PSY 475: INTERNSHIP IN PSYCHOLOGY

W 3:30-4:45; E 280

Instructor: Ian MacFarlane, Ph.D.
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Office Hours: M 11-12:30; T 12:30-2; Th 11-12:30; or by appointment

Course Description:
This course is designed to give you practical experience in an applied psychological setting. You will spend 40 hours per credit this semester (~3 hours per week per credit) engaged in an internship where you will use psychological principles to help improve the lives of others. In addition to the practical experience, we will meet as a class to process your experiences at your internship site, discuss and critique assigned readings, and talk about professional development issues.

Course Student Learning Outcomes:
- Gain practical experience in applied psychological settings
- Apply the APA Code of Ethics to real-life professional situations
- Explain observed behavior in field settings using appropriate theoretical terminology
- Reflect on possible career paths
- Enact principles of reflective practice

Psychology Department Student Learning Outcomes:
- To be able to critically analyze, synthesize and evaluate ideas.
- To be able to conduct independent psychological research and apply psychological and methodological concepts to novel research ideas.
- To be able to effectively convey their evidence based analysis of psychological research and theories through oral and written formats.
- To be able to describe the nature of the relationship between brain, thoughts, feelings, and behavior.
- To be able to describe and apply the different theories and schools of thought of psychology (e.g., behaviorism) and to be able to place them in a historical perspective.

Required Materials:
- Required readings will be posted to Canvas

Assignments:
Completion of Required Hours
In order to pass the class, you are required to accumulate 40 hours per credit of internship activities at your site. The vast majority of this will be time spent at your site, but you can also count and preparatory work you do for your site. For example, if you are going to lead a workshop on stress management skills, the prep work for this (e.g., making handouts, practicing your presentation). You are responsible for maintaining a log of your hours spent at your site, and your supervisor will need to sign the log at the end of the semester to confirm you have met the hours requirement. This is a required component of the class and your final grade will remain an incomplete without this documentation.

Professional Issues Presentation
Each of you will select a professional issues topic related to your internship site to present to your classmates. Given the diversity of sites you are all attending, there will be many different possibilities for your topic. For example, if you are at a mental health site you might choose laws and practices related to confidentiality, at a probation office you might choose evidence-based practices for jail-diversion programs, or at a school you might choose to explore how psychologists interact with teachers. If your internship involves direct contact with service users (e.g., clients, students), you can present a case study of your work with that person. If you choose this option, you and I will work closely to be sure the service user's confidentiality is protected. **Including identifying information in your presentation will earn you a zero on the assignment and may be grounds for failing the course**. You will submit a brief proposal outlining the topic and how it connects to your site by the beginning of the 7th week of class. Your presentation must use PowerPoint or a similar program (e.g., Keynote, Prezi) and will last 30 minutes.

Participation
Most of our time together will be spent in group supervision. We will talk more about what supervision is and how to make use of it on our first day of class. Essentially this time will be used to discuss what's going on at your practicum sites, any problems arising, any success stories, and questions about professional development issues. Attendance at these meetings is mandatory and missing more than one is potential grounds for failing the course. You are required to participate in, not just attend, these sessions. Participation does not necessarily mean you ask for time to talk about an issue at your site, but also includes listening to others attentively and offering support and/or suggestions. Participation will be scored on a 5-point scale for each class session. There are 15 class sessions scheduled and you must earn 64 points (out of 75) to meet this requirement (85%).

Internship Reflection
At the end of the semester, you will write a reflection paper discussing your experiences at your practicum site. You will write a 10-12 page APA Style paper discussing what you've done, what you want to do, how the work compares to your expectations coming into the class, how what you've experienced has affected you and your career plans, how you've been implementing self-care, and other aspects tied to your site. You will abide by the APA Code of Ethics in your writing and will not disclose identifying information about any clients at your site. **Including identifying information in your reflection will earn you a zero on the assignment and may be grounds for failing the course.** We will talk in class about appropriate ways to refer to your interactions with or about clients, and I strongly encourage you to talk with me if you have any doubts at all about what you're putting in your paper. Additional information and a detailed rubric will be posted to Canvas.

Progress Assessments
You will twice be assessed by your site supervisor over the course of the semester: once at mid-semester and once at the end of the semester. We will go over these assessments as we get closer to these dates, but they will focus on several areas including: punctuality and attendance, professionalism, performance of assigned tasks, ethical awareness, skill development, and critical thinking. You will discuss these evaluations with your supervisor before submitting them to me, and you have the option of submitting a narrative with the evaluation if you believe something requires further explanation. You should be receiving ongoing feedback from your

supervisors, so the evaluations should not take you by surprise. You will also have one-on-one meetings with me to discuss your experience.

