

Meeting Location: Zoom (via Blackboard link)

Credit Hours 6

Prerequisites: PSCH 340 (Testing) and PSCH 343 (Statistics); and at least one of 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, forensic, educational, or industrial organizational setting with a minimum of one hour of supervision. The student will also spend one day a week on the course project. To be properly registered, students must enroll in one Discussion and one Practice section of the course.

Course Objectives:

The course objectives are necessarily broad to apply to students placed in over 280 applied sites. The detailed syllabus is on blackboard but is unwieldy due to all of the documents. For blackboard, this abbreviated syllabus is posted first with the individual documents posted separately in order to make the syllabus more user friendly.

Requirements for all students:

- 1) A minimum of 120 hours of supervised direct contact experience appropriate to the duties of the site and at the level that is deemed appropriate for bachelor's level paraprofessionals. A minimum of 1 hour of supervision each week.
- 2) A Literature Review paper and an in class and in field presentation on a topic chosen in consultation with your supervisor and instructor. A second day a week is devoted to this project on or off 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 verbal feedback to students weekly, (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. 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 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.

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.

Course Objectives: Site Hours + Second Day. Read the Student Semester Plan carefully to understand your commitments. This is a signed agreement and needs approval from the Director. If hours, days or time spent on project are changed over the course of the semester, complete a new Student Semester Plan. 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. There must be a minimum of one hour of supervision each week. 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. The assignments are based upon expertise of the TA matching with the content at your site. Scheduling conflicts will also be considered (request an immediate change if your TA and you are never on campus on the same days). 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. Only in cases where there is an urgent situation may you attend the other section rather than your own class. This requires prior permission.

Online Synchronous Learning Policy

PSCH 385 aims to develop your interpersonal skills in a professional setting. The only way we can do this is to interact; therefore, the course is **Synchronous**. That means it will be live teaching during the times scheduled. You will be expected to be present with your **cameras on** and participate in the chat. If you need to turn your camera off for bandwidth issues, please continue to participate through the chat box. These are discussion-based courses, not lectures. I have found that I teach better seeing all of you and encouraging feedback and we create a better community when everyone can "see" each other. More importantly, you will learn better recognizing how to interact with each other, how to join in and participate in discussions, the goal of this class is improving your interactions, so it helps to see each other to interact.

Since this is a synchronous camera-on course, I will typically not record. Instead after the class I will post a quick video update in case someone missed class. So much of the class is discussion based and hands on that I do not want recording to limit your interaction comfort and confidentiality.

That said, if I am in a time period where there is lecture, I may record that with letting you know in advance.

Privacy Notification and Policy for Video Recording of Synchronous Class Sessions

We will be recording the class sessions, or portions of the class, for students who are unable to attend synchronously. The recording feature for others is disabled so that no one else will be able to record this session through Zoom, Blackboard Collaborate, Webex, or Echo360. Recording by other means is not permitted. The recorded class sessions will be posted on our Blackboard class website unless otherwise notified.

If you have privacy concerns and do not wish to appear in the recording, turn OFF your video and notify me in writing (via email) prior to the next class session. If you prefer to use a pseudonym instead of your name, please let me know what name you will be using, so that I can identify you during the class session. If you would like to ask a question, you may do so privately through the chat feature by addressing your question to me or your TA only (and not to "everyone"), or you may contact me or your TA by another private method, which we will agree upon in advance of class. If you have questions or concerns about this video recording policy, please contact me before the end of the first week of class.

Syllabus Documents

- Informed Consent for Students in Psychology 385
- Weekly Assignments
- Student Semester Plan
- Initial Conversation 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. Read all individual documents as our syllabus the first week of class. Kathryn

Midterm Grades

Students with a grade below a C are allowed a retake exam. If you do not reach a grade of C and want feedback you may meet with me or the TA to discuss grading and to receive support to raise your grade. Any student scoring below a “C” will be allowed to take a second midterm exam that will be graded to a maximum of “C.” There are many campus resources to support your work in this class. Check out the Tip Sheet and the Campus Resources.

