FIELDWORK IN PSYCHOLOGY

PSCH 385 (34401) | Spring Semester 2017 | Syllabus v1

#### Instructor: Donald Tyler, Ph.D. Office: 2056C BSB

Location: BSB 2019 Hours: Mondays 5pm – 6pm

Day: Mondays Phone: (312) 996-1611

Time: 3pm – 4:50pm E-mail: dhtyler@uic.edu

Teaching Assistants: Sophia DelDonno (sdeldo2@uic.edu) and Katie Bessette (kbesse2@uic.edu)

TAs are responsible for providing guidance regarding development of the literature review, reviewing and grading literature review components, including the final paper, and offering constructive feedback.

Prerequisites

PSCH 340 and PSCH 343; and PSCH 330 or PSCH 381 or PSCH 382 or PSCH 383 or PSCH 386

Course Description

Students will participate in 120 hours of supervised direct service at an approved internship site. In addition, they will complete a literature review focused on a best practice, program, or measure that is of interest to the site (as discussed with the internship supervisor). Students will write a paper documenting the results of their literature review and will present their conclusions to the class and the internship site.

Format

This course will be taught as a seminar. During class we will discuss topics ranging from issues related to working with internship sites (including professionalism, ethics, and the supervisory relationship) to issues involving the literature review (including finding scholarly sources, analyzing research articles, and writing in APA style). Students are expected to participate in class by engaging in dialogue about their experiences at their sites and their progress completing the literature review and presentations.

#### Course Objectives

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| * Increase practical experience in applied psychology
* Enhance professional knowledge/behavior and job skills
* Develop career goals
 | * Increase knowledge of research in applied psychology
* Develop research review skills
* Build academic writing skills
* Enhance presentation skills
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#### Course Requirements

1. Research Article Selection & Review
2. Proposal Paper and Presentation
3. Literature Review Drafts and Final Paper
4. Literature Review Presentations
5. Site/Class Performance

III. Research Article Selection and Review

Development of a literature review requires knowledge of the research related to a topic. Acquisition of knowledge about a research topic involves selection of relevant research studies and use of review skills to analyze and synthesize these studies. Therefore, after a topic is identified and shared with your TA, *students are required to spend at least eight hours reading research studies related to the topic during the first two weeks of class*. After reading several studies, considering their suitability for your review, and discussing them with your TA, students will select four studies to discuss in the Proposal Paper.

In order to develop review skills, students will complete five article review assignments. The first article review will constitute an introduction to the research article review process. Each student will review the same research article and we will discuss the article and review process in class during Week 3. The next four article reviews will involve the four research studies selected by each student for his/her Proposal Paper. These four article reviews are due during Week 4 of the course. Three additional research articles should be selected, reviewed, and incorporated into Draft 1 of the literature review. Another three research articles should be selected, reviewed, and integrated into Draft 2 of the literature review and the Final Paper. (Article reviews will *not* be submitted for the last six research articles.)

I. Proposal Paper and Presentation

In this 4-5 page Proposal, each student will discuss his/her plan for reviewing the literature for the Final Paper. The Proposal Paper will include a discussion of the first four research articles selected. Guidelines for the Proposal will be posted on Blackboard. Each student will make a PowerPoint presentation of his/her Proposal and submit his/her Proposal Paper during Week 5.

II. Literature Review Drafts and Final Paper

In the 12-15 page Final Paper, each student will present the final results of his/her literature review. Guidelines for two Drafts and the Final Paper will be posted on Blackboard. An outline of your literature review is due Week 7 of the course. Drafts 1 and 2 are due during Weeks 9 and 13 respectively. Draft 1 involves a review of the first seven research articles you selected and Draft 2 includes the three remaining research articles, yielding a total of ten articles. The Final Paper will be due during Week 16. During this process your TA will provide specific feedback to improve upon your paper.