Student Evaluation of Site
You will complete an evaluation of your site where you rate your experience across a variety of domains. This will help future cohorts of students understand the strengths and limitations of each site. I will provide the evaluation sheet and you will turn it in via Canvas during finals week.

Grading:
This course is only offered on a credit/no-credit basis. To earn the credit, you must complete all required course assignments with a score of at least 70% (with the exception of participation where you must earn 85%).

Tentative Course Schedule:

Date		Class Topic	Readings/Assignments
Week 1 1/16	W	Course Introduction & Ethics Overview	APA Ethics Code; Handelsman et al., (2005)
Week 2 1/23	W	Ethical Decision Making	Zheng et al., 2014
Week 3 1/30	W	Expertise/Mastery	Macnamara et al., 2014; **Internship Contract**
Week 4 2/6	W	Novice Stress	Skovholt & Trotter-Matheson, 2011b
Week 5 2/13	W	Imposter Phenomenon	McElwee & Yurak, 2010; **Individual Meetings**
Week 6 2/20	W	Burnout	Skovholt & Trotter-Matheson, 2011c
Week 7 2/27	W	Resilience	Delany et al., 2015; **Project Proposal**
Week 8 3/4-3/8		*No Class – Spring Break*	
Week 9 3/13	W	Self-Care	Napoli & Bonifas, 2011; **Midterm Evaluation**
Week 10 3/20	W	Mentorship	Steele, 2012; **Individual Meetings**
Week 11 3/27	W	Professional Issues Presentation	
Week 12 4/3	W	Professional Issues Presentation	
Week 13 4/10	W	Professional Issues Presentation	

Date		Class Topic	Readings/Assignments
Week 14			
4/17	W	Professional Issues Presentation	
Week 15			
4/24	W	Professional Issues Presentation	
Week 16			
5/1	W	Professional Issues Presentation	
Remaining Presentations – Monday 5/7 – 2:30pm-5:30pm			
Reflection Papers/Logs/Evaluations Due Friday 5/10 – 3pm			

Technology
This course will be web-enhanced through the use of Canvas. Readings, lecture slides, some handouts, and links to other resources will be provided through this system. Unless otherwise specified, you will turn your assignments in via Canvas. You can access Canvas through the following link: https://etown.instructure.com/login/. Questions concerning content/postings should be directed to me, while questions regarding access/technical issues should be directed to the Elizabethtown College IT Help Desk (717-361-3333; helpdesk@etown.edu). A PDF viewer is required to view the content posted to the Canvas site. Free Adobe software is available for download via http://get.adobe.com/reader/.

Policies:
Academic Integrity
Scholastic misconduct is broadly defined as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not limited to): cheating on assignments or examinations; helping another student cheat on assignments or examinations; plagiarizing, which means misrepresenting as you own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned (including papers you have submitted in previous semesters); providing others with copies of your assignments; depriving another student of necessary course materials; or interfering with another student's work.

Plagiarism is a serious offense which will not be tolerated. Most of the time, however, plagiarism happens because students are rushing through assignments and do not leave themselves with sufficient time to properly attribute information taken from other sources. For this class you may cite your sources using either APA or MLA style. If you plan to be a psychology major or minor, I encourage you to get used to APA style, as you will be using this throughout your coursework. Note that for either style, you need to include citations each time you use information from a source. It is incorrect to use information throughout a paragraph and only include a citation at the end. Also, if you use 5 or more consecutive words from a source, you must include quotation marks and include the page number (or paragraph number if you are using an online source) in your citation. Failure to provide the page/paragraph number for a direct quote is a form of plagiarism and will not be tolerated.

You will be required to submit an electronic copy of all major assignments which will be compared with the TurnItIn database. Penalties for scholastic misconduct in any portion of the academic work for a course shall be made at the discretion of the instructor and may range from point deductions on the assignment to failing the class. All academic misconduct (no matter how

small) will be reported to the Academic Review Committee, which may impose sanctions up to and including expulsion. Elizabethtown College's full academic integrity policy is available in the Elizabethtown College Catalogue under the Academic Judicial System section of the Academic Policies chapter (a link to the current EC Catalogue is posted on Canvas). If you have any questions about whether something might be considered an academic integrity issue or not, please talk with me about it BEFORE you turn in an assignment.

Attendance
Engaged attendance is critically important to your success in this class. This includes attendance at your internship site and the class sessions. This is an experiential course, and without engaged attendance you cannot meet the course expectations and learning outcomes. You are expected to spend an average of 8 hours per week at your internship site, though you are free to negotiate your specific schedule with your site so it maximizes your learning experience and meets their needs. Due to the interactive nature of class sessions, it is impossible to recreate or receive in an alternative format. Attendance is mandatory and only documented excuses for medical/religious reasons will be accepted.

