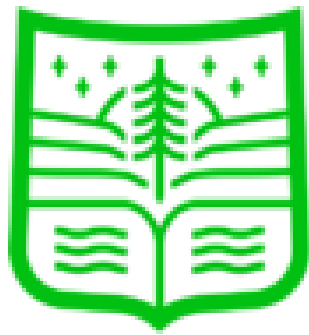


Applied Psychology / Human Services Program



**Minnesota
North
College**

Itasca Campus

**Student Guide
2024-2025**

Mission Statement

Successful completion of the Associate in Science degree in Applied Psychology/Human Services will provide students with the strong foundation of knowledge, skills and attitudes needed for further education and/or employment in the broad area of human services.

Faculty Information

Jenny Wettersten, MA, LP (Program Coordinator)

Jenny Wettersten received her Master of Arts in Counseling and Psychological Services in 1995 from St. Mary's University of Minnesota and Bachelor of Science degree from Bemidji State University. Jenny is a licensed psychologist and has practiced psychology in Grand Rapids, MN since 1995. Jenny joined the ICC/Minnesota North College Applied Psychology and Human Services program as a full-time faculty in the fall of 2011, previously serving as an adjunct faculty both at ICC and at Arrowhead University Center. Jenny teaches a variety of classes, including Learning & Cognition; Group Processes; Introduction to Human Services; Abnormal Psychology; Drugs, Alcohol, & Behavior; Basic Interviewing & Helping Skills; Psychology of Sustainability, and; General Psychology.

Jackie MacPherson, PhD

Jackie completed her Bachelor of Arts and Master of Arts degree in psychology and Doctorate of Philosophy degree in clinical psychology at the University of North Dakota. She started at ICC/Minnesota North College in 1999 and teaches various courses such as General Psychology, Abnormal Psychology, Human Growth and Development, and Human Sexuality. Jackie also has experience in general clinical practice and forensic services as a (formerly) licensed psychologist.

Marlo Gangi, MA

Marlo earned her Master of Arts in Educational Psychology (School Counseling specialty) from the University of Minnesota-Duluth in 1996. In 1994, Marlo earned her Bachelor of Arts in psychology from the College of St. Scholastica. Marlo is a licensed middle and secondary school counselor. She worked as a school counselor in a St. Paul middle school for a number of years before moving back to northern Minnesota. She has been teaching at ICC/Minnesota North College since 2008. Marlo teaches various courses including Lifespan Development, General Psychology, Group Processes, Industrial/Organizational Psychology, and Abnormal Psychology.

General Expectations/Responsibilities

In order to optimize your learning experience, as well as that of your peers, it is expected that students in the Applied Psychology/Human Services program will be engaged learners. Engaged learning is characterized by things such as: having an interest in, and enthusiasm for, learning; routinely attending and participating in class; making connections with faculty and peers; critically thinking about and applying learning in and out of class; and participating in club/extracurricular activities such as conferences, projects, and community-based activities.

Students are expected to consistently demonstrate respect for self and others, in and out of the classroom, in ways such as: showing care and concern for self and others; listening to and appreciating the perspectives of others; behaving with integrity; and not engaging in disruptive or demeaning behaviors.

It is also expected that students will demonstrate/work toward further developing effective intrapersonal and interpersonal skills (e.g., self-cares, giving/receiving feedback, dealing with conflict, maintaining boundaries).

In the interest of helping students to attain the strong foundation of knowledge, skills and attitudes needed for further education and/or employment in the broad area of human services, psychology faculty will meet with students periodically to talk about where they are at in terms of their academic performance and intra/interpersonal functioning and skills. Specific areas that will be assessed by faculty and the student are identified in the Program Advising and Assessment Worksheet (PAAW) included as Appendix A of this guide.

Curriculum

The Associate in Science Degree in Applied Psychology/Human Services will be awarded upon successful completion of the following minimum general requirements and courses. While all courses listed must be completed, the sequence of courses noted below is recommended, but not required.

