

**Psychology 494 (Field Placement) and  
Psychology 495 (Human Services Internship Seminar)  
Spring 2017  
Rm D232  
Mondays 11-11:50**

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## **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 Psychology Department Undergraduate Human Services Internship Manual.
2. Knowledge of and adherence to the American Psychological Association Ethical Principles of Psychologists.
3. Knowledge of the specific agency's requirements for intern duties and a commitment to fulfill these requirements.
4. Consultation with your Field Supervisor and the 494/495 Psychology Department Internship Supervisor in the event of conflict between requirements 1 and 2.
5. 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.
6. Ability to conduct yourself in a mature and professional manner as reflected through your participation in agency discussions, interactions with clients, and seminar discussions.
7. 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 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 attendance and participation in discussion.
4. Written essay questions related to text or other topics as noted on the syllabus calendar.
5. Oral presentation and written case study (see separate handout).
6. Typed summary of and reflection on all you have learned during the term.
7. Submission of a yellow 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* (6<sup>th</sup> ed.). Upper Saddle River, New Jersey: Prentice Hall. (Listed under 495).

Sue et. al. (2007). *Understanding Abnormal Behavior* (7th ed.). NY: Houghton Mifflin (Listed under 494).

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.

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

**ADDITIONAL READINGS.** Supplementary readings (hardcopy reserve, handouts, and e-reserve) may be assigned throughout the semester.

**ATTENDANCE POLICY.** Attendance is required. Roll will be taken. Perfect class attendance is encouraged. The maximum grade that can be earned with increasing unexcused absences, regardless of journal and case presentation grades, is as follows: One absence, A; Two absences, A-/B+; Three absences, B-/C+; Four absences, D; Five or more absences, F. (If there is a special event for your internship that meets during our seminar time, let me know beforehand and you *may* be granted an excused absence.) Hunting season, family vacations, and taking extra hours at your job do not count as excused absences.

**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 8<sup>th</sup> 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. (Participation grades will be lowered if you pass notes in class, talk with your friends while the professor or other students are talking or asking questions, work on material not pertaining to the class, text message, sleep, or exhibit other inappropriate classroom behavior.)

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.

**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 passing notes, texting, or doing work for other classes; you demonstrate overt boredom, you fall asleep.

### **Assignments: Approx % of grade**

Journals and Summary = 25 points each	40% (125pts total)
Case presentation	20% (60 pts)
Participation in seminar and homework/notes (6 participation points per seminar*; homework = 5-10 points per assignment)	40% (90 pts for participation; 30 pts on homework)
Total approx pts = 300	100%

\*Missing a seminar completely (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.**

#### ***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.*

### ***Emergency Procedures***

In the event of a medical emergency call 911 or use Red Emergency Phone located outside the door of D230. Offer assistance if trained and willing to do so. Guide Emergency Responders to victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of Emergency Responders.

See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt) for details on all emergency response at UW-Stevens Point.”

### **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.

## Course Calendar – Psych 495

(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.)

<b>DATE</b>	<b>TOPIC (may change with class needs)</b>	<b>READINGS /Assignments due that day</b>
1. 1/23	Intro to internship. Pick-Up/Complete Important Forms. Start notes for journal from first day at internship	<b>Ch 1</b> with emphasis on pp 10-13 <b>Ch 2</b> with emphasis on pp 31-37
2. 1/30	Hints on application journal writing  Ethical Issues Discussion	Return Signed Forms from last week.  <b>Ch 3</b> ; Answer the “Exercise on pp 43-44 re: ethics”. Be sure to type your responses <b>and refer to the APA Ethics Codes throughout your answers.</b>
3. 2/6	Sample case outline review  Intro to Applications of PP to Internship: Positive Psychological Assessment, Strengths-Based Counseling, Positive Empathy, People First Language, Active-Constructive Responding	(The supplemental purchase text includes detailed information on the information discussed in this class period)
4. 2/13	Discussion on similarity of sites  Continue applications of PP to internship discussion  Pick up Diversity homework for next week	<b>Ch 8</b>  (The supplemental purchase text includes detailed information on the information discussed in this class period)
5. 2/20	Discussion of Diversity/Multicultural Competence	<b>Ch 5</b> ; Diversity exercise/homework due  <b>Journal 1 Due</b>
6. 2/27	Discussion of Diversity/Multicultural Competence and Similarity of Sites	
7. 3/6	Case Presentations	Case 1 _____ Case 2 _____

8. 3/13	Case Presentations	Case 3. _____ Case 4. _____ <b>Journal 2 Due</b>
9. 3/20	Spring Break	
10. 3/27	Case Presentations	Case 5. _____ Case 6. _____
11. 4/3	Case Presentations	Case 7. _____ Case 8. _____
12. 4/10	Case Presentations	Case 9. _____ Case 10. _____ <b>Journal 3 Due</b>
13. 4/17	Case Presentations	<b>Ch 9</b> Case 11. _____ Case 12. _____
14. 4/24	Case Presentations	<b>Ch 10</b> Case 13. _____ Case 14. _____
15. 5/1	Case Presentations and Course Evals	Case 15. _____ Case 16. _____ <b>Journal 4 Due</b>
Finals Week Wed, May 17 12:30-2:30	Submit evaluation of placement form (emailed to you from Dr. M-M) and Summary Journal Entry 5 <b>via e-mail</b> by no later than 2:30 pm!	