III. Literature Review Presentations

Students are required to present the results of their literature review to the class *and to their internship site* using PowerPoint. Presentation skills will be discussed in class. Guidelines will also be provided on Blackboard. Each student will present Draft 2 to the class during Week 15 or 16 and he/she will present the Final Paper (and provide a copy of the paper) to their internship site before the end of the semester. Points will be deducted from a student’s site/class performance grade if he/she does not attend *all* presentation days or if he/she does not make a presentation and submit the paper to his/her internship site.

IV. Site/Class Performance

Students will be evaluated by their internship supervisors using an online survey submitted towards the end of the semester. Elements of the evaluation that are particularly important for grading are completion of 120 service hours, professional deportment, and presentation of the literature review. Students earn class participation points by attending class, participating in discussion, asking questions during students’ presentations, and meeting with the TA to discuss components of the literature review.

Grading

Research Article Reviews = 25

Proposal Presentation = 12

Proposal Paper = 24 A: 90 – 100%

Outline of Literature Review = 8 B: 80 – 89%

Draft 1 of Literature Review = 38 C: 70 – 79%

Draft 2 of Literature Review = 38 D: 60 – 69%

Draft 2 Presentation = 24 F: 0 – 59%

Final Paper = 76

Site Performance = 120

Class Participation 30

TOTAL POINTS = 395\*

*\*Points may be adjusted if assignments are revised*

##### Classroom Expectations and Course Policies

1. Entering & Leaving Class: Make every effort to be on time for class. If you do arrive late, please enter in a way which minimally disrupts the classroom environment (such as sitting in back). Students are expected to remain in class until dismissed. Early departure may be acceptable for legitimate reasons that are discussed with the instructor in advance.
2. Electronic Devices: Students are expected to devote their full attention to class activities. Cell phones and other communication or electronic devices should be turned off or set to silent mode and should not be used in class. Completion of work for other courses or involvement in social media during class time is strictly prohibited. Accordingly—with the exception of note-taking—use of laptops, netbooks, or tablets during class time is prohibited. Exceptions to this rule may be made for compelling educational reasons and must be approved in advance by the instructor.
3. Open-Mindedness and Respect: Come to class with an open mind and be willing to listen to alternative viewpoints and perspectives. Students are asked to respect diverse points of view and understand that each person’s background and life experiences have shaped who they are today. Religious, moral, or political perspectives are welcome when appropriate, but speech which demeans or oppresses other individuals, or actions that disrupt the classroom will not be tolerated. Students who violate this policy may be asked to leave the classroom and the instructor will contact the appropriate officials in accord with university policy.
4. Clinical & Counseling Resources:It is not unusual for topics covered in psychology courses to elicit unexpected issues for students. If you feel you, or someone you know, needs counseling, please contact the Counseling Center at (312) 996-3490. All services are free and completely confidential. In addition, the Office of Applied Psychological Services (OAPS) is an on-campus clinic that offers mental health services based on a sliding scale. Call (312) 996-2540 to make an appointment. UIC also offers an InTouch Crisis Hotline that is available every evening from 6:00pm to 10:30pm. The number to call is (312) 996-5535.
5. Students with Disabilities: Appropriate accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class and arrange to *meet with him in person to discuss accommodations* needed for the course. Students with disabilities who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS). Please contact ODS at 312/413-2103 (voice) or 312/413-0123 (TTY).
6. Academic Integrity: Cheating, plagiarism, fabrication, or other violations of the UIC Guidelines Regarding Academic Integrity will be addressed in accord with the policy’s stipulations. Students who engage in academic misconduct will receive a grade of zero on each assignment or exam implicated and possibly a grade of “F” for the course. Furthermore, students will be subject to disciplinary actions by university officials and/or civil authorities. Refer to section 6.6 the student handbook ([www.uic.edu/depts/oaa/SMAAPP/guide.pdf](http://www.uic.edu/depts/oaa/SMAAPP/guide.pdf)) for specific rules regarding these matters.
7. Late Assignments: Assignments submitted after the due date will be accepted but points will be deducted each day past the deadline. Late assignments may be accepted without penalty in the event of personal illness that requires immediate medical attention, in instances of death/serious illness of a close family member, or for other valid events (i.e. religious holy days, participation in NCAA team events) that reasonably interfere with timely submission of work. *The instructor should be notified in advance or as soon as possible and appropriate documentation must be provided in all circumstances*.
8. SafeAssign & Blackboard:Part of the process of submitting assignments on Blackboard involves checking to see if your assignment has been successfully uploaded into the SafeAssign system. *Students are responsible for ensuring that their assignments have been uploaded correctly*. This can be done by checking in SafeAssign and also in the Gradebook, where an icon with a green exclamation mark will appear in place of the grade for the assignment until a grade is entered.

