University of Illinois at Chicago

Field Work in Applied Psychology (Spring 2022)

PSCH 385- 34402

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Teaching Assistants:
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***Students will be paired with a specific TA for the entirety of the course. TAs are responsible for reviewing written assignments, including the final paper, and providing guidance and feedback. ***

Meeting Time/Location:

Tuesdays 11:00 am -12:50 pm; BSB 215

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.

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.

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

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	*Academic Center for Excellence*
105 Grant Hall	Student Services Building
312-413-2206	312-413-0031
www.uic.edu/depts/engl/writing	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 they performed on-site and the results of the Literature Review. This course is six credit hour 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   Evaluation of performance at internship by site supervisor

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   PowerPoint Presentations

40 pts   Final Paper

All assignments should be e-mailed to your TA <u>and</u> 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.

- 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 "Do you think that a review of 10 published articles on ___ topic(s) would be meaningful?"

- o "Would a review of best practices / programs / measures on ___ topic(s) be useful to your site?"

- 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 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.

Classroom Policies and Expectations

1. Entering & Leaving Class: Make every effort to be on time for class. 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. If/when we meet remotely for class, **you are expected have your camera on during class time/zoom meeting.**

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.

Weekly Assignments/Activities

--*Week 1*--

*Ja**nuary 11***

Introduction, organization and field requirements. 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.

Student Semester Plan signed by your supervisor due next week to Professor Engel

--*Week 2*--

January 18

You will be meeting with your TA **during class via Zoom** to consult on 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 for an appointment. Do not let problems with your site or supervisor(s) go unaddressed.

Email Student Semester Plan signed by your supervisor to Professor Engel this week

--*Week 3*--

January 25

Training on Refworks- Annie from the library will be providing a training **via zoom** on how to use this resource for your literature review

--*Week 4*--

February 1

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. You will be presenting your proposal to the class for feedback

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 8

TAs return proposals and conduct mini individual feedback meetings. You are encouraged to schedule more specific feedback meetings with your TA outside of class as needed

-Week 6-

February 15

Structure of a Literature Review. Share a success and a challenge from your site. Discussion of outline assignment

-Week 7-

February 22

Professional Deportment, boundaries with supervisors and peers. Types of leaders; Style and ethics of supervision. Importance of supervision and establishing a supervisory relationship

Outline of Literature Review due tonight by midnight

-Week 8-

March 1

Burnout versus Compassion Fatigue, Knowing the difference and how to identify red flags for both. Importance of self-care working in the social service field

-Week 9-

March 8

Individual meetings with TAs; TAs will meet with students **during class time** to go over any last minute questions or concerns related to literature review draft.

Draft of First half of Literature Review due tonight by midnight

-Week 10-

March 15

 Individual presentations- present your first half of paper on PowerPoint (about 3-4 minutes) and prepare for discussion (but **do not include** 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: 6-7 minutes   **Half of you will present today**

-Week 11

March 22

SPRING BREAK- NO CLASS

-Week 12-

March 29

Individual presentations (cont'd) other half of class presents today

-Week 13-

April 5

Effective PowerPoint Presentations; Check in on how internship is going

-Week 14-

April 12

Individual meetings **during class time** with TAs

Draft of second half of Literature Review due tonight at midnight

(One APA table must be included in the draft)

-Week 15-

April 19

Final Presentations of your Literature Review (**half of the class will present**)

-Week 16-

April 26

Final Presentations of your Literature Review (**other half of the class will present today**)

Final Literature Review is Due on Friday, April 29th by 5:00 pm

-Week 17-

Finals Week- No Class

Schedule a final PowerPoint presentation time with 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 student evaluations by TBD