

Course Objectives:

The course objectives are necessarily general to apply to students placed in 250 diverse applied sites. Requirements for all students:

- 1) A minimum of 120 hours of supervised direct contact experience at the level that is deemed appropriate for the duties of each site for bachelor's level paraprofessionals. A minimum of 1 hour of supervision each week.
- 2) A Literature Review paper on a topic chosen in consultation with your supervisor and instructor, a short version of the paper is presented in class and at the fieldwork site.

Learning Outcomes and Assessment

1) Students will be able to apply crucial interviewing and intervention skills in an applied field setting, using direct contact experiences at the level that is appropriate for bachelor's level psychology paraprofessionals, under the supervision of the site supervisor.

Students will be able to apply previous training in ethics, confidentiality, and professional deportment in the field.

By having site supervisors (a) provide ongoing weekly verbal feedback to students, (b) submit confidential online evaluations of the students' professional deportment, ethics, and receptiveness to supervision, and (c) evaluate site-specific and overall levels of skills obtained in the field, as well as report any concerns we will be able to evaluate students' professional performance in the field placement in the confidential online evaluation. These evaluations will be graded in consultation with the supervisors to provide a fair standard for grading. Since each of our site supervisors may use different standards when evaluating students, a given student's final grade is determined by the Instructor.

2) Students will be able to integrate their background skills in research design, statistics, and psychological measurement writing a Literature Review in standard American Psychological Association style.

By having instructors (a) provide written feedback and detailed rubric grading on four draft paper assignments and (b) evaluate the final grading of the paper on a detailed rubric we will be able to evaluate students' performance in writing a literature review.

3) Students will be able to learn and apply professional presentation skills. Students give formal presentations of their Literature Review (both in class at UIC and at the fieldwork site) at the end of the semester.

By having the instructor (a) provide written feedback to students on an initial presentation and (b) evaluate the final presentation for both content choices and presentation skills we will be able to evaluate students' acquisition of professional presentation skills.

Syllabus Documents

Informed Consent for Students in Psychology 385

Weekly Assignments

Student Semester Plan

Initial Discussion with Supervisor

Proposal Assignment

Proposal Grading Rubric

Final Paper Assignment

Final Paper Grading Rubric

First Half of Paper Rubric

Second Half of Paper Rubric

Effective Presentation Skills Rubric

Supervisor Evaluation (sent to supervisor Online)

Student Evaluation of the Internship Site (sent to student Online)

All items merged into one document would be too long to be user friendly. They are posted on blackboard as individual documents to support you in the class. Read all individual documents on blackboard for our syllabus the first week of class. Kathryn

Psychology 385: Spring 2016

Weekly Assignments Tuesdays 3:30-5:20 216 Taft Hall

Kathryn L. Engel

1022 BSB

(312) 413-0456

engel@uic.edu

This is not the complete syllabus, it is the segment of the syllabus covering weekly assignments with the topic lists for each day.

Source of Points for Grading

100	Ratings of Professional Performance at internship site by your site supervisor(s) and graded by Kathryn Engel.
20	Individual Class Project/Site Presentations
08	Proposal of Literature Review
08	Outline of Literature Review
08	Draft of First Half of the Literature Review
08	Draft of Second Half of Literature
40	Final Paper
08	Class Attendance, Participation, Homework

Class attendance will be evaluated and enters into grading and final evaluation, it is not extra credit, and points are deducted for class absences.

Weekly Assignments

Week 1: **January 12:** Introduction, organization and field requirements. The context for the Initial Discussion of Literature Review topic with your Supervisor. Have this discussion as soon as possible after the first class, begin internship this week, as delayed start dates will require you to work more hours per week to fulfill requirements. Topics include: ethics, confidentiality, professional deportment, negotiating a supervisory relationship, and, paperwork. Training in REFWORKS.

Week 2: **January 19:** Discussion of Literature Review proposal and paper assignments. Continuation of topics; ethics, confidentiality, professional deportment, negotiating a supervisory relationship, paperwork, knowing your limits: paraprofessional roles, compassion fatigue and when to step out of the internship or trauma work. Hand in **Student Semester Plan signed by your supervisor** today (1/22/16 is final deadline for late plans).

TA meetings are required during week 2 or 3 before class. The TA's role is limited to mentoring your Literature Review paper. If you have questions about the internship, those must be brought to Kathryn Engel. Do not let any problems with your site or site supervisor(s) go unaddressed, we need to meet to find solutions quickly to make sure your internship training is positive. An initial adjustment period is to be expected, any concerns that are still present need to be addressed with Kathryn.