Changes to the Syllabus
All aspects of this syllabus are subject to change at the discretion of the instructor. Students will be informed in writing of any changes to the syllabus via a post to Canvas.

Communication
Outside of class, I will communicate with you most frequently via your *Elizabethtown College email address.* **It is your responsibility to monitor this address and you are responsible for the information delivered to this address**. I highly recommend you check your email at least daily. I will also post messages to Canvas, so you are encouraged to check Canvas regularly. The best way to contact me is through email. I will always attempt to respond to email promptly, which means within 24 hours. **I typically do not check my email after 8pm**, so if you email me at night, do not expect a response until the next morning at the earliest.

Incompletes
An "incomplete" only may be given as a grade for the course when a student has a **passing grade the course** and has an unforeseen and uncontrollable event occur that prevents him or her from earning a significant number of points in the course. Thus, incompletes are rarely given and each situation will be considered on a case-by-case basis. To have an incomplete changed to a different grade all missing work must be completed by the end of the following term.

Late Work
Assignments are due at the beginning of class on the date listed in the syllabus. I encourage you to start assignments well in advance of the due dates in order to protect yourself from something happening at the last minute. Papers turned in after class but on the same day will be penalized 5%, with 10% additional penalty for every additional calendar day the assignment is late (thus if the assignment is due on Tuesday but turned in on Thursday the maximum score you could receive is 75%). Assignments will not be accepted more than 7 days after the original due date unless we have pre-arranged a new due date and late penalty. Extensions may be given at the discretion of the instructor, but **no extensions will be given during the 24 hours before an assignment is due.** It is your responsibility to budget your time so you are not working on assignments at the last minute. Assignments turned in more than 7 days after the due date in the syllabus must be emailed to me.

Role of Instructor
I will provide learning opportunities designed to provide you with information about psychology and foster critical thinking. I have created the course to incorporate different methods of learning and assignments draw upon multiple skillsets to be successful. Every effort will be made to accommodate different learning styles and you are encouraged to provide feedback both formally and informally. I pledge to carefully consider constructive feedback about teaching methods and incorporate suggestions to the extent feasible. I am responsible for treating you in a respectful, professional manner and creating a classroom atmosphere where students treat each other professionally. I will be accessible outside of class and encourage you to meet with me either during office hours or individual appointments to discuss concerns (e.g., about the class, workload, assignments, etc.), conflicts or problems that affect course performance, concepts which need further clarification, additional resources related to course material, or careers in psychology.

Statement on Classroom Conduct
All students have the right to a civil, productive, and stimulating learning environment. In turn, as the instructor I have a responsibility to nurture and maintain such an environment. Lively, even heated, discussion is part of a stimulating learning environment. Both instructors and students, however, have a fundamental obligation to respect the rights of each other and an equally fundamental obligation to respect the instructional setting as a place for civil, courteous behavior. We all bring different backgrounds, experiences, assumptions, and opinions into this class. The class will be a better experience for everyone if everyone feels safe enough to share their perspectives. It is encouraged to challenge each other's perspectives, but we will debate ideas and theories using evidence to support our own positions. Repeated behaviors that undermine the learning environment described above may result in being asked to leave the class for a day or, if other interventions do not succeed, you may be dropped from the course at the instructor's discretion.

Statement on Disabilities
Elizabethtown College welcomes otherwise qualified students with disabilities to participate in all of its courses, programs, services, and activities. If you have a documented disability and would like to request accommodations in order to access course material, activities, or requirements, please contact the Director of Disabilities, Lynne Davies, by phone (717) 361-1227 or e-mail daviesl@etown.edu. If your documentation meets the college's documentation guidelines, you will be given a letter from Disability Services for each of your professors. Students experiencing certain documented temporary conditions, such as post-concussive symptoms, may also qualify for temporary academic accommodations and adjustments. As early as possible in the semester, set up an appointment to meet with me, the instructor, to discuss the academic adjustments specified in your accommodations letter as they pertain to my class. This syllabus is available in alternative formats upon request.

Statement on Diversity
We will all bring unique perspectives to this course and I hope those who feel comfortable will share insights and alternative interpretations throughout the semester. Cultural perspectives will be explicitly included in many of our discussions and will likely come up in many others. I welcome feedback on ways to increase the diversity of perspectives being provided in class and methods for creating a more inclusive atmosphere through my teaching.

Statement on Religious Observances
Elizabethtown College is willing to accommodate individual religious beliefs and practices. It is your responsibility to meet with me in advance to request accommodation related to your religious observances that may conflict with this class, and to make appropriate plans to make up any missed work.

Statement on School Closure
In the event of a school closure (due to inclement weather or another issue) on a day when we are scheduled to have class, please be sure to check your email for a message from me. I may contact you with instructions for an assignment or activity you could complete using Canvas or other course resources.