

Field Work
PSCH 385 ~ Spring 2016
Mon 3-4.50P (TH 215)
CRN: 34402

Professor

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Objectives

The main objective of this course is to provide undergraduate students an opportunity to work as paraprofessionals through a supervised practicum at a variety of sites in which training in psychology is relevant, such as mental health service agencies, community organizations, school-based programs, forensic contexts, and other business or industrial settings. The two major components of this course are: 1) a supervised direct contact placement at one of these sites, and 2) completion of a literature review project that is related to the work done or services provided at the site.

You are required to complete a minimum of 120 direct service hours at your placement site, with a minimum of one hour a week of supervision to be provided by your site supervisor. Given that the semester is about 16 weeks long, this means you'll be working about 8 hours per week at the site. Depending on the needs at your site, the requirements of your site supervisor, and your schedule, you can arrange to work one full 8 hour day or two 4 hour days to meet your direct contact requirement.

In addition to these 8 hours per week of direct contact work, you will need to invest additional time to conduct work related to the literature review project that is required in this course. By setting aside specific times to work on your project you are being accountable to yourself, the site, and the Applied Psychology Program (APP). The literature review project is designed with my and the TA's guidance, but the topic is selected collaboratively with your site supervisor. This participatory approach ensures that students obtain a true service learning experience by meeting both their training needs and the particular needs of the sites.

To be successful in this course, your placement, and the APP, you must be conscientious and responsible in fulfilling your commitments in this class, at the site, and to the APP. It is the

program's policy that students who are not responsible and conscientious will automatically fail this course. At the same time, the sites, too, have a responsibility to provide students with an appropriate setting for them to obtain the field experience associated with this course. If you have any concerns about your placement or site (e.g., insufficient or inadequate responsibilities, insufficient supervisor contact, inappropriate treatment from others), communicate with me or Kathryn Engel immediately. Do not wait until the end of the semester to discuss your concerns, as it is more helpful for you that changes are made quickly to ensure the quality of your training is not compromised.

Class time will be dedicated to discussing your experiences at your placement site, providing you information and readings on topics related to your work and professional development, supporting you in addressing concerns and issues that may arise, and guiding you through the completion of your literature review project.

Learning Outcomes and Assessment

Through the opportunities offered in this course students will be able to apply crucial interviewing and intervention skills through direct contact experiences at the level that is appropriate for bachelor's level psychology paraprofessionals, and under the supervision of both the site supervisor and UIC psychology faculty. These experiences will also allow you to make use of training in the ethical practice of psychology, and enhance your professional deportment in the field.

Performance at the site will be assessed by site supervisors, who will: (a) provide ongoing verbal feedback and supervision to students weekly, (b) submit confidential online evaluations of the students' professional deportment, ethics, and receptiveness to supervision, and (c) evaluate students' site-specific and overall levels of skills obtained in the field. These assessments (file will be posted in Blackboard) will be graded in consultation with the Director of Internships in Applied Psychology (Kathryn Engel) to ensure that a fair grading standard is used for all students.

Furthermore, through completion of the literature review project, students will be able to integrate their skills in the review of empirical data, as well as preparation of a professional report following APA style, and a professional presentation of the project's results (to be conducted in class and possibly the placement site). In this manner, students will be able to demonstrate their professional presentation skills in both written and oral formats. Furthermore, students will also be able to show their ability to work collaboratively with their placement site and site supervisors to adapt academically relevant knowledge to also be realistically applicable in the site's contexts.

Prerequisites

Students should already have credit for PSCH 340 and PSCH 343, and at least one of the following: PSCH 330, PSCH 381, PSCH 382, PSCH 383, or PSCH 386. If you do not have these

prerequisites, you **WILL** be dropped from the course. It is your responsibility to ensure you are in compliance. It is University policy, and it will **NOT** make any exceptions.

Textbooks

Recommended: *Publication Manual of the American Psychological Association* (6th Ed.). (2009). Washington, DC: American Psychological Association.

Requirements

Readings & Lectures. Depending on the experiences and interests that arise throughout the semester, you will be assigned journal articles and other current publications as needed. These readings will be separate from those you'll read as part of your literature review project. You might also have to do some supplementary readings to add to your learning and practice of course and site relevant professional skills.

Class Participation. This course requires you to be an active participant, which means that you should think about how various topics and issues considered in class apply to you, clients, people you work with, settings in which you function, your literature review project, and your professional development. Also, ask questions out loud—what works, what doesn't work, why, why not, what could be good or bad about points being made, what alternative views are not being considered. Part of professional development isn't just what we learn from readings and professors, but also from peers and how they approach situations they encounter.

To be an active participant regular attendance and punctuality are crucial. This is especially true in professional practice, where performance expectations and standards are higher, given our responsibilities toward our placement site and ethical standards. It's also particularly true for a class in which skill building and engagement in activities are key components.

You are expected to be respectful toward everyone present in the classroom, and to speak respectfully about any person or group of people being discussed during class or in assignments. Insults or any other type of derogatory attitudes will not be tolerated.

Other Documents Pertinent to and Required in this Course

Informed Consent for Students in Psychology 385 (completed on first day of class)

Student Semester Plan (due before Fri, Jan 22nd)

Literature Review Proposal Description

Final Literature Review Description

Student Evaluation of Site and Placement

The Consent document, as well as the descriptions of the Proposal and Final papers, are included below for your review. You are expected to read them and be familiar with them by the first week of class to ensure that you are well informed about the expectations in this course, are in compliance with all requirements, and are able to clarify any questions you

may have. The Semester Plan and Student Evaluation will be sent to you electronically by Kathryn Engel.

