PSCH 385: FIELDWORK IN PSYCHOLOGY
Spring 2021 (CRN: 34404)
Wednesdays 12:00-1:50 (Online SYNCH)

	Instructor	Teaching Assistant	Teaching Assistant
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Drop-in hours	WED 2:30-3:30 (please email first)	By appointment	By appointment
Zoom link	https://uic.zoom.us/j/7188325335		

Prerequisites: PSCH 340 and PSCH 343; and PSCH 381 or PSCH 382 or PSCH 386. For applied psychology majors only.

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.

Course Format

All three sections of 385 will be held the same way—**synchronously**. That means that we will meet in live online class sessions during the times scheduled and you will be expected to be present with your cameras on. You may participate in the chat if you need to turn your camera off for bandwidth issues. PSCH 385 is a discussion-based course, not lectures. We will be able to create a stronger learning community if we can "see" each other on screen. We will use Zoom, and if necessary, Blackboard Collaborate.

During class meetings, 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, such as how to find scholarly sources, analyze research articles, and write in APA style. Students are expected to participate in class by engaging in dialogue about their experiences at their internship sites and their progress completing the literature review and presentations.

Privacy Notification and Policy for Video Recording of Synchronous Class Sessions

We will be recording only portions of the class sessions. Didactic teaching by me will be recorded; discussions & presentations will not be recorded. The recording feature for others is disabled so that no one else will be able to record this session through Zoom or Blackboard Collaborate. 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 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.

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) <u>service hours and supervised contact</u> appropriate for <u>bachelor's-level paraprofessionals</u> 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 <u>minimum of 8 hours per week</u> (8 X 15 weeks = <u>120 total hours</u>) in direct service to your site. One full 8-hour day or two 4-hour days is typically best. <u>At least one of your service hours will be under supervision</u> to obtain training in the applied area of your service site.

You must also complete a <u>second day every week</u> 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.

<u>You must be conscientious and responsible in fulfilling your commitment to your site</u>. 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 they 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 conducting your capstone project.

As previously mentioned, 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 (total of 200 points)

100 pts Ratings of Professional Performance at internship site by
your site supervisor(s)

8 pts Class Attendance, Participation

8 pts Proposal of Literature Review

8 pts Outline of Literature Review

8 pts Draft of First Half of the Literature Review

8 pts Draft of Second Half of Literature

20 pts Individual Class Project/Site Presentations

40 pts 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. 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 Kathryn Engel, 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 literature review 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.

- o "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."
- o
- o "Do you think that a review of 10 published articles on ___ topic(s) would be meaningful?"
- o
- o "Would a review of best practices / programs / measures on ___ topic(s) be useful to your site?"
- o
- o "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 <u>narrow the topic to specific new information.</u> 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.

Development of a literature review requires knowledge of the research related to a topic. Acquisition of knowledge about a research topic involves <u>selection of relevant research studies and use of review skills to analyze and synthesize these studies.</u> 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 <u>four studies to discuss in the Paper Proposal.</u>

Classroom Policies and Expectations

 1. **Entering & Leaving Class:** Make every effort to be on time for class, which means <u>at least 5 minutes before the start time</u>. Despite the class being conducted online, it is still your responsibility to be in the Zoom meeting on time and ready to start at 12pm sharp. 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. **You are strongly encouraged to have your camera on during class time/zoom meeting.** Please use proper "netiquette" when joining and leaving the class—we will do a check-in and check-out each day using Chat in Zoom.

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. With the exception of note-taking— the use of laptops 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.

5.   **Writing Center Consultations:** All students are required to schedule two consultation meetings at the UIC The Writing Center and to forward a copy of The Writing Center Report to your TA. The Writing Center offers friendly and supportive tutors who can help you with reading and writing in any of your courses, not just English. Tutors are ready to help other writing as well, such as job applications, personal statements, and resumes. The tutor and you will work together to decide how to improve your writing. If you have not started your assignment, that is OK. A tutor can help you brainstorm or make an outline. Tutors understand that you might be using the Writing Center for the first time. They are ready to guide you through your first session. You can choose to work with a tutor in real time using chat and a white board, or submit up to 5 pages of text and receive written feedback within 48 hours. For more information and to schedule an appointment, visit the Writing Center website.

Required Technology: Online students will need regular access to a personal computer that runs on a broadband Internet connection. Please contact ACCC to request and borrow a laptop or be assigned a hotspot for the semester if you do not have the required hardware and internet capabilities.

Respect for Copyright: Please protect the integrity of all course materials and content. By enrolling in this course, you agree to honor this request. Be mindful of the hard work and time that instructors and TAs put into creating course materials such as exam and quiz questions, worksheets, lecture videos, Powerpoint slides, and reading materials. Please do not upload course materials not created by you onto third-party websites or share content with anyone who is not enrolled in our course. I am grateful for your cooperation in honoring this important request. In the same email to me, tell me your favorite ice cream flavor.