1. 60 credits
2. Specific program requirements
3. Grade point average of 2.50 minimum in core psychology courses
4. A minimum of 40 general education credits
5. A minimum of 20 credits must be completed at Minnesota North College

First Year

FALL SEMESTER 2022	Prerequisites	Credits	Hr Lc/Lb
ENGL 1231 – College Composition 1 (MnTC Goal 1)	(CLR, CLW)	4	
PHIL 1230 – Ethics (MnTC Goals 6-T/A & 9)	(CLR, CLW)	3	
PSYC 1100 – Intro to Human Services and Community Resources		3	
PSYC 1215 – General Psychology (MnTC Goals 5 & 7)	(CLR)	3	
MnTC Goal 5 – Course from Second Discipline Area (not Psychology)	(see course outline)	3	

SPRING SEMESTER 2023	Prerequisites	Credits	Hr Lc/Lb
ENGL 1232 – College Composition 2 (MnTC Goal 1)	(ENGL1231)	3	
OR ENGL 1240 – Technical Report Writing (MnTC Goal 1)	(ENGL 1231)		
PSYC 1220 – Lifespan Development (MnTC Goals 5 & 7)	(CLR)	3	
PSYC 2215 – Human Sexuality (MnTC Goals 5 & 8)		3	
MnTC Goal 3 – Natural Science course	(see course outline)	3 (or 4)	(var.)
MnTC Goal 6 – Humanities and Fine Arts, Creative Process/Interpretive Performance	(see course outline)	3	

Second Year

FALL SEMESTER 2023	Prerequisites	Credits	Hr Lc/Lb
BIOL 1200 – Intro to Biology (MnTC Goals 3 & 10)	(CLR)	4	(3/2)
COMM 1210 – Intro to Communication (MnTC Goal 1)		3	
OR COMM 1220 – Interpersonal Communication (MnTC Goal 1)			
PSYC 2216 – Abnormal Psychology (MnTC Goals 5 & 7)	(PSYC1215)	3	
MATH 1215 – Statistics (MnTC Goal 4), recommended course	(MATH0200)	3 (or 4)	
OR MATH 1220 – College Algebra (MnTC Goal 4)	(MATH0300)		
OR Other math course at level higher than these two	(see course outline)		

SPRING SEMESTER 2024	Prerequisites	Credits	Hr Lc/Lb
PSYC 2100 – Basic Interviewing and Helping Skills		3	
PSYC 2191 – Psychology/Human Services A.S. Degree Practicum	(PSYC1100; 2.5 GPA in major; instructor consent; & meet with advisor to determine credit amount)	3 (or 4)	
PSYC 2217 – Learning and Cognition	(PSYC1215)	3	
PSYC 2225 – Group Processes (MnTC Goals 5 & 7)	(CLR)	3	
MnTC Goal 6 – Humanities and Fine Arts	(see course outline)	3	

Additional Recommended Courses

Completion of Math 1215 Stats and Psyc 1315 Drugs, Alcohol, & Behavior are strongly recommended. Students are encouraged to take Psychology of Sustainability. You must take at least 1 PSYC elective to qualify as an MHP candidate upon completion of program!

+++ Course and GPA requirements must be met and consent of coordinator granted to complete practicum

Learning Outcomes

The following learning goals describe the broad areas of knowledge, skills and attitudes that students are expected to develop in completing the Applied Psychology/Human Service program. Under each goal area are examples of specific ways that the goals are evidenced (students are not expected to attain all of the abilities identified under each goal).

These learning outcomes were adopted in modified version from the APA Guidelines for the Undergraduate Psychology Major, a report written by the American Psychological Association Board of Education Task Force on Psychology Major Competencies (published August 2013).

Goal 1: Knowledge Base of Psychology/Human Services

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, careers, and historical trends in psychology/human services.

