



PSY 499/Supervised Field Experience

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4:45pm Monday, 113 Harvey
 Office Hours: 9-10am MWF
 1-2pm MW
Available at many other times—drop by!

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We learn by example and by direct experience because there are real limits to the adequacy of verbal instruction.
 —Malcolm Gladwell

As Gladwell (2005) observed, we learn both in the classroom and by doing. Work in the classroom lays the groundwork, which helps us see the overall picture and understand the issues we will encounter in the field; however, actually getting out in the field helps us apply that groundwork and understand it better. These are two sides of a single coin and we will be paying attention to each—both psychological theory and your experiences in the field—this semester.

In addition to developing the professional skills that will help you use your academic skills successfully, we will also be developing specific job-related skills: writing and maintaining a résumé, applying for jobs/internships, acquiring clearances, and obtaining and responding to supervisory feedback. I hope you feel more prepared for the work environment after this course.

What will I learn in this course?

This senior-level course is a preprofessional course, designed to assist you in exploring the discipline "hands on," as well as giving you the formal experience that many employers and graduate schools look for. You can think about my course objectives as taking three forms (i.e., knowledge, meta-skills, personal development). Methods for assessment are identified after each goal.

Knowledge	Meta-skills	Personal development
<ul style="list-style-type: none"> Recognize and use APA's ethical standards and apply these to real world situations (Ethics Quiz, Discussion Boards) Develop a decision-making strategy for responding to ethical dilemmas (Ethics Quiz) 	<ul style="list-style-type: none"> Build teamwork skills (both on site and in class) (Supervisor Evaluation, Class Participation) Develop work-related skill sets (e.g., professionalism, assertiveness, résumé writing, etc.) (Résumé, Site Interview, Supervisor Evaluation) 	<ul style="list-style-type: none"> Develop greater interpersonal understanding and empathy (e.g., respectful discussions) (Discussion Boards, Class Discussions) Explore professional opportunities available in the field (Internship Interviews, Discussion Board)

These three realms – knowledge, meta-skills, and personal development – are often hard to tease apart – developing greater knowledge builds meta-skills, which leads to personal development (and vice versa).

What will I need to do before signing up for Supervised Field Experience?

Before this class ever begins you will have arranged an internship site and completed any tasks that your site requires. At the very least this means that you should have a good draft of your résumé, received permission to intern at your site and obtained a signed internship agreement, and received your clearances (only required for child and family sites). That means that we will have had a long period of talking and working together before this course ever begins!

What will this class be like?

You will be at your site, performing the tasks that your site has assigned you, for 8-10 hours a week. These tasks may include reading books or policies, reviewing videos, visiting families, observing therapy, attending meetings, leading groups, or going to meetings. While this should be an educational experience, your supervisor is doing us a favor (and vice versa). Therefore you may be asked to do some things that may be primarily designed to make your supervisor's life easier and that have little "educational" component. Remember, though, you are trying to get a feeling for that agency.

We all do filing and paperwork in our jobs. Fundamentally, though, this is a job (for most of you, unpaid). Treat it as one and take it seriously (e.g., being enthusiastic, showing up on time, not missing scheduled days).

In addition, we will be meeting weekly to discuss your experience at your internship. For the first 7 weeks we will be discussing professional ethics so that you understand the parameters that ethics circumscribes around professional behavior. Following this experience we will be discussing issues that arise at your sites. The specific content will depend on the sites represented this semester as well as the issues that arise from your experiences. You may learn as much from your classmates and their experiences as from your own site. Please plan on being on D2L at least twice a week (you will need to do so to get full credit on your Discussion Boards). Please read your Clarion email regularly—or have it forwarded to your personal email.

How will I meet the requirements of this class?

Professional and ethical behavior at your site. I expect that you will maintain a professional and ethical stance with regard to your internship site, representing our department and university well within the community. This includes, at a minimum, showing up to your site on time and when scheduled, responding cheerfully to your supervisor's requests, and maintaining confidentiality and professional boundaries at your site. It also means maintaining confidentiality and appropriate boundaries in our class discussions and online.

How many hours should you put in? You should be putting in 8 – 10 hours per week for each three credits you earn (see below). Please track your hours on the Work Log (posted on D2L). The Log can be customized for your site.

Credits	3	4	5	6	7	8	9	12
Hours worked	120	160	200	240	280	320	360	480

Discussion Board. The ability to reflect on your work with others is an important skill. I expect that you will turn in a weekly Discussion Board of your experiences by noon on Saturday (at least 150 words). These should discuss both (a) what you did on your site that week, and (b) what you thought about the issues raised during the week. For example, you may describe leading a psychoeducational group and the way that this changed how you see yourself and the members of your group; your observations of your supervisor's relationship with her clients and consider how this matches what we've talked about as good listening skills, respectful treatment of a client, or good ethical behavior; or an ethical dilemma observed at your site and how you would consider handling it given our discussions. In addition, you should respond to at least one other person's Discussion Board (at least 50 words), by Sunday at 11:59pm. Check out our rubric for more information.