<http://advising.uic.edu/>

GRIEVANCE PROCEDURES

UIC is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity involving students and employees. Freedom from discrimination is a foundation for all decision making at UIC. Students are encouraged to study the University's “[Nondiscrimination Statement](#)”. Students are also urged to read the document “[Public Formal Grievance Procedures](#)”. Information on these policies and procedures is available on the University web pages of the Office of Access and Equity: <http://oae.uic.edu/>.

COURSE POLICIES

Professionalism, Confidentiality and Attendance are so critical to this course that you will sign a Student Informed Consent Form on the first day of class providing more details on the policy below.

Attendance Policy

Attendance is critical in an experiential class and each missed class will lose one point.

Policy for Missed or Late Work

*Missing class, exams or interviews requires prior notice by both e-mail and telephone. Late work will be deducted 2 points per day. Students who miss an interview and do not provide prior notice will **not** be allowed to schedule a make up interview.*

Electronic Communication

I will answer all e-mails within a day and within a few hours during the work days. Generally, I prefer e-mail over phone calls so we can keep track of our discussions. However, please note

*that e-mail is not confidential and confidential questions about the nature of your work at your internship sites or concerns about supervision may **not** be sent through e-mail. For those conversations please stop in my office or call.*

Revision Policy

Students will write two drafts of the final paper which will allow for extensive revisions before the final paper is submitted. Students are allowed to revise drafts for plagiarism if a single sentence is not properly paraphrased but plagiarism of large portions of work is academic dishonesty.

Student Courtesy Policy

Professionalism and Confidentiality are detailed on the signed Student Informed Consent Form. Electronics such as phones and laptops may not be used in class unless to take notes, computers should be put away unless taking notes and no recordings are allowed unless approved by the Disabilities Resource Center and the Instructor. Student caregivers of children, elders and others may monitor silent phones with prior consent of the instructor. Any student answering e-mails or other distractions will not be allowed access to a computer again in class. As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy:

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

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).

Accommodations will be made for students registered with the UIC Office of Disabilities.

If you have a disability, I will provide all accommodations that you require if possible. Please contact the Office of Disability Services and they will give 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.

The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for access to and/or participation in this course are welcome, but must be registered with the Disability Resource Center (DRC). You may contact DRC at 312-413-2183 (v) or 773-649-4535 (VP/Relay) and consult the following:

[http://drc.uic.edu/guide-to-accommodations.](http://drc.uic.edu/guide-to-accommodations)

COURSE EVALUATIONS:

Because student ratings of instructors and courses provide very important feedback to instructors and are also used by administrators in evaluating instructors, it is extremely important for students to complete confidential course evaluations online known as the Campus Program for Student Evaluation of Teaching evaluation. You will receive an email from the Office of Faculty Affairs inviting you to complete your course evaluations and will receive an email confirmation when you have completed each one.

For more information, please refer to the UIC Course Evaluation Handbook: <https://faculty.uic.edu/course-evaluations/>

UIC RESOURCES

If you find yourself having difficulty with the course material or any other difficulties in your student life, don't hesitate to ask for help! Many students think they cannot afford to buy Word to process their papers and need to know that Microsoft 365 is available as a free download to all students through the UIC

webstore. <https://webstore.illinois.edu/shop/product.aspx?zpid=2690> Come to me, or if it is about an issue beyond this class, please contact your college advisors, or get help from any number of other support services on campus. It is not unusual when taking a course where you are working on your personal skill acquisition to have personal feelings come up and the Counseling Center is a great resource for you as are all of the student centers.