Achievement of this goal is evidenced by the ability to:

- 1. Characterize the nature of psychology as a scientific discipline.**
 - a) Explain why psychology is a science.
 - b) Identify and explain the primary objectives of psychology.
 - c) Describe how the scientific method is used in psychology.
 - d) Describe various levels of analysis in the study of psychology.
- 2. Demonstrate knowledge of the history and scope of human services and the field of psychology.**
 - a) Describe the history of human services and psychology and identify factors (e.g., sociohistorical, political, major figures) that influenced their evolution.
 - b) Explain the types of services that fall under the umbrella of human services.
 - c) Describe overarching themes, persistent questions, and enduring controversies in psychology and human services (e.g., interaction of environment and heredity, free will vs determinism, interaction of mind and body, importance of empowerment and self-sufficiency).
 - d) Describe the major areas of study and practice in psychology.
- 3. Demonstrate knowledge of major perspectives in psychology/human services (e.g., psychodynamic, behavioral, biological, cognitive, evolutionary, humanistic, developmental, systems, ecological, sociocultural).**
 - a) Compare and contrast major perspectives.
 - b) Describe advantages and limitations of major perspectives.
- 4. Demonstrate knowledge of major concepts and principles germane to various content areas in psychology/human services (e.g., biological bases of behavior, learning and cognition, human development across the lifespan, sensation and perception, personality, motivation and emotion, psychological assessment, social bases of behavior, psychological disorders and treatment).**
 - a) Describe various concepts and principles.
 - b) Explain how major concepts apply to and influence behavior and mental processes.

Goal 2: Scientific Inquiry & Critical Thinking in Psychology/Human Services

Students will respect and use critical thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Achievement of this goal is evidenced by the ability to:

- 1. Use critical thinking effectively.**
 - a) Evaluate the quality of information (e.g., identify source, context, and credibility of information, distinguish between science and pseudoscience).
 - b) Recognize and avoid being swayed by appeals to emotion or authority.
 - c) Demonstrate an openness to alternative ways of thinking.
 - d) Weigh support for conclusions and identify weak, contradictory, and inappropriate assertions.

- e) Make connections between facts, theories, and observations.
- 2. Approach problems/issues effectively.**
 - a) Articulate problems/issues clearly.
 - b) Generate multiple possible goals and solutions to problems/issues.
 - c) Implement solutions and evaluate their quality/effectiveness of solutions, revising as needed.
- 3. Interpret, design, and be able to describe how to conduct basic psychological research.**
 - a) Describe research methods and key research concepts (e.g., hypothesis, operational definition, generalizability, etc.) used by psychologists, as well as applications.
 - b) Discuss the value of experimental design (controlled comparisons) in justifying cause-effect relationships.
 - c) Design a simple study to confirm a hypothesis based on operational definitions.
 - d) Explain such research concepts as reliability, validity, as well as the fundamental principles of research design.
 - e) Analyze potential challenges related to sociocultural factors in a given research study, and/or describe how individual and sociocultural differences can influence the applicability/generalizability of research findings.

Goal 3: Application of Psychology/Human Services & Civic Engagement in a Diverse World

Students will understand and apply psychological/human services principles and basic helping skills to personal, social/community, and organizational issues in a landscape that involves increasing diversity.

Achievement of this goal is evidenced by the ability to:

- 1. Demonstrate knowledge of major areas of applied psychology/human services.**
 - a) Describe various areas of applied practice (e.g., clinical, counseling, industrial/organizational, school, health, forensic, social work, rehabilitation, corrections).
 - b) Explain what the respective areas of applied psychology/human services contribute to understanding problems in “real world” settings, including issues of global concern (e.g., poverty, health, migration, human rights, rights of children, international conflict, sustainability, etc.).
- 2. Demonstrate awareness of social/community problems, civic engagement, and understanding of the role that psychology/human services can play in addressing social problems.**
 - a) Apply psychological concepts, theories and research findings to problems in living through participation in active learning activities (e.g., in-class activities, conferences, practicum, community-based projects).
 - b) Describe how they personally and as psychology/human services professionals can influence social policy and promote change promote civic, social, and global outcomes that benefit others.
 - c) Identify aspects of individual and cultural diversity and the interpersonal challenges that often result from diversity and context.
 - d) Recognize potential for prejudice and discrimination in oneself and others.
 - e) Accept opportunity to serve others through civic engagement, including volunteer service, such as through psychology club involvement.

