

## Field Work in Applied Psychology (Spring 2017)

### PSCH 385

**Instructor:**

**Christopher Baker, Ph.D.**

Email: bakerc@uic.edu

Office/Hours: BSB 2056 / Monday 11 am -12 pm, or by appointment

**Teaching Assistants:**

**Erika L. Marshall, MPH**

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Phone: 407-227-9711

Office Hours:

By appointment: after 5pm on weekdays and during the day on weekends (if necessary).

In-person Appointments: BSB B143 (basement) or agreed upon location.

Phone/Google Hangout Appointments: (407)227-9711; emarsh9@uic.edu

Email consultation available every day with a response time maximum of 24 hours.

**Catherine Pichardo**

Email: cpicha2@uic.edu

Office Hours BSB 2056 Thursday 12 – 1 pm, or by appointment

**Meeting Time/Location:** M 9:00 – 10:50 am / BSB 1076

**Credit Hours** 6

**Prerequisites:** PSCH 340 (Testing) and PSCH 343 (Statistics); and PSCH 330 (I/O) or PSCH 381 (Interviewing) or PSCH 382 (Interventions) or PSCH 383 (Groups) or PSCH 386 (Crisis Counseling).

**Course Description:** Supervised practicum as a paraprofessional worker for a minimum equivalent of one day (8 hours) per week in a mental health, developmental disabilities, or industrial organizational setting. To be properly registered, students must enroll in one Discussion/Recitation and one Practice.

**Blackboard:**

- Course syllabus posted under **Syllabus**
- All additional course materials posted under **Materials**

**Disability Services:** If you require accommodations for a disability, please contact the Disability Resource Center for an appointment to discuss your needs and the process for requesting accommodations. Since accommodations may require early planning, please contact DRC as soon as possible:

Website: <http://drc.uic.edu>

(312) 413-2183 Voice

(312) 413-7781 FAX,

DRC Staff Members contact information is available on the Meet the DRC Staff Page (<http://drc.uic.edu/meet-the-drc-staff>)

**If you require accommodations for a disability, it is important that you give me permission to share this information with your site or that you share this information with them directly. Sites are supportive and will work to provide you with accommodations, however this must be planned at the start of your internship.**

**Please let me know if there is anything I can do to be helpful!**

**Academic Dishonesty:** Students will be held to the University's standards on academic dishonesty as described in the following Student Code of Conduct:

<http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>

**No form of academic dishonesty will be tolerated. Without exception, students who cheat in any way on any assignment will receive an automatic "F" for the course and will be the subject of formal judicial charges.**

**Academic Assistance:** Students are encouraged to work with the Writing Center. Call the Writing Center a minimum of two days before you would like an appointment. **Make sure tutors do not read any confidential information**, that part of your paper needs to be reviewed by your TA or instructor only. You should request tutors designated as WID (Writing in the Discipline) for Psychology

The Writing Center

105 Grant Hall

312-413-2206

[www.uic.edu/depts/engl/writing](http://www.uic.edu/depts/engl/writing)

Academic Center for Excellence

Student Services Building

312-413-0031

<http://www.uic.edu/depts/ace/>

## Course Objectives: Overview

Course objectives are general because they cover students across a range of applied sites (e.g., mental health, community, business). This includes: (1) service hours and supervised contact appropriate for bachelor's-level paraprofessionals at each site, and (2) a literature review as well as in-class and on-site presentation chosen in consultation with your supervisor and instructor.

## Course Objectives: Site Hours + Second Day

You must complete a minimum of 8 hours per week (8 X 15 weeks = 120 total hours) in direct service to your site. One full 8-hour day or two 4-hour days is typically best. At least 1 of your service hours will be under supervision to obtain training in the applied area of your service site.

You must also complete a second day every week researching and writing your literature review. This additional time may be on-site or negotiated with your supervisor as off-site work. Successful students typically spend all or at least half of the second day on-site working on their project; this keeps students accountable and structured by allocating specific time for the project.

You must be conscientious and responsible in fulfilling your commitment to your site. Failure is automatic for students who are not responsible or conscientious in their fieldwork. On the other hand, your agency also has a responsibility to provide you with a reasonable setting for field experience. **If you have trouble with your agency (e.g., nothing to do, too much paperwork, insufficient supervisor contact), let me know immediately! Do not wait until the end of the semester to complain, we can help you make immediate changes to rectify the situation.**

## Course Objectives: Literature Review + Presentation

In addition to site hours, you will complete a Literature Review designed with the help of your course instructor and TA. The ultimate goal is for this experience to be mutually beneficial, providing you with valuable field experience while providing a work product that benefits your site. You will give a formal presentation both at UIC and your fieldwork site. Presentations will reflect the work performed on-site and the results of the Literature Review. This course is six credit hours to recognize your efforts at the site, in the classroom and your capstone project.

Each of you will be assigned a TA to support your Literature Review. Once assigned, it is important to stay with your TA unless scheduling conflicts prohibit the two of you from working together. If this is the case, or other issues are undermining an effective working relationship between you and TA, please speak with your professor immediately.

## **Learning Outcomes and Assessment**

Students will be able to apply interviewing and intervention skills in a field setting using direct contact experiences. Students will also be able to apply previous training in ethics, confidentiality and professional demeanor.

Site supervisors will (a) provide ongoing verbal feedback to students on a weekly basis, (b) submit confidential online evaluations of the students' professional demeanor, ethics and receptiveness to supervision, and (c) evaluate site-specific and overall skill levels obtained in the field. These evaluations will be graded in consultation with the Director of Internships to ensure that grading criteria are equivalent for all students.