The Writing Center, located in Grant Hall 105, offers one-on-one consultation with student writers who need help developing ideas, or need advice, guidance or additional instruction on any aspects of writing in any class. Tutors are prepared to spend fifty minutes per appointment, and there is no limit to the number of tutoring sessions you can have each semester. Make an appointment and be on time! Bring the paper on which you're working, as well as any related drafts or notes, and information about the assignment. For an appointment, call the Writing Center at (312) 413-2206, or stop by room 105 of Grant Hall. Visit the Writing Center website at www.uic.edu/depts/engl/writing for more information. The use of the Writing Center for each draft and the final paper is a requirement in this course. For students where more support is preferred a once a week writing center tutor is available if you register for this special program.

The UIC Library

The library is located both on east and west campus, provides access to resources, study rooms, and research support both online via chat and in person. The reference librarian is available for private appointments to support the literature review. At Daley Library on the east side of campus, stop by the reference desk in the IDEA Commons, or make an appointment for research help on either side of campus. Learn more about library policies at <http://library.uic.edu/>. To find research materials in specific subject areas view the Research Guides at <http://researchguides.uic.edu/>.

Public Computer Labs

These labs are available throughout campus where you may write and/or print out your work. For a list of labs and the hours they're open, go to www.accc.uic.edu/pclabs. You can use these labs to write and to upload to blackboard.

The Academic Center for Excellence can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Phone: (312) 413-0031.

Counseling Services are available for all UIC students. You may seek free and confidential services from the Counseling Center www.counseling.uic.edu. The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535.

Students also find support at one of the many student centers:

African American Academic Network

African American Cultural Center

Arab American Cultural Center

Asian American Resource and Cultural Center

Disability Resource Center

Gender and Sexuality Center

Latin American Recruitment and Educational Services program (LARES)

Latino Cultural Center (LCC)

Women's Leadership and Resource Center (WLRC)

Native American Support Program

Student Veteran Affairs

TRIO Student Support Services Program (SSS)

Wellness Center

Campus Advocacy Network

Under the Title IX law you have the right to an education that is free from any form of gender-based violence and discrimination. Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy contact UIC's Campus Advocacy Network at 312-413-1025 or visit <http://can.uic.edu/>. To make a report to UIC's Title IX office, contact Rebecca Gordon, EdD at TitleIX@uic.edu or (312) 996-5657.

CAMPUS SECURITY

As a UIC student, you've chosen to live in one of the nation's largest cities. But, as at any university, crime is a reality. At UIC, we are strongly committed to our public safety programs, and we encourage students to be proactive in learning what programs and services are available in case of an emergency. You are **DISCOURAGED** from staying in university buildings alone, including lab rooms, after hours and are **ENCOURAGED** to use the **POLICE/STUDENT** patrol escort if you are uncomfortable traveling anywhere on campus. You may request an escort to accompany you to your campus destination on foot by calling 312-996-2830, and between 11:00 pm and 7:00 am you can dial the Red Car service (312-996-6800) if you are alone and need to leave the building. Through Red Car, the university has established a safe evening transportation service for university employees, students, visitors, and other authorized individuals. The car travels between university facilities within the following general boundaries: Clinton Street on the east; Western Avenue on the west; Jackson Boulevard on the north; and, 16th on the south. This service is available only to individuals possessing a valid UIC i-card. The i-card is required

to ensure the safety of the driver and other passengers. Consult the following for more information:<http://www.uic.edu/uic/studentlife/campus/safety.shtml>

Also you can subscribe your cell phone to receive text message alerts. An immediate SMS text alert will be sent in case of a serious crime in progress, a weather emergency, or other urgent situation. (<http://sms.accc.uic.edu>). Finally, by dialing 5-5555 from a campus phone, you can summon Police or Fire for any on-campus emergency. You may also set up the complete number, 1-312-355-5555, on speed-dial on your cell phone. For more information contact: <http://www.uic.edu/uic/studentlife/campus/emergency-information.shtml>

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. <http://oae.uic.edu/docs/ReligiousHolidaysFY20152017.pdf>