Goal 4: Personal & Professional Development

Students will develop an understanding of career opportunities and professional issues in psychology/human services. Students will gain insight into their own and others’ behavior and mental processes and apply this knowledge to promote more effective functioning. Students will demonstrate competence in writing and in oral and interpersonal communication skills. Students will become familiar with the formal regulations that govern professional ethics in psychology/human services and begin to embrace human services values as well as demonstrate adherence to professional values/ethics.

Achievement of this goal is evidenced by the ability to:

- 1. Demonstrate knowledge regarding career opportunities in psychology/human services.**
 - a) Describe various settings in which human service providers work.
 - b) Describe the education and training needed for various types of human service positions (e.g., social worker, case manager, clinical/counseling/school psychologist, probation officers, CD counselor).
 - c) Describe primary duties and responsibilities associated with various types of human service positions.
- 2. Demonstrate knowledge regarding intra and interpersonal characteristics and issues that may influence personal and professional functioning.**
 - a) Identify personal and professional values.
 - b) Describe factors underlying their interest in the field of psychology/human services.
 - c) Identify personal characteristics/issues that may help and those that may hinder their success as a human service provider.
 - d) Identify areas of personal change desired and ways to pursue those changes.
 - e) Accurately self-assess performance quality and incorporate feedback from educators and mentors to optimize performance.
- 3. Demonstrate knowledge of and adherence to ethical and professional standards.**
 - a) Describe the imperative value of ethical and professional standards of conduct.
 - b) Describe the core ethical and professional standards (informed consent, confidentiality, dual relationships, do no harm, etc.).
 - c) Utilize ethics code to identify violations of ethical standards in psychological/human services contexts and guide ethical decision making.
 - d) Demonstrate a cursory understanding of the role of an institutional review board as well as key regulations (per ethics codes) for the protection of human or nonhuman research participants.
 - e) Describe, explain, and uphold academic integrity and ethical behavior in all curricular and extracurricular settings.
- 4. Demonstrate competence in written and oral communication skills.**
 - a) Express ideas in written formats that reflect basic psychological concepts and principles.
 - b) Use standard English, generally accepted grammar, and basic level APA writing style; craft clear and concise written communication to address specific audiences, recognizing that content and format differ based on purpose (e.g., email, exam, formal paper, letters to professionals, etc.). Develop and display overall organization suited to the purpose (e.g., beginning, development, ending).
 - c) Seek competent sources and utilize feedback to revise written communication.
 - d) Deliver presentations within appropriate constraints and guidelines.
 - e) Recognize that culture, values, and biases may produce misunderstandings in communication; attend to language and nonverbal cues to interpret meaning; ask questions to capture additional detail (s/as in class room setting).
- 5. Demonstrate knowledge of and an ability to use effective communication/interpersonal skills.**
 - a) Explain and demonstrate basic effective helping skills (e.g., attending behavior, empathic responding, use of probes).
 - b) Explain and demonstrate effective communication and interpersonal skills
 - c) Articulate problems that develop when working with teams and collaborate successfully on small group classroom assignments.
 - d) Treat others with civility, and describe the need for positive personal values (e.g. integrity, benevolence, honesty, respect for human dignity) in building strong relationships with others.

Program Assessment

Purpose:

Minnesota North College's Applied Psychology/Human Services program is invested in making sure that students completing the AS degree are equipped with the knowledge, skills and attitudes necessary to enter into a human service position and/or transfer to continue their education. To this end, in addition to multiple forms of assessment in the classroom (e.g., exams, writing assignments, quizzes, group projects, research projects, oral

presentations), students in the Applied Psychology/Human Services program will participate in two forms of assessment at the program level: a pre-and post-test, and portfolio. Data generated from these assessment tools will be used to promote continuous improvement in the quality of instruction in our program and the effectiveness of the curriculum and experiences offered in helping students to achieve desired learning outcomes identified.

