

**Psychology 494 (Field Placement) and
Psychology 495 (Human Services Internship Seminar)
Fall 2022
Science D232
Mondays 9:00 – 10:30am**

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Office Hours: Mondays 10:30-11, Wednesdays 11:30 - 1, and By Appointment

Psy 494 FIELD PLACEMENT

Psy 494 FIELD PLACEMENT OBJECTIVES.

1. To provide opportunities for you to observe and learn from experienced human services professionals.
2. To apply psychological and multicultural theories, principles, and research findings that you have learned in previous courses to a human services setting.
3. To develop observational and recording skills that will allow you to develop an articulate, organized case presentation; to familiarize you with writing styles appropriate to human services settings.
4. To facilitate your career decision making by incorporating field experience.

REQUIREMENTS.

1. Knowledge of and adherence to the American Psychological Association Ethical Principles of Psychologists.
2. Knowledge of the specific agency's requirements for intern duties and a commitment to fulfill these requirements.
3. Consultation with your Field Supervisor and the 494/495 Psychology Department Internship Supervisor in the event of conflict between requirements 1 and 2.
4. Willingness to be open to new experiences, to challenge yourself, and to accept constructive feedback from the Psychology Department Internship Supervisor, Field Placement Supervisor, fellow interns, and agency staff.
5. Ability to conduct yourself in a mature and professional manner as reflected through your participation in agency discussions, interactions with clients, and seminar discussions.
6. Completion of all internship hours in a timely, consistent manner. In the Fall, students are expected to make up hours lost during the first week(s) and Thanksgiving week. During the Spring, students are not expected to work during Spring break, but must complete 15 weeks of work so often folks who get started late do work over spring break at their placement sites.

Psy 494 GRADING POLICY.

I will assign the final grade for your internship credit (Psy 494) based largely on your Field Supervisor's observations and evaluation of your work. Your supervisor will be asked to evaluate you around week 8 and again at the end of the term. A sample evaluation form is in the internship manual. In case of a discrepancy between your supervisor's, your and my estimation of your performance, I will consider degree of professionalism exhibited, progress in performance, willingness to take appropriate initiative and responsibility at the field site, and review of journal entries. While students usually do well in 494, an A or A- grade is not guaranteed. There are many reasons why some students receive grades lower than an A. **If you have any questions concerning your performance at your internship, the quality of your site supervision, conflicts with internship staff, or problems completing hours, please see me as soon as possible.**

Psychology 495 —Human Service Internship Seminar

SEMINAR OBJECTIVES.

1. To review and discuss professional ethics and cultural competence as they relate to internship settings and experiences.
2. To formulate and discuss student-presented case studies in a professional seminar format.
3. To apply theory and research on psychological disorders, treatment, assessment, organizational behavior, etc. to placement settings, **while also incorporating both positive psychological and multicultural perspectives.**
4. To develop self-reflection regarding your performance, clinical skills, strengths, and areas for growth/weaknesses.

REQUIREMENTS.

1. Reading and discussion of the assigned text. Chapters are designated with a “Ch” in the syllabus.
2. Maintenance of an ongoing typed “Think Like A Psychologist” APPLICATION journal of field placement activities and impressions. Journals are to be submitted to me on dates indicated in syllabus. See separate handout for journal suggestions. **Integration of what you are seeing on internship and what you have learned in various classes is expected.** This is NOT meant to be simply a report of when you went to your internship and the general timeline of your day; the key is to APPLY psychological theories, constructs, ethics, etc.....to your observations and interactions at your internship. **This will require referencing past courses, past and current textbooks, journal articles, etc.....(see examples of excellent versus substandard journal entries provided on a separate handout).**
3. Regular participation in class discussions.
4. Written essay questions related to text or other topics as noted on the syllabus calendar.
5. Oral presentation and written case report (see separate handout).
6. Typed summary of and reflection on all you have learned during the term.
7. Submission of a log sheet at the end of the term, signed by your supervisor, indicating dates and hours of internship participation.

TEXTS: Baird, B. N. (2011). *The Internship, Practicum, and Field Placement Handbook* (6th ed.). Upper Saddle River, New Jersey: Prentice Hall. (Listed under 495).

Magyar-Moe, J. L. (2009). *Therapist's Guide to Positive Psychological Interventions*. San Diego, CA: Elsevier.

Please print the APA Ethical Codes available at <http://www.apa.org/ethics/code/index.aspx> Be sure to bring these codes with you to each class period and refer to them often as you analyze your internship experiences and those of your classmates as well.

ADDITIONAL READINGS. Supplementary readings may be assigned throughout the semester.

ATTENDANCE POLICY. Attendance is expected unless circumstances are completely unavoidable (hunting season, family vacations, taking extra work shifts etc...are not considered excused absences). The seminar format of this course requires in-person participation for complete learning to be achieved.

PSY 495 GRADING POLICY. As with 494, it is possible to receive a grade that is less than an A. It is not uncommon to receive two different grades for 494 and 495. For example, Student X may receive an A from a supervisor in 494, but does not make progress in the depth of his reflection on his experience in 495 application journals. Student Y's integration of psychological information with the placement experience is not excellent (A), but is above average (B+). Less common, but possible, is a pattern where the student has exceptional abilities when discussing case dynamics or applying textual material in the seminar, but by the 8th week is still interpersonally awkward, reluctant to do more than observe at the placement site, or not completing assigned tasks at the site.

In addition to attendance, the following will be considered in determining your final grade for the seminar: quality of written assignments and journal submissions, progress in reflecting upon your internship experience and integrating psychological information into your journal (40%); quality of case presentation (20%); written one-page homework assignments and in-class participation (40%). See page 4 for the point system used.