Regular class participation. Professional behavior includes attending our seminar regularly and promptly, being prepared for class by doing the readings, contributing as appropriate, and listening sensitively to your peers. These are essential behaviors in any work environment. Note that strong participation is more than personal opinion, and includes your thoughtful analysis of readings and case material. Quality of comments is more important than their number alone, although regular participation is highly desirable. Life happens, but being absent at least twice *for any reason* (e.g., migraines, sick children, car problems, funerals, university-sanctioned events) will impact your grade. A rubric to guide my grading of class participation is posted on the Content tab of D2L.

Ethics Quiz. Thinking about, describing, and working your way through the ethical guidelines and basic legal dilemmas are essential work skills developed in the readings, class discussions, and work at your site. You will demonstrate your understanding by passing a quiz on ethics with a grade of at least 85%.

Résumé. At the end of this course you may be transitioning into professional settings. Turn in an accepted *final* version of your résumé, including your internship experience and anything completed this semester.

A brief summary for our department Facebook page. Turn in a brief summary of your experiences at your site, appropriate for the department Facebook page. Your summary should pull together your experience, describe the site and help future students decide whether they want to choose your site. See the department page for examples.

What text will we use?

We will use Knapp and VandeCreek's (2012) *Practical ethics: A positive approach* (2nd ed.) throughout the semester to supplement class discussion and to help you prepare for our quiz on ethics. In addition, I will be assigning other readings throughout the semester. The readings can be found on the Content tab of D2L; specific assignments can be found in the schedule for this syllabus, although we will jointly decide on the last readings.

What professional guidelines will guide our work this semester?

There are a number of professional guidelines that you should consider relative to your work this semester. These include:

- **the APA code of ethics** both at your site and in terms of how you represent your work outside of your site. In particular, you should be paying attention to issues of competency, confidentiality, and multiple relationships. If you have questions about these issues, please raise them with me by email or in your weekly Discussion Board. If your question is one that is relevant to everyone, I'll repost it—and my response—in the Discussion Board.
- **site rules**, including dress codes (e.g., clothing, facial piercings, and tattoos), cell phone policies (generally, not on the job), attendance, etc..
- **academic honesty**. As always, your work should be your own. The university's academic honesty policy is posted here: <http://www.clarion.edu/academics/academic-support/writing-center/academic-honesty-and-plagiarism.html>

What is Clarion University's policy on confidentiality?

Clarion University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when students report incidents of sexual violence during a classroom discussion, in a writing assignment for a class or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred. This report should be made to the person designated in the University Protection of Minors policy.

Bottom line: If someone hurts you, there are people who will listen to and help you. If you are able to do so, come talk to me after class or during my office hours. If you can't, send me an email. I will support you and help you get the support you need in whatever ways I can. I care. Clarion University cares.

How will I be graded?

Points will be earned in the following manners: (a) your initial résumé used to apply for your internship (20 pts.), (b) your application to and interview with your internship site (20 pts.), (c) your signed internship agreement (10 pts.), (d) 12 of 13 Discussion Boards (8 pts each, 96 pts. total), (e) ethics quiz (100 pts.), (f) class participation (54 pts.), (g) your final résumé (20 pts.), (h) a summary of your experience for the department's Facebook page (a photo and 2-4 sentences, 10 pts.), and (i) performance at your internship site (150 pts). Unexcused absences from your site will impact your grade, as will frequent excused class absences (e.g., car problems, migraines, problems with childcare, sporting events). The total (out of 480 pts) earned can be compared with the following scale—with the caveats below:

<u>Grade</u>	<u># of points earned</u>	<u>%age earned</u>
A	432 and up	90 - 100%
B	384-431	80 - 89%
C	336-383	70 - 79%

To earn an A in this course you must do all of the following:

- Earn at least 90% in this course;
- Pass the quiz on ethics (85% or higher – this can be retaken, but do well the first time.);
- Behave in a professional and ethical way at your site. We will talk about what this means over the course of the semester, but it includes getting your clearances (if required by your site), regular attendance at your site, following ethical guidelines, enthusiastic contributions to your site, professional dress, etc.;
- Attend your site and this course regularly. Being absent or tardy at your site or this class—even with an excuse—may cost you a letter grade (two or more absences). In the real world, time does not stop just because your printer broke, your child has the sniffles, or your best friend is depressed. Your future employers will expect you to balance competing expectations.
- Students doing research as part or all of their internship must also meet their research supervisor's expectations.