If the green exclamation mark is not present in the Gradebook for that assignment, your paper has not been submitted and Blackboard will not have a record of your assignment. If other attempts to submit the assignment are unsuccessful, you must email the instructor and your TA, with your assignment as an attachment, as soon as possible. Late penalties will apply for assignments that were unsuccessfully uploaded onto Blackboard and were submitted late via email.

1. Grades: *Grades are earned*, not given. As such, grades will not be arbitrarily raised for any reason. If, for one reason or another, you absolutely must have an ‘A’ or other grade in this course, make sure you put start the semester by putting forth the required effort to earn an ‘A’ or other grade and be sure you continue with that effort until the term ends. This includes reading the text, studying the material well in advance of exams, and asking questions when you don’t understand something. If you are having difficulties, make an appointment to meet with the instructor.
2. Syllabus and Course Changes: The syllabus may be modified at any time to meet the objectives of the course or accommodate the needs of students. This may include change in the order of events, alteration of requirements, or adjustment of grading procedures. In the event that such changes are necessary, students will be notified right away and a revised syllabus will be posted on Blackboard.

# COURSE SCHEDULE

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| WEEK | DAY | TOPIC | ASSIGNMENTS DUE\*  |
| 1 | 1/9 | Course Introduction  | Email TA this week regarding literature review topic |
| 2 | 1/16 | No class (Martin Luther King Day) | *Complete 8 hours reading research studies.* Meet with TA this week or next week to discuss research studies |
| 3 | 1/23 | Discussion: Article Review Assignment, Internship experiences & lit review topic | Student Semester PlanArticle Review Assignment 1 |
| 4 | 1/30 | Discussion: Research article reviews and literature proposals  | 4 Research Article Reviews |
| 5 | 2/6 | Proposal Presentations  | Proposal PaperPowerPoint slides of Proposal *due before class begins* |
| 6 | 2/13 | Writing the Literature Review | Meet with TA this week to develop Outline |
| 7 | 2/20 | Writing the Literature Review | Outline of Literature Review Proposal Revision (if applicable) |
| 8 | 2/27 | Discussion: Accomplishments & challenges at internship site |  |
| 9 | 3/6 | No class: Finish Draft 1  | Draft 1 of Literature Review |
| 10 | 3/13 | Discussion: Compassion fatigue & burnout;Professional development  |  |
| 11 | 3/20 | Spring Break  |  |
| 12 | 3/27 | Presentation Skills |  |
| 13 | 4/3 | No class: Finish Draft 2 | Draft 2 of Literature Review |
| 14 | 4/10 | Discussion: Preparing to wrap up with internship site; Professional development  |  |
| 15 | 4/17 | PowerPoint Presentations of Draft 2  | PowerPoint slides of Draft 2 *due before class begins* |
| 16 | 4/24 | PowerPoint Presentations of Draft 2  | PowerPoint slides of Draft 2 *due before class begins* |
| 4/27 | *Submit Final Paper on Blackboard* | *Final Paper due Thursday* |
| Finals Week | 5/1 | Submit final version of PowerPoint slides | PowerPoint slides of Final Paper |
|   \**Assignments are due on Mondays unless otherwise noted*  |