In-class participation is essential to enhance your learning in this class and on internship.

You will apply principles and techniques more effectively if you are able to notice the similarities between your internship site or client problems and those of other students, especially when the sites seem different at first. Participation includes spontaneously discussing your experiences, relating them to those of other students, or applying your experience to readings, as well as asking questions of other students, answering questions posed to you by the instructor or other students, etc. You can also help other students learn by making observations or giving suggestions about handling specific situations.

While exact points are determined at the end of the semester, typical participation grades are as follows.

A-/A: You are clearly prepared for class, you volunteer to discuss internship experiences, you "risk" giving and accepting and constructive criticism from others, and you spontaneously ask or answer questions regarding readings, assignments, or case presentations. The person who receives a full "A" for participation would be seen by others as one who "carries the class". It is entirely possible for every student to receive an A for participation. Exceptions for unavoidable absences will be made and alternative participation activities will be offered for anyone missing an extended period of classes due to illness.

B-/B: You are prepared, have excellent deportment when called upon, but rarely spontaneously ask or answer questions during class or volunteer to discuss internship experiences.

C-D: Your punctuality is poor, you rarely speak in class or exhibit bad deportment such as overt demonstration of boredom, working on other things during class, or falling asleep.

Assignments:	Approx % of grade
Journals and Summary = 25 points each	35% (125pts total)
Case presentation	30% (100 pts)
Participation in seminar and homework/notes (6 participation points per seminar*; homework = 5-10 points per assignment)	35% (90 pts for participation; 35 pts on homework)
Total approx pts = 350	100%

*Missing a seminar completely (if unexcused) or disrupting seminars will result in a loss of greater than 6 participation points.

*****Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate this educational opportunity.*

******UWSP supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.*

Other important information for UWSP students.

Lecture Materials and Recordings Security

Lecture materials and recordings for this course are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for both students and professors

(see <https://www.uwsp.edu/stuaffairs/Documents/RightsRespons/rightsCommBillRights.pdf>). *All students are expected to be familiar with and to abide by these expectations.*

Title IX

Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.

PLAGIARISM AND UNAUTHORIZED COLLABORATION.

Plagiarism includes but is not limited to the following situations.

- 1) Copying or paraphrasing the work of other students and passing it off as your own.
- 2) Copying the information in published literature or on the internet verbatim, without quotes and without citation of sources, leading the reader to believe that the writing and ideas are your own.
- 3) Paraphrasing the information in published literature without quotes and without citation of sources, leading the reader to believe that the writing and ideas are your own, or close paraphrase (i.e. changing one verb in a sentence, regardless of citation).
- 4) Unauthorized collaboration includes, but is not limited to, asking for or giving information to other students for tests, papers, projects, etc. when prohibited by the professor, and/or not explicitly stating that you asked for or received the information from someone.

(This is a tentative course calendar. The instructor reserves the right to make changes as needed. Students will be informed of such changes verbally and if the changes are major, a fully updated calendar will be provided.)

DATE	TOPIC (may change with class needs)	READINGS /Assignments due that day
1. 9/12	Intro to internship. Start notes for journal from first day at internship	Ch 1 with emphasis on pp 10-13 Ch 2 with emphasis on pp 31-37
2. 9/19	Hints on “Think Like a Psychologist” application journal writing Ethical Issues Discussion	Ch 3 ; Answer the “Exercise on pp 43-44 re: ethics”. Be sure to type your responses and refer to the APA Ethics Codes throughout your answers. In other words, cite the ethics codes that apply to this case. Submit on CANVAS
3. 9/26	Review of Case Presentation Instructions and review of Sample case presentation reports Intro to Applications of PP to Internship: Positive Psychological Assessment, Strengths-Based Counseling, Positive Empathy, People First Language, Active-Constructive Responding	Skim the Magyar-Moe textbook; read chapters 1 and 2 and any other sections that interest you.
4. 10/3	Discussion on similarity of sites Continue applications of PP to internship discussion	Continue reading Magyar-Moe text Chapters 1 and 2 and any other sections of interest.
5. 10/10	Discussion of Diversity/Cultural Competence	Ch 5 ; Diversity exercise/homework due (handout for this assignment is on CANVAS; submit on CANVAS) Journal 1 Due (submit on Canvas)
6. 10/17	Discussion of Diversity and Privilege	Read and be ready to discuss privilege handouts (on CANVAS) Find and upload a Diversity-related resource in the discussion feed on Canvas. Choose a resource you believe will be useful for yourself and your classmates regarding multicultural

		counseling competence. Briefly summarize the resource you are sharing.
7. 10/24	Discussion of experiences at internship to date	Ch 8; complete exercise on page 157
8. 10/31	Case Presentations Discussion of queries from journals to date	Case 1. _____ Journal 2 Due (submit on CANVAS)
9. 11/7	Case Presentations	Case 2. _____ Case 3. _____ Transference homework due (see CANVAS worksheet; submit on CANVAS)
10. 11/14	Case Presentations	Case 4. _____ Case 5. _____
11. 11/21	Case Presentations	Ch 7; complete exercise on page 139 and submit on CANVAS Case 6. _____ Case 7. _____ Journal 3 Due (submit on Canvas)
12. 11/28	Case Presentations	Ch 9 Case 8. _____ Case 9. _____ Discussion of internships to date
13. 12/5	Case Presentations	Ch 10 Case 10. _____ Case 11. _____
14. 12/12	Case Presentations Discussion of Site Experiences and Course Wrap-Up	Case 12. _____ Case 13. _____ Journal 4 Due (submit on CANVAS)
15. 12/21		Evaluation of placement form & Journal 5 Due (submit on CANVAS by no later than 5pm on Wednesday 12/21/22)