How can I get a letter of recommendation?

Psychology is a career that generally requires at least a master's to enter and "practice." (You can work as a caseworker or TSS with a bachelor's.) If you haven't begun thinking about this process yet, you should *now!* Many of you, especially those of you applying to graduate school, will probably consider asking me for a letter. These are some of the things I include in my letters: your performance in class; the nature of questions you raise and answers given during our discussions; your attitude, motivation, persistence, and attendance; the quality of your writing and your analysis in it; your

ability to continue to perform even as you experience stressors in your life; and other relevant interactions we have had and how you have performed there, including in Psi Chi, on research with me, or on departmental committees.

Be aware of these and present your best face. I don't ask you to be "perfect," but that you think about issues raised in class, profit from experience, and behave professionally.

What about classroom behavior?

This is our class. Let's make sure that our semester together runs smoothly and that you learn as well as possible. I promise to be interested, curious, questioning and observant—and expect you will be, too. Except for emergencies, cell phones have no place in class—or at your site. In general, behave in an ethical and competent fashion, consistent with our readings and class discussions. Regular and timely attendance is as important aspect of professional behavior.

Tentative schedule

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Readings and Assignments</i>
<i>Before the semester even begins...</i>			<ul style="list-style-type: none"> • Turn in a professional résumé • Find and interview with your internship site • Obtain your clearances (if needed), give them to your supervisor, and post these in D2L
1	1/23	<i>Introduction to the course</i>	<ul style="list-style-type: none"> • Watch Candid Career video • Read Moore (2013) • Respond to Discussion Board about professional behavior (1/23) • Share Work Log with supervisor and complete log for the week
2	1/30	<i>Intro to ethics</i>	<ul style="list-style-type: none"> • Read Chapter 1 and skim General Principles in Ethics code • Respond to Discussion Board and complete Work Log (1/29)
3	2/6	<i>Ethical foundations and decision making</i>	<ul style="list-style-type: none"> • Read Chapters 2 and 3 • Respond to Discussion Board and complete Work Log (2/5)
4	2/13	<i>Competence</i>	<ul style="list-style-type: none"> • Read Chapter 4 and Standard 2 of APA ethics code • Respond to Discussion Board and complete Work Log (2/12) • Post your estimated class participation rubric (2/14)
5	2/20	<i>Informed consent</i>	<ul style="list-style-type: none"> • Read Chapter 5; Standards 3.10, 4.05, and 10.01 of APA ethics code • Respond to Discussion Board and complete Work Log (2/19)
6	2/27	<i>Multiple relationships and professional boundaries</i>	<ul style="list-style-type: none"> • Read Chapter 6; Standards 3.05-3.09, 6.05, 10.05-10.08 of APA ethics code • Respond to Discussion Board and complete Work Log (2/26)
7	3/6	<i>Confidentiality</i>	<ul style="list-style-type: none"> • Read Chapter 7, Standard 4 of APA ethics code • Respond to Discussion Board and complete Work Log (3/5)
8	3/20	<i>Life-endangering clients</i>	<ul style="list-style-type: none"> • Read Chapter 8, Standard 4 of APA ethics code, and Ewing (2005) • Respond to Discussion Board and complete Work Log (3/19)
9	3/27	<i>Ethics quiz</i>	<ul style="list-style-type: none"> • Ethics Quiz on Chapters 1-8 (3/26) • Read Grant (2010), Lukach (2015), and Snow (2009) • Complete Work Log
10-15	4/3 to 5/1	<p><i>Further explorations of the field</i></p> <p>For the remaining weeks, we'll choose from readings posted on D2L or elsewhere that match your interests. There are some that I think we must include, but you will help us identify the others.</p>	<ul style="list-style-type: none"> • Readings to be determined – will be posted in Announcements • Respond to Discussion Board and complete Work Log each week • Bring a good draft of your résumé to class that includes your internship experience and anything else professionally relevant performed this semester. This should have been reviewed by Career Services by this point, either in person or via email: resumes@clarion.edu (4/17) • Turn in a final accepted draft of your résumé (4/28) • Respond to the What Did You Learn? Discussion Board (4/30) • Post your completed class participation rubric (5/2) • Turn in a summary of your experience of your internship (2-4 sentences) for posting on department Facebook page, with a photo of you or your site (5/5) • Turn in Work Log after completing your hours.

			<ul style="list-style-type: none">• “Final” at Michelle’s Cafe (5/8)• I must receive an evaluation from your supervisor!!!
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