Our Inclusive Learning Environment: UIC values diversity and inclusion. Regardless of age, disability, ethnicity, race, gender, gender identity, sexual orientation, socioeconomic status, geographic background, religion, political ideology, language, or culture, we expect all members of this class to contribute to a respectful, welcoming, and inclusive environment for every other member of our class. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, engagement, accurate assessment or achievement, please notify me as soon as possible.

Accommodations for Disabilities. UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. If you face or anticipate disability-related barriers while at UIC, please connect with the Disability Resource Center (DRC) via email at drc@uic.edu, or call (312) 413-2183 to create a plan for reasonable accommodations. In order to receive accommodations, you will need to disclose the disability to the DRC, complete an interactive registration process with the DRC, and provide me with a Letter of Accommodation

(LOA). Upon receipt of a LOA, I will gladly work with you and the DRC to implement approved accommodations.

Religious holidays: I will make every effort to avoid scheduling exams or requiring student assignments to be submitted on religious holidays. If you wish to observe your religious holidays, please notify me by the tenth day of the semester of the date when you will be unable to submit an assignment by the due date. If the religious holiday is observed on or before the tenth day of the semester, please notify me at least five days in advance of the date when you will be unavailable to complete an assignment. If a quiz or assignment is due during your absence, you will be given a quiz or assignment equivalent to the one completed by those students in attendance. Students may appeal through campus grievance procedures for religious accommodations.

Academic Integrity - Student Community Standards: UIC is an academic community 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. In this community, all members including faculty, administrators, staff, and students alike share the responsibility to uphold the highest standards of academic honesty and quality of academic work so that such a collegial and productive environment exists.

As a student and member of the UIC community, you are expected to adhere to the Community Standards of integrity, accountability, and respect in all of your academic endeavors. When accusations of academic dishonesty occur, the Office of the Dean of Students investigates and adjudicates suspected violations of this student code. Unacceptable behavior includes cheating, unauthorized collaboration, fabrication or falsification, plagiarism, multiple submissions without instructor permission, using unauthorized study aids, coercion regarding grading or evaluation of coursework, and facilitating academic misconduct. Please review the UIC Student Disciplinary Policy for additional information about the process by which instances of academic misconduct are handled towards the goal of developing responsible student behavior.

By submitting your assignments for grading you acknowledge these terms, you declare that your work is solely your own, and you promise that, unless authorized by the instructor or proctor, you have not communicated with anyone in any way during an exam or other online assessment. Let's embrace what it means to be a UIC community member and together be committed to the values of integrity.

Tentative Weekly Assignments/Activities
*Note: This is a draft schedule of class activities. Given our shift to online learning, we may make some changes to these plans. Any changes will be announced in class and on Blackboard.

-Week 1-

January 13

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, and paperwork.

Work on discussion of Literature Review topic with your supervisor. Discussion of Literature Review proposal and paper assignments.

Read example literature review papers on Blackboard.

Student Semester Plan signed by your supervisor due next week to <u>Professor Engel</u>

-Week 2-

January 20

You will be meeting with your TA **during class via Zoom** to consult on your literature review topic and prepare for project proposal.

Please note: your TA's role is limited to mentoring your Literature Review. If you would like to discuss your placement, please e-mail Kathryn Engel (engel@uic.edu) 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 Professor Engel.

➢ **Email Student Semester Plan signed by your supervisor to <u>Professor Engel</u> this week**

-Week 3-

January 27

Proposal Presentations: Come prepared to discuss your placement and initial experiences. Discuss your agency focus and your goals for the term. In order to prepare for class discussion, you will be invited to answer some questions on a Google Form before class regarding successes and challenges at your internship.

Training on Refworks – Dr. Annie Armstrong from the UIC library will provide a training on how to conduct library research and use RefWorks.

-Week 4-

February 3

2nd half of 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 order to prepare for class discussion, you will be invited to answer some questions on a Google Form before class regarding successes and challenges at your internship.

Provide your topic for your proposal/lit review for feedback.

Proposals Due by midnight
(All deadlines are midnight of due date so that you can incorporate feedback and information)

-Week 5-

February 10

TAs return proposals and conduct mini-individual feedback meetings **(via Zoom during class time).** You are encouraged to schedule more specific feedback meetings with your TA.

-Week 6-

February 17

Structure of a Literature Review. Discussion of Outline.

Share a success and a challenge from your site.

-Week 7-

February 24

Finish success and challenge discussions. Discussion of Outline continues.

Effective PowerPoint Presentations, tips for effective public speaking.

Outline of Literature Review due by midnight

-Week 8-

March 3

Burnout versus Compassion Fatigue: knowing the difference and how to identify red flags for both. How to be resilient while working in the social service field.

