

**Psychology Field Placement
PSYC 365-010
Fall 2018**

Course Syllabus

Instructor: Ryan Beveridge, Ph.D.
Location: Various sites in the community
Contact info: rbeveridge@psych.udel.edu (preferred contact method)
b) 302-831-8277 (not a very reliable way to contact me!)
Office Hours: Wednesdays 12:30-1:30 by appointment
Course Website: Use your student login to access our site on Canvas

Objectives:

This course is an advanced undergraduate experience that gives you the opportunity to integrate theoretical, conceptual, and practical information and skills that you have gained in courses within a “real world” community setting. You will have the opportunity under the direct supervision of a faculty member from the Psychology Department, and a community agency supervisor, to work as an intern performing a wide variety of tasks within a community agency. You will be exposed to work with diverse groups, and will have the opportunity explore issues of diversity. As an advanced undergraduate student, this course is designed to help you develop an understanding of what types of professional activities you would like to pursue in the future, as well as to form important self-awareness that will allow you to better know your own interests, biases, strengths, and areas that you would like to improve yourself.

Depending upon your community placements, you will learn research and theory in psychopathology and individual differences, developmental psychology, and social and cultural psychology, as you interact within diverse community settings. At these different settings, you will be exposed to individuals from diverse backgrounds and who may present with different concerns. You will be required to reflect on issues of diversity, broadly defined, and how it plays a role at your placement. Additionally, you may learn how genetics, environment, and social processes interact to affect mental health. You will be required to understand and think about the empirical base, or lack thereof, of the procedures and practices employed by your agency, and will be asked to comment on the adequacy of the approaches utilized. Furthermore, you will integrate your analysis of relevant research into a written proposal paper that communicates how empirical work may support a new, or modified, approach at your site. Finally, you will learn effective ways to communicate relevant research findings by discussing the ideas contained in the written proposal paper with your community supervisor.

Course Format and Requirements:

This course will be primarily completed at your field placement site. You will be required to choose an internship site from an approved list, prepare a resume and cover letter for the site, and arrange and prepare for an interview with the community agency supervisor. You may also seek a placement not included on the provided list, but the position will need instructor approval. The internships are sometimes competitive, and you should treat the process as a regular job search. Therefore, you should have a “Plan B and C” in case your first site choice does not work out. **You must secure a position with an agency and be on site working by end of day Friday, September 21st.**

You must then complete an average of 3 hours per week, per credit hour you are registered for, for 11 weeks to receive full credit for the hour requirement toward your final grade calculation. This schedule allows you to complete 11 weeks of internship hours by the last day of classes on Friday, December 7th.

This is an experiential course! Therefore, the hours completed at your site account for the majority of your letter grade (70% of your total grade, 140 points). **If your supervisor approves your hours on a final evaluation form that I provide them and you receive satisfactory evaluation, you will receive all of the points for this portion of your grade. However, if your supervisor does not confirm that you have completed the hour requirement satisfactorily, you will receive 0 points on this part of your grade and will fail the course!** It is very important to communicate with your supervisor to ensure that you are completing your hours in a satisfactory manner throughout the semester. Schedule and hours arrangements must be negotiated and arranged directly with the site supervisor.

Also, you must come to the mandatory orientation meeting in order to participate in the course. If you cannot attend the mandatory meeting, you may be able to schedule an alternative meeting time that works for you and the faculty member during the first week of the semester. During this meeting you will be introduced to the requirements and structure of the course and learn about important ethical guidelines for working in community settings within the field of psychology.

In addition to securing a placement, completing your hours at the agency, and attending the mandatory meeting, you must also complete the following requirements:

- ✚ Three papers (15% of total grade, 30 points) –around 2-3 pages each, (10 points each)
 - 3 quality papers= 30 points toward final letter grade
 - 2 quality papers= 20 points toward final letter grade
 - 1 quality paper = 10 points toward final letter grade
 - 0 quality papers= 0 points toward final letter grade

All papers should be submitted via the course Canvas page. You may type the papers directly into the field Canvas provides, or you can write the papers in a word processing program (Word, etc.) and upload them.

Site Goals Reflection Paper #1: Due by 11:59pm on **Friday, 9/28/18**

Diversity Reflection Paper #2: Due by 11:59pm on **Friday, 10/26/18**

Proposal Ideas Reflection Paper #3: Due by 11:59pm on **Friday, 11/16/18**

If you do not submit your reflection papers by the due date and time you will not receive credit for the papers. Please do not ask to submit them late. If you need feedback on a specific issue, you should email me. Regardless, if the paper is late you will still receive a 0 for the paper.

The purpose of the **Site Goals (Reflection Paper #1)** is to reflect on why you chose your site, what learning goals you have for the semester there, what you think you might bring to the site personally as well as what academic knowledge you have that could be relevant to the population you are working with. Feel free to also talk about the search process and what you learned from that experience.