Students will be able to integrate skills in research design, statistics, psychological measurement and APA manuscript preparation while writing the Literature Review. Students will gain professional academic presentation experience when they give formal presentations.

## **Source of Points for Grading**

<b>100 pts</b>	Ratings of Professional Performance at internship site by your site supervisor(s) and graded by Kathryn Engel
<b>8 pts</b>	Class Attendance and Homework
<b>8 pts</b>	Proposal of Literature Review
<b>8 pts</b>	Outline of Literature Review
<b>8 pts</b>	Draft of First Half of the Literature Review
<b>8 pts</b>	Draft of Second Half of Literature
<b>20 pts</b>	Individual Class Project/Site Presentations
<b>40 pts</b>	Final Paper

**All assignments should be e-mailed to your TA and uploaded to blackboard Safe Assign.**

All feedback will be provided via e-mail and all grades will be posted on blackboard for confidentiality. If you prefer to work on paper copies rather than e-mail, please let us know; your TA may also prefer to work on paper. This is something the two of you can negotiate. Your supervisor may elect to share your evaluation directly with you - this approach is preferred. However, some supervisors may prefer to submit a confidential evaluation to the Director of Internships. In that case, the Director will discuss your grading and provide you a summary of the feedback. Any disagreements with grading should be held in private with the Director and should not involve your supervisor.

## Topic Discussion with Site Supervisor

Site supervisors have come to look forward to student projects and regard them as valued service to the agency. Accordingly, the Literature Review will be chosen by you in consultation with your supervisor. If the supervisor agrees, students may spend some of the second day writing the Literature Review at their site; being away from other distractions helps many students.

**I recommend having this conversation with your supervisor during the first week (no later than the second week if your internship day was after your class).** If you do not have a topic of interest, you may change the questions to ask your supervisor for suggestions as they are well informed on best practices in their area.

“I am interested in \_\_\_ topic(s) and would like to hear your thoughts on whether a review of the literature in this area would be of service to you.”

“Do you think that a review of 10 published articles on \_\_\_ topic(s) would be meaningful?”

“Would a review of best practices / programs / measures on \_\_\_ topic(s) be useful to your site?”

“Would a review of up-to-date measures and assessment devices of \_\_\_ topic(s) be valuable to you?”

As you discuss topics with your site supervisor, attempt to narrow the topic to specific new information. Supervisors may ask you about your interests. Other supervisors might simply suggest general topic areas. In this case, your Instructor and TA will help you narrow the focus to make the project manageable.

It is important your supervisor understands that you have an Instructor and TA who will support, guide, and grade the Literature Review. Once you select a topic, it is not appropriate to expect your site supervisor to supervise the paper.

## Weekly Assignments/Activities

### *--Week 1--*

**January 9:** Start internship this week, delayed start dates will require you to work more hours per week to fulfill requirements.

Ethics, confidentiality, professional demeanor, negotiating a supervisory relationship, knowing your limits and paperwork. Discussion of Literature Review proposal and paper assignments.

**Work on discussion of Literature Review topic with your supervisor.**

**Student Semester Plan signed by your supervisor turned in next class.**

### *--Week 2--*

**January 16: Martin Luther King, Jr., Day. No classes.**

**TA meetings required this week.** Your TA's role is limited to mentoring your Literature Review. If you would like to discuss your placement, please e-mail Kathryn Engel for an appointment. Do not let problems with your site or supervisor(s) go unaddressed. An initial adjustment period is expected, but any concerns that remain need to be addressed with Kathryn.

**Hand in Student Semester Plan signed by your supervisor.**

**Read Paper 1 before next class.**

### *--Week 3--*

**January 23: Proposal Presentations.** Come prepared to tell the class about your placement and initial experiences. Discuss your agency focus and your goals for the term consistent with the requirements for your first paper. **In-Class Homework 1. Read Paper 2 before next class.**

### *--Week 4--*

**January 30: Second half of proposal presentations. In-Class Homework 2**

**Proposals Due by midnight.** All deadlines are midnight of due date so that you can incorporate feedback and information from class or office hours.

### *--Week 5--*

**February 6:** TAs return proposals and conduct mini individual feedback meetings. You are encouraged to schedule more specific feedback meetings with your TA. **Submit Homework 3.**

### *-Week 6-*

**February 13:** Structure of a Literature Review. Share a success and a challenge from your site. Discussion of Outline. **Submit Homework 4.**

***-Week 7-***

**February 20:** Finish success and challenge discussions. Discussion of outline continues.

**Outline of Literature Review due by midnight.**

***-Week 8-***

**February 27:** Effective professional presentation skills. Career building skills for your future.

***-Week 9-***

**March 6:** Writing day. **Draft of First half of Literature Review due at midnight.**

***-Week 10 and 11-***

**March 13, 27: Individual presentations,** present your first half of paper on PowerPoint (about 3-4 minutes) and prepare for discussion about your applied activities, an update on your areas of success and areas where you are challenged (about 3-4 minutes).

***-Week 12-***

**April 3:** Writing day. **Draft of second half of Literature Review due at midnight.**

**One APA table must be included in the draft.**

***-Week 13, 14 and 15-***

**April 10, 17 and 24:** Final Presentations of your Literature Review.

**Final papers due week 15 with a grace period up to Tuesday May 2nd at midnight.**

**Your evaluation of your site is due week 15 and will be e-mailed to you via Qualtrics.**

**Schedule a final presentation time with site supervisor - You must present in class first. Schedule time for an in-person final supervision feedback session. Supervisors may also want to read your final paper.**

**Finals week is the last chance to complete hours, present your paper and/or do your PowerPoint presentation at your site. Supervisors cannot sign-off on your evaluation until these are completed. Supervisors must complete their online evaluation by May 6th.**