Pre-Post Testing:

At the beginning of the first semester in the program students will take an exam consisting of multiple choice and essay questions. This exam will measure students' incoming knowledge regarding various content areas in psychology/human services. Students will take this test again prior to completing their degree as a way of measuring their outgoing knowledge regarding various content areas in psychology/human services. Data generated by the pre-post test will be used solely for the purpose of program evaluation and will not affect a student's academic standing in the Applied Psychology/Human Services program.

Portfolio:

Each student will be responsible for developing a portfolio throughout his or her course of study. Students will create their portfolios by placing learning artifacts, or samples of work, from their classes (psychology and others) in a 3-ring binder. Work samples selected will reflect students' mastery of the various learning outcomes for the Applied Psychology/Human Services program (see above). Examples of learning artifacts for portfolios include writing assignments, critical thinking papers, application/reaction cards, research projects, exams, and reflection journals from conferences and practicum experiences.

Students are strongly advised to save a paper copy and computer copy (keep all work on a separate storage device) of all of their course materials/assignments and to talk with psychology course instructors regarding how the assignment might be used in completing the portfolio. It is recommended that students consistently work on developing their portfolio throughout their coursework. Students are encouraged to meet with the program coordinator at least once a semester to discuss progress on their portfolios.

Completed portfolios will need to include at least one artifact from each objective [numerical/bold type] within the four learning goals identified (at least fourteen total entries), along with a narrative description of how specifically the artifact demonstrates mastery of the respective goal. It is important to note that an artifact does not have to demonstrate mastery of all abilities listed under each goal area.

Completed portfolios will be presented to psychology faculty, peer students, and invited guests as a requirement of the practicum. Portfolios will be graded on a pass (met expectations) or fail (did not meet expectations) basis according to the following:

- Included at least one appropriate artifact for each objective under the four learning goals (numbered & in bold type) (14 total).
- Provided a relevant specific and well written narrative description that clearly justifies how each artifact demonstrates mastery of objectives/learning goals.
- Organized materials well.
- Attended entire presentation event & presented portfolio during the portfolio presentation event

Practicum

Objectives:

The practicum provides an opportunity for students to apply the knowledge, skills, and attitudes they have developed through completing psychology coursework in a human service setting. Completion of the practicum will enhance students' knowledge and skills through "hands-on" experience, provide exposure to human service agencies and career opportunities, and promote interaction and networking with providers.

Necessary Skills/Prerequisites/Requirements:

Students need to have a sound understanding of basic effective helping behaviors and the ability to perform those behaviors in various situations. Strong communication and interpersonal skills are essential (e.g., establishing rapport, listening, interviewing, conveying empathy, getting along effectively with others, maintaining appropriate boundaries, dealing effectively with conflict, demonstrating appropriate behavior in the classroom and community setting). Students also need to have an understanding of and commitment to professional and ethical standards of practice (e.g., professional boundaries, appropriate objectives in the helping relationship, confidentiality).

Program coordinator consent and a minimum GPA of 2.5 in core psychology courses are required to register for practicum credits. Students ought to consult with their advisor regarding the number of practicum credits they will take (3 vs 4). While exceptions may be made in certain cases, students need to, at the minimum, complete Introduction to Human Services and Community Resources and at least five other courses in the program prior to their practicum.

Placement for Practicum:

Completion of the practicum is a requirement for the AS Applied Psychology/Human Services degree; however, there is no guarantee that a student will be placed for practicum. Students who have a criminal history (cannot pass a criminal background check) may find it particularly challenging to secure a practicum. In the best interest of students, community agencies, prospective consumers, ICC and the program, only individuals deemed appropriate/ready for the practicum experience based on the necessary skills and prerequisites identified above, will be allowed to complete the course. A student's readiness/appropriateness for practicum will be determined by the program coordinator in consultation with other faculty and counseling staff. If a student is deemed not ready/appropriate for practicum placement, concerns and issues prompting the decision will be discussed with them in a meeting with the program coordinator, faculty, counseling staff, and administration as indicated.