Grading (Total: 200 points)

100 (50%)	Evaluation of students' performance at internship site by site supervisor. This assessment will be graded in consultation with the Director of Internships in Applied Psychology (Kathryn Engel) to ensure that a fair grading standard is used for all students.
10 (5%)	Attendance
10 (5%)	Literature Review Proposal (based on at least 4 articles)
10 (5%)	Draft 1 for Literature Review: introduction; as well as body of literature review based on at least 7 articles
10 (5%)	Draft 2 for Literature Review: body of literature review based on 10 articles; as well as conclusions and recommendations
20 (10%)	Literature Review Presentation
40 (20%)	Final Literature Review: integrate Draft 1 and 2 for the complete literature review based on a total of 10 articles

A site supervisor may or may not elect to share the student evaluation directly with a student. If a supervisor prefers to submit a student evaluation confidentially to Kathryn Engel, she will discuss the grading of the evaluation with that student and provide a summary of the feedback. However, she cannot give the student a copy of the evaluation if the supervisor elected to keep it confidential. If you have any disagreements with Kathryn's grading of the site evaluation those discussions are to be held in private with her and do not involve the site supervisor. Although the supervisor evaluates the student's performance at the site, they do not participate in the grading aspect, which is an academic process that takes into account overall university standards.

It will be your responsibility to keep track of your grades in Blackboard. If you have questions about a grade, please discuss this with me as soon as possible, and no later than the last week of classes.

You will be graded according to the grading criteria listed above. This criteria exists to ensure that students receive the grades they earn based on their performance and output, not based on the professor's random or subjective impressions. Do not ask to have your grade changed to the next highest grade at the end of the semester simply because you're just a few points away. Doing this would be unfair to the rest of the students. Ask yourself how you would feel if you discovered that an exception was made for another student, but

not for you? Also, technically, all students are "just a few points away" from the next highest grade. To ask for a professor to consider changing grades would compromise the professor's ethics and integrity, and the ethics and integrity of the educational system.

Additionally, cheating or plagiarism in any form will not be tolerated. Plagiarism is the use or close imitation of the work and writing of another person without authorization, and the representation of another person's work as your own, such as not appropriately crediting or citing the original author. If it is determined that you have cheated or any work you submit has been plagiarized from other sources you will fail the course, and it will be recommended that a note of this be made in your permanent transcript. You are strongly encouraged to consult the APA Publication Manual to learn more about plagiarism, how to avoid it, and how to appropriately cite and reference works you will be using. You are welcomed to discuss with me or the TAs any concerns you have about plagiarism, as well as how to appropriately cite and reference works.

Miscellaneous

Electronic devices. Computers may be used in class only for the purpose of class activities, such as literature searches and writing. At all other times, laptops, tablets, smart phones, or any other electronic devices are not allowed in class, which means they should not be on your desk. Please come prepared to take notes by hand. A recent experiment showed that taking notes by hand resulted in better long-term learning compared to taking notes on a laptop: <http://www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html>.

Writing support: I encourage you to schedule an appointment for individual writing tutoring at the UIC Writing Center (312.413.2206): <http://www.uic.edu/depts/engl/writing/>. It's free and anonymous, and a great resource to learn strategies to improve your writing, especially for professional work. As you advance in your training and profession you will be expected to have good writing skills, and because the expectation is that you acquire these skills during your college education you will rarely receive guidance and support in this area in the same way that is available to you at this stage. Contact the Writing Center a few days before you would like an appointment to ensure that you do find a suitable slot, and schedule your appointment a few days before an assignment is due, this way you have time to implement any recommendations they make. Be sure to request specialty tutors who are designated as WID (Writing in the Discipline) for Psychology. They're typically advanced psychology or sociology students who are knowledgeable of APA standards and the style of writing required for the field. Make sure you do not have someone at the Writing Center read confidential information about your site. Only I or the TA can review this information.

Students with Disabilities. If you require accommodations for access and participation in this course you must be registered with the Office of Disability Services (ODS). Please contact ODS at (312) 413-2103 (voice) or (312) 413-0123 (TTY).

Observance of Religious Holidays. *Campus Policy States:* The faculty of the University of Illinois at Chicago shall make every effort to avoid scheduling examinations or requiring that

student projects be turned in or completed on religious holidays. Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

Incomplete Grades. University policy on incomplete grades is very strict and it's the policy that will be followed for this course. An incomplete grade will only be granted under the *most extreme circumstances*. Do not request to be considered for an incomplete grade unless the following conditions apply (taken from the Undergraduate Catalogue):

Course work is incomplete when a student fails to submit all required assignments or is absent from the final examination; incomplete course work will normally result in a failing grade. The IN (incomplete) grade may be assigned in lieu of a grade only when all the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work due to unusual circumstances that are beyond personal control and are acceptable to the instructor; (c) the student presents these reasons prior to the time that the final grade roster is due. The instructor must submit an Incomplete Report with the final grade roster for the IN to be recorded. This report is a contract for the student to complete the course work with that instructor or one designated by the department executive officer in the way described and by the time indicated on the report. In resolving the IN, the student may not register for the course a second time, but must follow the procedures detailed on the report. An IN must be removed by the end of the student's first semester or summer session in residence subsequent to the occurrence, or, if not in residence, no later than one calendar year after the occurrence. When the student submits the work, the instructor will grade it and change the IN to the appropriate grade. If an undergraduate fails to meet the stated conditions, the instructor will assign an E for the final grade.

If you have any problems or concerns throughout the semester, please discuss these with me as soon as possible and no later than the last week of classes. Don't wait until the end of the semester, when it may be too late to consider options to resolve a matter. Feel free to write to me, call me, or schedule a meeting with me to consult about any problems or concerns.