-Week 9-

March 10

Writing Day & Individual meetings with TAs. TAs will schedule **Zoom meeting** <u>during class time</u> to go over any last-minute questions or concerns related to literature review draft.

Draft of First half of Literature Review due by midnight

-Week 10-

March 17

<u>**Individual Presentations Day 1**</u>. Half of the class will present today. Format for presentations TBD.

Present your first half of paper on PowerPoint (about 3-4 minutes) and prepare for discussion (but **<u>do not include</u>** on PowerPoint); an update on your areas of success and areas where you are challenged at your site (about 3-4 minutes)

Total time of presentation: 8 minutes

-SPRING RECESS: NO MEETING ON MARCH 24-

-Week 11-

March 31

<u>**Individual Presentations Day 2.**</u> Other half of class presents today

-Week 12-

April 7

Feedback on PowerPoint presentations, check in on literature review writing

-Week 13-

April 14

Individual meetings during class time with TAs **via Zoom**

Draft of second half of Literature Review due at midnight
(One APA-style table must be included in the draft)

-Week 14-

April 21

Final PowerPoint Presentation of your Literature Review Day 1. Half of the class will present today.

-Week 15-

April 28

Final PowerPoint presentation of your Literature Review Day 2. Other half of the class will present today.

Final Literature Review is Due on Friday, December 4th by 5:00 pm

-Week 16-

Exam Week - No Class Meeting

Schedule a final PowerPoint presentation time with your site supervisor - (***Remember 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 7th.

UIC RESOURCES SUPPORTING STUDENT WELLNESS & ACADEMIC SUCCESS

As an undergraduate at UIC, you may experience challenges such as struggles with academics, finances, student life, or your personal well-being. Please know this is completely normal and that you shouldn't hesitate to ask for help. Come to me, or if it is about an issue beyond the scope of this class, please contact your college advisors, or get help from any number of other support services and resources available to all UIC students:

- Student Academic Resources
- UIC Tutoring Resources
- Offices, Programs, and Initiatives Supporting the UIC Undergraduate Experience and Academic Programs
- Current Student Resources (General, Academic, Student Support, Student Life, Technology, Health and Safety, Getting Around Campus)

Importantly, if you are in **immediate distress**, please call the UIC Counseling Center at (312) 996-3490 to speak directly with a counselor or to schedule an appointment with a counselor. If calling after business hours (which at UIC are typically from 9am -5pm, M-F), press 2 to be connected to a crisis counselor. You can find additional online mental health resources on the Counseling Center Resources page.

If you find yourself having difficulty with the course material or any other difficulties related to this course, please come talk with the instructor at any time, preferably early on (i.e., before a quiz date or paper due date). If you are having difficulty about an issue beyond this course, please contact your college advisors, or get help from any number of other support services on campus. You can get a referral to the right place, or help on the spot, from an advisor in the Office of Advising Development (http://advising.uic.edu/).

The UIC 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. 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/.

The Academic Center for Excellence (ACE) can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Please call (312) 413-0031 or visit https://ace.uic.edu/ for more information.

Counseling Services are available for all UIC students. You may seek free and confidential services from the Counseling Center at www.counseling.uic.edu. The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490 during normal business hours (M-F, 9 am -5 pm). If calling after hours, press 2 to be connected to a crisis counselor.

The Campus Advocacy Network provides information and offers resources to all UIC students, faculty, and staff. 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, email TitleIX@uic.edu or call (312) 996-5657

Student Veterans Affairs serves military veterans and their dependents during their time at UIC. Student Veterans Affairs staff provide students with information about VA educational benefits, certifies GI Bill® benefits, and answers questions about life on campus. The office also has resources for students who need help making their academic pursuits as successful as possible. Veteran Integration to Academic Leadership (VITAL) program is a collaborative effort between UIC and Jesse Brown VA to provide direct assistance navigating the VA Benefits System. Student Veterans Affairs staff are located in the Office of the Dean of Students, 3030 SSB or at the Cisar Student Veteran Center, 248 SCE, in the Commuter Resource Center suite. If you have any questions, please feel free to contact Student Veterans Affairs staff at (312) 996-4857 or visit the website at http://dos.uic.edu/studentveteranaffairs.shtml.

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. Navigate to Life at UIC for more information.

Also, you can download the UIC SAFE app, a free personal security tool for students, faculty, and staff. It allows you easy contact with dispatchers and first responders in case of emergency. Navigate to the UIC SAFE Toolkit to download the app.

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, (312)355-5555, on speed-dial on your cell phone.

Emergency Response Systems and Guides
The emergency response guide can be found at the UIC Ready. Please review and acquaint yourself with the guide and recommendations for various emergency situations.

DISCLAIMER

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, as the instructor, I reserve the right to modify, supplement and make changes as the course needs arise.