Week 3: **January 26:** Proposal Presentations, you are presenting the proposal assignment. (Initial TA consultation on proposal must be completed before today). I will cover topics as they relate to proposals as discussion/feedback after every presentation.

Topics include: Selecting reliable and valid measures, evidence based versus evidence informed programs and interventions, cultural tailoring beyond language of interventions, programs, practices and measures/assessments to fit the community, what is an ethical question/topic, what topics do we not cover and why, how to discuss to community assessments, programs and practices that are not evidence based, how many best practices and recommendations are sufficient, will you focus in-depth on a single best practice approach, or multiples, what are inclusion criteria?

I encourage you to present on the first week in order to have more feedback for turning in your proposal on the second week.

Week 4: **February 2:** Second half of proposal presentations. Topics continue.

Proposals Due by midnight. The proposal (as well as all subsequent drafts) is turned in two ways, via e-mail to your TA and uploaded to blackboard Safe Assignments. All deadlines are midnight of the due date so you can incorporate feedback and information from class that day or office hour meetings.

Week 5: **February 9:** TAs will return proposals in class and the instructor and teaching assistant will conduct have mini individual feedback meetings. Students are encouraged to schedule more specific feedback meetings if you want more feedback. I will connect students working on similar topics.

Week 6: **February 16:** Structure of a Literature Review. Professional deportment, boundaries with supervisors and peers, share a success and a challenge from your site.

Topics include how to use headings to organize a literature review, levels of APA headings

Week 7: **February 23**: Professional deportment revisited, finish success and challenge discussions. Topics include styles and ethics of supervision, Safety and risk in the field. Identification and the differences between Compassion Fatigue and Burnout. How to prevent both.

Outline of your Literature Review is due by midnight.

Week 8: **March 1**: Effective professional presentation skills for the assignment as well as important career building skills for your future.

Week 9: **March 8**: Individual meetings; instructor and TAs will hold extra office hours.

Draft of First half of Literature Review due at midnight.

Week 10 and 11: **March 15, 29**: First half of individual presentations, present your first half of paper on a PowerPoint (about 3-4 minutes) and prepare for discussion (but do not include on PowerPoint) about your applied activities, an update on your area of success and one where you are challenged (about 3-4 minutes). The presentation grades on the first presentations are for feedback only using the same rubric as the final presentations. The presentation grade will come from your final presentation. 7 minutes per person.

Discussion of organizing results in APA style tables. Integration of conclusions with your internship site. How to answer the conclusion questions and connect the Literature Review with the internship site. Recommendations of best practices.

Week 12: **April 5**: Individual meetings; instructor and TAs will hold extra office hours.

Draft of second half of Literature Review due at midnight.

Prepare all tables and figures in APA style with labels. One APA table must be included in the draft.

Week 13, 14 and 15: **April 12, 19 and 26. 24**: Final Presentations of your Literature Review. Reminder: Schedule a final presentation time with your site supervisor too. While many appreciate the copy of your final paper, all sites want to hear your final presentation of the program evaluation. Feedback from this class on the grading rubric for the presentation on content and how to improve your presentation before presenting at your site is required. Professional networking with APP peers and alumni, job searches and creating opportunities will be shared during these final classes.

Supervisor Evaluations are conducted through a secure online evaluation system. Note, if you have not completed your 120 hours, your supervisor cannot sign off on your evaluation and you may take finals week to complete these hours if necessary. Supervisors must have completed your online evaluation by the end of finals week. Please note the online evaluation is based upon the level of skills you have obtained, your professionalism, as well as your receptiveness to supervision and feedback. The supervisor also provides feedback on whether your project

provided added value to the site. Make sure you have scheduled time for **both** an in person final supervision feedback session and a presentation before the end of finals week. A copy of the supervisor evaluation is on blackboard. Each supervisor will learn about your project by scheduling a presentation at the site, many also want to read your final paper, provide a copy of your final paper. Many do not complete the online evaluation until you share the Literature Review.

Final papers due in fifteenth week with a grace period up and through Tuesday May 2nd at midnight. Turn them in on blackboard and your TA via e-mail before midnight. Grading will be by rubric only on blackboard.