Practicum Hours:

The number of hours students work at an agency/conduct practicum will be based on the number of credits they register for. Students can register for three or four practicum credits and will need to complete 40 agency contact hours per credit (3 credits = 120 hours, 4 credits = 160 hours). Credit determination will be made in consultation with student's advisor.

Setting Up A Practicum:

Students will meet with the program coordinator *during the semester prior* to their anticipated practicum. The purpose of this meeting is to discuss: a) student's current status in terms of coursework and readiness for the practicum experience based on necessary skills identified above; b) student's professional/career interests; c) practicum goals; and, d) human service settings in the community that may best fit student's interests and abilities.

In order to register for the practicum course, a Practicum Approval Form needs to be completed by the program coordinator and signed by the student. That form, along with a copy of the student's transcript, will be reviewed by the Program Dean. If the practicum is approved the form will be sent to the records office and the student will be automatically registered for the course. Students cannot register for the practicum course online or without completion of the approval form as noted.

Once a student is approved for the practicum and an agency of interest has mutually been agreed upon by the student and program coordinator, students are expected to contact that agency and arrange an interview. This interview will provide the opportunity for agency staff and the student to assess whether their interests, abilities, and needs fit. Following the interview, students will contact the program coordinator to discuss their impressions and interest in the agency. The program coordinator may also have contact with agency staff to discuss impressions and concerns.

Upon agreement of agency staff, student, and program coordinator a practicum site will be assigned and students will develop a contract that specifically describes their learning goals, procedures/objectives for meeting those goals, and areas of personal development that will be targeted. Students will complete and turn in the “Student Practicum Design”/Learning Contract form (provided by program coordinator) within two weeks of the start of the practicum.

Expectations/Responsibilities During Practicum:

In completing the practicum, students are required to:

- At all times conduct themselves in a professional, responsible and ethical manner and follow agency rules regarding client services and confidentiality.
- Turn in the Learning Contract within two weeks of the start of the practicum.
- Contact their agency supervisor and the program coordinator if concerns or issues arise.
- Routinely attend Practicum Class.
- Consistently maintain and turn in to the program coordinator a journal of practicum experiences that includes discussion of: activities engaged in, specific connections between your practicum experience and classroom learning, observations of personal strengths/areas to work on/interests, observations of others (clients, staff), thoughts regarding experiences, etc.
- Participate in an evaluative meeting with the agency supervisor when 50% of the practicum hours are completed.
- Participate in an exit interview meeting with the agency supervisor upon completion of hours.
- Expect that the Program Coordinator and agency supervisor will meet to review practicum performance upon completion of hours.
- Write and turn in to the program coordinator a summary report of the practicum experience which describes: responsibilities/duties, learning goals met/unmet, personal reactions to practicum experiences; areas of personal development resulting from the practicum, thoughts regarding the quality of the practicum experience and suggested changes, etc.
- Present a completed portfolio (see program level assessment section for portfolio requirements) to psychology faculty, peers and invited guests (e.g., administration, faculty from other departments).

Grading:

A standard letter grade for the practicum will be assigned by the program coordinator based on whether students met or did not meet practicum expectations and responsibilities. Failure to complete the required paperwork, schedule and attend meetings/class, demonstrate mastery of learning outcomes in the portfolio, and/or perform satisfactorily in the agency setting per report of the agency supervisor, will be considered below standard performance and result in a low or failing grade. The following is an additional “check list” of expectations grading will be based on:

- Met with program coordinator to discuss practicum interests.
- Complete, sign, and submit the Program Advising and Assessment Worksheet before securing a practicum site.
- Participated in interview at practicum site.
- Completed and turned in practicum design/contract within two weeks of starting practicum.
- Had contact with on-site supervisor and program coordinator as needed.
- Participated in practicum class (missed no more than two meetings).
- Completed and turned in journal to program coordinator as instructed.
- Treated practicum like a ‘regular job’ in terms of attendance, punctuality, and schedule compliance.
- Demonstrated professional/responsible behavior in practicum setting.
- Participated in half-time hours completed feedback session with on-site supervisor and agency impressions communicated to program coordinator.
- Completed required number of hours, with verified documentation of such.

