person if an appropriate entry-level job was available, and there were no exceptional candidates in the applicant pool. Externs earning Bs would normally be expected to be in the top third of college graduates applying for an appropriate position at the site.
- C:** Extern **meets some performance standards** expected of entry-level college graduates but **is deficient in some important areas**. We would hire this person if an appropriate job were available which had to be filled, and there were no exceptional or solid candidates in the applicant pool. Externs earning Cs would normally be expected to be in the lowest 50% of college graduates applying for an appropriate position at the site.
- D:** **Meets few of the performance standards** expected of entry-level college graduates. We would be very unlikely to recommend hiring this person even if an appropriate job opening were available. Externs earning Ds would normally be expected to be the lowest 25% of college graduates applying for an appropriate position at the site.
- F:** **Meets virtually none of the performance standards** expected of entry level college graduates. We would not recommend hiring this person even if an appropriate entry-level job was available, and there were no other candidates for the job. Externs earning Fs would normally be expected to be the lowest 10% of fresh college graduates applying to an appropriate position at the site.

A [ ] B [ ] C [ ] D [ ] F [ ]      Other: \_\_\_\_\_ (e.g., incomplete)

Supervisor’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for your time and commitment in supervising this extern and in completing this evaluation.

# FINAL EVALUATION FORM

Include in Portfolio

Extern Name: \_\_\_\_\_

Date of Evaluation: \_\_\_\_/\_\_\_\_/\_\_\_\_

Externship Site: \_\_\_\_\_

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

## Basic Work Expectations:

Doesn't Meet	Meets	Exceeds	Did Not Observe	Activity
				Arrives on time consistently
				Manages and uses time effectively
				Informs supervisor and makes arrangements for absences
				Reliably completes requested or assigned tasks on time
				Completes required total number of hours or days on site
				Is responsive to norms about clothing, language, etc., on site

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Ethical Awareness and Conduct:**

Doesn't Meet	Meets	Exceeds	Did Not Observe	Area
				General ethical guidelines for this profession
				Ethical guidelines specific to this organization
				Demonstrates awareness and sensitivity to ethical issues
				Consults with others about ethical issues if necessary

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Knowledge and Learning:**

Doesn't Meet	Meets	Exceeds	Did Not Observe	Understands
				Basic Characteristics of Clients
				Basic Features of Treatment Approaches
				Basic Characteristics of Organization

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Response to Supervision:

Doesn't Meet	Meets	Exceeds	Did Not Observe	Activity
				Actively seeks supervision when necessary
				Receptive to feedback and suggestions from supervisor
				Understands information communicated in supervision
				Implements suggestions from supervisor
				Aware of areas that need improvement

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Interactions with Clients:

Doesn't Meet	Meets	Exceeds	Did Not Observe	Activity
				Comfortable interacting with clients
				Sensitive and responsive to client's needs
				Sensitive to cultural differences
				Sensitive to issues of gender differences

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Interaction with Coworkers:

Doesn't Meet	Meets	Exceeds	Activity
			Comfortable interacting with staff members
			Works effectively with staff

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Documentation:

Doesn't Meet	Meets	Exceeds	Activity
			Keeps records in a timely fashion
			Keeps accurate records
			Keeps clear and succinct records

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other comments?

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

**VIII. Recommended grade.** Considering the extern’s work in the manual and considering the above criteria, what grade would you recommend for this extern?

A [ ] B [ ] C [ ] D [ ] F [ ]                      Other: \_\_\_\_\_ (e.g., incomplete)

In making this recommendation please use the following standards:

- A:** Extern **exceeds** performance expected of an entry-level college graduate. We would eagerly hire this person if an appropriate job were available. Externs earning As would normally be expected to be in the top 20% of college graduates applying for an appropriate position at the site. For education externs, the standard is in the top 20% of college graduates applying for an appropriate master’s level teaching program based on what they have done at the extern site (not on grades in other college coursework).
- B:** Extern essentially **meets** performance standards expected of an entry-level college graduate. We would hire this person if an appropriate entry-level job was available, and there were no exceptional candidates in the applicant pool. Externs earning Bs would normally be expected to be in the top third of college graduates applying for an appropriate position at the site.
- C:** Extern **meets some performance standards** expected of entry-level college graduates but is **deficient in some important areas**. We would hire this person if an appropriate job were available which had to be filled, and there were no exceptional or solid candidates in the applicant pool. Externs earning Cs would normally be expected to be in the lowest 50% of college graduates applying for an appropriate position at the site.
- D:** **Meets few of the performance standards** expected of entry-level college graduates. We would be very unlikely to recommend hiring this person even if an appropriate job opening were available. Externs earning Ds would normally be expected to be the lowest 25% of college graduates applying for an appropriate position at the site.
- F:** **Meets virtually none of the performance standards** expected of entry level college graduates. We would not recommend hiring this person even if an appropriate entry-level job was available, and there were no other candidates for the job. Externs earning Fs would normally be expected to be the lowest 10% of fresh college graduates applying to an appropriate position at the site.