The student evaluation of your internship site is due in the fifteenth week of class or during finals week and will be e-mailed to you via Qualtrics, a copy of the evaluation is on blackboard. Some of you may be making up extra hours during finals week, if this is necessary remember that if you supervisor evaluation is not completed online on or before May 6th, you will not receive your grade on time and this may delay a graduation. Finals week is the last chance to present your paper and the PowerPoint of your project at your site.

I recommend that ALL students work with the Writing Center. Request a Writing in the Discipline Tutor who knows APA style. Make your appointments 3-4 days in advance of each deadline. Call UIC's Writing Center (312) 413-2206 a minimum of two days before you would like an appointment, two weeks in advance is better. Insure you do not have someone at the Writing Center read confidential or sensitive information, any sensitive part of your paper needs to be reviewed only with your instructor.

If you have a disability, we will provide all accommodations that you require. Please contact the Office of Disability Services and they will bring me a confidential letter detailing the accommodations that you require and I will insure that they are provided to you in a confidential and sensitive manner. It is important that you also either give me permission to share this information with your site or that you share this information directly with your agency; I prefer the latter approach and we can discuss how to do so and more importantly if this is necessary. All of our sites are all supportive and will work to provide you with accommodations

Disabilities Resource Center Contact Information

1200 W. Harrison St. Room 1190 SSB (MC 321)

Chicago, IL 60607

(312) 413-2183 Voice

(312) 413-0123 TTY

(312) 413-7781 FAX

No form of academic dishonesty will be tolerated. This includes, but is not limited to: (a) copying the words of a fellow student or of any other author in your written work, (b) cheating on an exam by using any form of unauthorized written notes or articles or by using information from another student, (c) telling the professor that your dog ate your homework when he didn't, etc. Without exception, students who cheat in any way on any assignment will receive an automatic "F" for the course and they will be the subject of formal judicial charges (see UIC Student Disciplinary Handbook for details). I give you only one chance to correct plagiarism. You may use Safe Assignments to help you detect insufficient paraphrasing.

Grading Confidentiality

All written comments/feedback will be provided via e-mails and all rubrics with grades will be posted only on blackboard and not sent via e-mail for confidentiality. Rubrics are graded materials and cannot be sent via e-mail for reasons of confidentiality. If for some reason you prefer to work on paper copies rather than e-mail please let us know that you require this accommodation and the TA and I will print materials for you. Your TA may also prefer to work on paper. This is something the two of you can negotiate.

If your supervisor elects to share the evaluation directly with you that is fine and this approach is actually my preference. However, we must respect all the different ways that professionals prefer to work. If your supervisor prefers to submit an evaluation confidentially to me I will discuss my grading of the evaluation with you and provide you a summary of the feedback but cannot give you a copy of the evaluation of the supervisor elected to keep this confidential. If you have any disagreements with my grading of your site evaluation those discussions are to be held in private with me and do not involve your supervisor. Supervisors do not enter into the grading process which looks at overall university standards and requires me to be fair across very diverse sites and supervisors.

385 Psychology Proposal Paper

Literature Review

Proposal (due by the end of the week 4)

Length: 4-5 double-spaced typed pages

You must utilize APA style (made simple using REFWORKS)

The literature review is intended to help you make a strong scientific contribution to the field's understanding of your topic of interest. This is also what you will share in class during the proposal presentation.

1. Briefly describe the agency (mission, services provided, populations served) and your duties and responsibilities. This provides both your TA and classmates with the contextual information needed for the Literature Review. Your peers are also interested in learning about your internship, as this helps expand their experience base. This section will be taken out of the paper after your proposal is approved; thus, it will not appear in the final literature review you hand in at the end of the semester. In class the instructor provides feedback/discussion on the proposal.

Approx. ½ page.

2. You will write a mini literature review in the proposal so that we can ensure that you have selected 4 (of the required 10 for the final paper) strong articles about the science related to the topic. For the Literature Review paper, focus on reviewing the best practices, programs, or measures you plan to review. The more specific focus you select for best practices, the easier the Literature Review Paper will be to write.

Begin the proposal with a review of an overview article (often a review, or a portion of a book) that updates the current topic. During Week 1, you learn to search for review articles. For the proposal, include at least 4 initial references for papers on the best practices, programs, or measures you will review.