The purpose of the **Diversity paper** (Reflection Paper #2) is to promote thinking on issues of diversity, how issues of diversity play a role in functioning and in receiving services, and how they pertain to your field placement experience. Diversity may be thought of in broad terms such as age, race, ethnicity, socioeconomic status, gender, sex, sexual orientation, religion, physical and mental abilities, and nationality. The diversity-focused paper requires you to read one of the provided research articles, provide a ~1 page double spaced summary of the article, and a 1-2 page double spaced reflection of how the article relates to your field placement experience. The provided articles may not necessarily include the same population or center around the same services as those at your field placement; however, you are to relate the concepts from the article to your field placement site. After summarizing the article, you should describe diversity at the field placement site. Identify at least one issue that could be impacting those at your field placement site (e.g., could be clients/patients, providers, etc.). Comment on these observations and connections: do you think about anything at your field placement differently now?; how does the field placement handle these issues?; what are some challenges to addressing these issues? Please find copies of the articles on Canvas.

The purpose of the **Proposal Ideas paper** (Reflection Paper #3) is to provide a vehicle for you to write your out your final paper ideas, clarify your thoughts about what might be improved at your site based on your experience, and start to identify what scientific literature might inform your ideas. This paper will also give you a chance to get some feedback from the professor about your ideas so that you can be prepared to choose the best one for your final paper.

In general, the purpose of all the reflection papers is to provide a vehicle for you to record and report on your personal experiences within the context of the required topics. This process of introspection can allow you greater insight into personal and professional strengths and shortcomings. As the name implies, you will be expected to reflect upon your subjective experience. The goal is for you to present your personal reactions (both likes and dislikes/concerns) to the particular topics. The submitted papers will also provide an opportunity for feedback, guidance, suggestions, and support from the professor. The papers will be evaluated in terms of substance and quality of presentation; they should be around 2-3 pages in length.

✚ Proposal Paper (15% of total grade, 30 points) – 5-7 page proposal paper

The proposal paper will be due on the last day of classes (Friday, December 7th) by 11:59 pm, and should be submitted via the course Canvas page. You will also be required to provide a copy of the proposal to your agency supervisor, and discuss your ideas with them at the end of the term, in order to receive a satisfactory supervisor evaluation, so plan on getting this paper done early! Please be proactive in scheduling a time to meet with your supervisor to share your proposal.

The purpose of the proposal paper is to utilize critical thinking skills by integrating your proposal ideas with current research to provide the agency with a helpful idea of how an aspect of their agency may be improved/built-upon. The proposal paper should be written in APA style, include **at least 5 peer reviewed research article citations** to back up your proposed ideas, and should exhibit the quality of writing, thought, and research expected of an advanced level undergraduate. The proposal will be critically

evaluated in terms of substance and quality of presentation. Your reflection (and diversity) papers will be an important mechanism for you to think about what aspects of your agency could be improved upon based on research concepts you have learned, and receive feedback regarding your ideas. In order for you to complete the paper successfully, you should allow yourself time to come up with an idea, research out alternative ideas to what your agency does, and write a research-based proposal paper. Waiting until the last minute to complete the paper will be very stressful and will likely result in a poor grade on this portion of the course. Please see the *Proposal Info Sheet* for more details.

Grades will be assigned according to the following scale (percentage rounded up at .5):

100-93=A	92-90=A-	89-88=B+
87-83= B	82-80=B-	79-78=C+
77-73=C	72-70=C-	69-68=D+
67-63=D	62-60=D-	59-below=E

Supervisor Evaluations: Similar to any job, you will be evaluated by your agency supervisor. Your agency supervisor will complete an evaluation of you at the end of the semester. The evaluation should be reviewed with you by your agency supervisor and is aimed at helping you learn about your strengths, and areas in which you may improve. In addition, the evaluation will allow for the agency supervisor to provide feedback to the professor regarding your performance, including if you completed the resume and interview process, if you completed your required hours, if you developed the necessary skills to work at the agency, and if you maintained a professional manner at the site. If there are significant concerns expressed by your agency supervisor, you will be required to meet with the professor to solve the issues raised. If you are unable to resolve the issues, this may affect your grade negatively.

Academic Dishonesty: You are expected to be familiar with the University's policy on Academic Honesty. Please refer to the Student Guide to University Policies for a description of what constitutes academic dishonesty and the consequences of engaging in this behavior.

Special Needs: Any student with disabilities or other special needs that may require accommodations for this course should make this known to the instructor during the first week of the class. Students seeking academic accommodations should also register with the University's Office of Disability Support Services <https://sites.udel.edu/dss/>.