- Completed and turned in summary report as directed.
- Participated in end of hours feedback session/exit interview with on-site supervisor.
- Completed and presented portfolio as instructed, including attending portfolio presentation event.
- Complied with all practicum expectations as spelled out in this document and the *practicum syllabus*.

Becoming a Mental Health Practitioner

Applied Psychology/Human Services graduates who have completed 30+ semester hours in the behavior science field AND completed a practicum involving direct interaction with clients who are adults or children, may qualify to be Mental Health Practitioners (MHPs)*. MHPs are in demand, and command a higher salary than non-MHPs entering the human services field.

*Employers have the discretion of directly hiring a program graduate as an MHP, or requiring additional work/supervised work experience. Each employer may differ on this.

Minnesota North College-Itasca Campus Psychology Club

Students in the Applied Psychology/Human Services program are strongly encouraged to be actively involved in MNC's Psychology Club. The Psychology Club provides students with the opportunity to: explore training and careers in human services; become involved in community projects; join professional organizations; expand their knowledge of psychology/human services beyond the classroom; access professional journals; attend conferences; plan and participate in civic engagement endeavors, and network with other students and professionals interested in psychology/human services.





Program Advising and Assessment Worksheet (PAAW)

Minnesota North College – Applied Psychology/Human Services

Student Name _____

Date(s) of Assessment _____

Applied Psychology/Human Services Program General Expectations and Responsibilities:

Successful completion of the Associate in Science degree in the Applied Psychology/Human Services program at MNC will provide students with the strong foundation of knowledge, skills and attitudes needed for further education and/or employment in the broad area of human services. Ongoing advising and assessment with program faculty will aid in meeting these transformative goals. Faculty assessments are based primarily on observation of students in academic and extracurricular settings.

1 = Unsatisfactory
2 = Marginal/weak
3 = Good/competent
4 = Excellent/outstanding
N = Not sufficient information

1. <u>Academic</u>	Student Self-assessment	Faculty assessment
a. Consistently attends and exhibits appropriate behavior in class		
b. Demonstrates engagement in learning: actively participating in class contributing to discussions, asking questions, making personal applications, etc.		
c. Demonstrates mastery of course material: depth of understanding that involves making connections to other areas of knowledge and application to real world scenarios; beyond surface learning and memorization		
d. Demonstrates cognitive and academic skills: problem solving ability, critical thinking, organized reasoning, intellectual curiosity and flexibility; study and organizational skills		
2. <u>Interpersonal & Intrapersonal</u>		
a. Ability to listen and be empathetic with others		
b. Respect for/interest in others' cultures, values, perspectives, beliefs, experiences, goals, etc.		

c. Ability to be open to feedback		
d. Effectively interact with others: ability to communicate reciprocally one's ideas, feelings and information verbally and non-verbally		
e. Attention to self-care: ability to manage stress and challenges through healthy lifestyle choices		
f. Demonstrates self-awareness: ability to examine and consider one's own motives, attitudes, behaviors and one's effect on others		
3. <u>Integrity & Ethics</u>		
a. Academic integrity: does not engage in cheating and plagiarism while honestly maintaining academic standards		
b. Personal integrity: demonstrates an attitude or character of fairness, faithfulness, respect, sound judgment, humility, honesty		
c. Boundaries: understanding the limits of self-disclosure and appropriate behavior in diverse relationships		
d. Basic understanding and demonstration of ethical behavior		
e. Personal skills: personal organization, personal hygiene, appropriate dress		

Other Comments:

Student Signature _____

Date _____

Faculty Signature(s) _____

Date _____

Date _____

Date _____

I _____, authorize Minnesota North College Psychology/Human Services Faculty to disclose to potential and/or actual practicum site staff confidential student records, and academic and related information including but not limited to the above (PAAW). I agree to hold Itasca Community College and its employees harmless for any unauthorized use of said information by the practicum site.

Student Signature

Date

Faculty Signature

Date