A good literature review is written like a funnel, from broad to specific. I strongly recommend that you use the most recent articles available (ideally, within the past 10-15 years) for the most up-to-date findings. However, it may be the case that the best literature in your area is older. Utilize Psych Info (and sometimes Google Scholar for topics that span other disciplines) to find articles. It is recommended that you use articles from peer-reviewed journals. Sometimes there are sources other than peer-reviewed articles that support your Literature Review; this typically occurs when you are citing the actual program manuals or measures that are not in the Appendix of a journal article. In this case, you may use Google (one hint is to focus your search on sites that have .gov or .edu following the address). This is often necessary when you need to find evidence-based programs that are published by various governmental funding agencies or universities. It is becoming more common that excellent researchers have their own websites where program manuals, measures and other information is accessible. Measures or manuals may also be included in the appendix of your paper. Your instructor and TA will also meet with you to guide you to best practices. We do not expect you to know how to make these selections without support.

As you read, export all of your articles to REFWORKS so that you have a record of your choices. We will cover how to use REFWORKS during Week 1. **Approx. 2 pages.**

3. Clearly state the goal(s) of the Literature Review. You are required to select the goal(s) in consultation with the supervisor(s). The Literature Reviews should result in a specific program(s), practice(s) or measure(s) of interest to the site. Past Literature Reviews in this course have included: DBT mindfulness practices for adolescents, trauma-informed care for women in domestic violence programs, interventions for mothers to teach children who have witnessed domestic violence, contextualized hiring practices for increasing minority and women representation, screening measures for fetal alcohol syndrome, DBT mindfulness training for staff, computer-assisted training for the formerly incarcerated, and best practices for increasing diversity in volunteer recruitment. **Approx. ½ to 1 page.**

4. When reviewing literature, it is useful to set in advance the criteria for inclusion in your review. Describe your inclusion criteria, i.e., how you will limit your literature search. As an example, one Literature Review focused on best practices in dating violence prevention programs. Since the literature was so large, the inclusion criteria limited the programs being reviewed to those found on the multiple .gov sites that fund these programs. For a Literature Review of sexual assault prevention programs, the inclusion criteria limited the studies to those that had been (1) evaluated, (2) implemented with Greek organizations, and (3) utilized at diverse universities. **Approx. ½ to 1 page.**

5. Write a summary paragraph of how you envision presenting the conclusions. Typically, this is an APA-style table of findings or recommendations included in the Appendix of your paper. **Approx. 1 paragraph.**

385 Psychology Literature Review Final Paper

The literature review is intended to help you make a strong scientific contribution to the field's understanding of your topic of interest. The paper will review a focused topic in applied psychology, and meets the Writing in the Discipline requirement in Psychology. There will be ample opportunity for feedback and to improve your work before submitting the final paper. The assignment is written in four draft segments (proposal, outline, first half of paper, second half of paper), and each draft will be returned with extensive feedback as well as a numerical grade using a detailed grading rubric. Each draft is worth 8 points. 10 references are required in the final paper. The final paper will be graded according to a detailed grading rubric, and is worth 40 points. You must use APA style utilizing REFWORKS. Write n Cite is highly recommended.

Introduction

Begin the introduction of the literature review with a portion of a book or a review article to provide an overview of the current literature on your topic. The overview will provide a context for your specific topic and how your topic relates to a broad literature. Literature Reviews are written like a funnel, beginning broad and becoming specific. Include the goals of the review and at least three inclusion criteria for articles.

Body of the Literature Review of Selected Programs, Practices, or Measures

The body of the Literature Review is organized by utilizing headings in APA style. Organizing the body is a significant intellectual task which requires feedback and consultation. The approved Outline of the Literature Review assignment provides the organizational structure of the body of the Literature Review. The approved outline also becomes the headings for the body; use the different levels of APA style headings.

Conclusion

Summarize the findings from the body of the review. In the conclusions section, link these findings to your internship site. Answer at least three of these questions:

- Might the findings inform practices or policies at the site?
- Could the program, practice, or measure, be implemented?
- What cultural adaptations beyond language would make the information helpful?
- What approaches utilized at the site seem to be viable alternatives to the "best practices" you have researched?
- What is the science and practice tradition behind the various best practice approaches?
- Would this knowledge be of any added value to your internship?

The draft of the conclusion section is not due until the second half of the semester to allow sufficient time to learn the practices of the site. The Appendices of your paper must include at least one table summarizing your findings, and must be presented in APA style.

Length: 12-18 double-spaced typed pages of text (not including title page and references).

Introduction: 2-3 pages

Body of the Literature Review Description of program or measure: 7-10 pages

Conclusion 3-5 pages

Stay within the ranges; QUALITY is more important than QUANTITY!