Supervisor’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for your time and commitment in supervising this extern and in completing this evaluation.

## EXTERN QUESTIONS

Prepare your narrative to these extern “questions” in order with the answers clearly numbered and typed. Use separate pages for each question. This will likely vary in length depending on the number of credits. Details and specificity are important for thoroughly answering these and will benefit you in your career pursuit.

1. Keep track of your activities each week in a weekly journal that you will submit in your portfolio (this will be many pages long). Items to consider for your weekly journal entries (you are not expected to answer each item each week):
  - a. What knowledge and skills from your coursework were you able to use this week?
  - b. What new knowledge and skills beyond your coursework did you develop this week?
  - c. Was there a particular incident that yielded insight into your personal preferences or contributed to your personal growth and development?
  - d. Was there a particular incident that yielded more insight into this type of work or career field?
  - e. Did your supervisor or other coworkers help you identify a particular strength of yours in the workplace that you can “sell” on your resume?
  - f. Did your supervisor or other coworkers help you identify a particular weakness or area of improvement? Be specific and identify how you will seek to overcome this weakness.
2. What were the principle lessons learned during this externship? What were your major activities and challenges?
3. What were your learning objectives for the externship, activities engaged in related to each of these objectives, and the success in meeting these objectives?
4. Recognition of diverse perspectives requires the self-awareness, intellectual flexibility, and broad knowledge that enables perception of the world through the eyes of others. This includes the awareness and understanding of the customs, practices, and viewpoints of varied cultures, individuals, and identities. Consider the many individuals and situations you were in and witnessed while on externship and discuss the diverse perspectives you encountered.
5. What, if any, licensing or certification standards exist for the site? What, if any, licensing requirements apply to employees in the field?
6. Consider situations your site deals with on a day to day basis. What laws, procedures, and significant decisions apply to particular operations at your extern site? What ethical situations did you or your site encounter and how were these handled?
7. Describe how communication (verbal, written, nonverbal) was important at your externship site. What positive ways did communication occur and why did you think they were positive? What negative ways did communication occur and what made them negative?

8. Describe any networks of services in which your placement site is involved and the kinds of collaboration and cooperation that exists with your extern site agency. What barriers to effective operations exist?
9. Answer the following questions related to employment in the field of work you experienced during your externship:
  - a. What are your chances of getting an entry level position in a field related to your externship?
  - b. If an entry level job was not available, what other possibilities related to your externship exist?
  - c. Describe salary ranges and benefits for entry level, midcareer, and senior employees in the field.
  - d. Describe career ladders related to this field and the conditions under which you might pursue them.
  - e. Are you personally suited for this kind of work? What is your current career goal?
10. You spent a lot of time and effort developing skills that are important for employment. What characteristics do you have that employers are looking for and how can you convey this to potential employers, such as in a job application, resume, or interview? What are some remaining knowledge and skills you think you will need to get ready for the career of your choice and how will you acquire these (be specific)?

Be sure to add any supporting documentation for your externship activities to an appendix at the end of your portfolio. Show pride in what you have been involved in and accomplished!

# SUPERVISOR/SITE EVALUATION FORM

Oregon Tech Applied Psychology Extern Program

Include in your portfolio

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Placement Site: \_\_\_\_\_

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

Extern Name: \_\_\_\_\_

Date of Evaluation: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Instructions:** Rate the following

## I. Schedule and Availability

Access to my supervisor.	___ insufficient	___ adequate	___ very good
Orientation	___ insufficient	___ adequate	___ very good
Training	___ insufficient	___ adequate	___ very good
Range of Activities	___ insufficient	___ adequate	___ very good

## ON A SEPARATE SHEET, TYPE YOUR RESPONSES TO THE FOLLOWING:

1. Describe and evaluate activities during your externship.
2. What additional activities would have been useful to your externship?
3. How was the supervision most helpful during your externship?
4. What would have been beneficial to add to the externship experience?
5. Other Comments:

Extern Signature: \_\_\_\_\_

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

Thank you for the time and commitment in completing this evaluation. Its purpose includes maintaining and improving the quality of education offered by the program.