

Psychology Practicum Seminar (PSYCH 380)

Spring 2020 Course Syllabus

Thurs 10:00 – 11:30, Psychology Lounge (4th fl Sharpless)

Instructor: Shu-wen Wang, PhD, Associate Professor
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Office: 410 Sharpless Hall
Office Hours: Thurs 11:45-1:15 and by appointment

Course Description and Objectives

The Psychology Practicum course offers a select group of students an opportunity to gain intensive first-hand experience working with people in a psychosocial services setting in the community. The goal is to provide students a supervised platform on which they can apply what they have learned from their psychology coursework to helping others in a hands-on and professional way. The Psychology Practicum helps students explore their interests in future career options as a clinical, counseling, or school psychologist, and in the allied “helping” fields (e.g., social work, special education, marriage and family therapy, guidance counselor).

This course is a 1.0 credit course. Students will be expected to be in their placement setting for **~7 hours p/week (for a total of ~100 hours over the 15-week semester)**. Student will be under the supervision of an on-site professional who will provide training, oversight, and evaluation of the student. In addition, students will attend a **90 minute weekly seminar course** with Prof Wang to learn about core issues in the psychology “helping” fields, develop basic counseling skills, discuss practicum experiences, and to gain support and feedback from classmates and Prof Wang .

Although the focus of the course is on experiential learning through the practicum placement, the didactic components of the seminar include readings, written reflection papers, oral presentations, as well as a final capstone project.

By the end of the course, students are expected to:

- 1) Integrate classroom material with practical knowledge gained at the practicum site
- 2) Develop basic counseling skills
- 3) Understand clinical, ethical, and professional issues in the field
- 4) Make a substantive contribution to the practicum site

Eligibility and pre-requisites

- **Instructor Consent is required.** There is a brief application process during the Fall pre-registration period requiring a resume, written statement about one’s goals/interests and relevant prior experience, two recommendations by a faculty member or other knowledgeable person, and a brief interview.
- **Priority** given to Juniors/Seniors in good standing, then Sophomores.
- **Priority** given to majors, then minors, then others.
- The course counts as an elective advanced course towards the major.

Course Readings

- All required readings are available via the course website (Moodle).
- *Really* helpful website document regarding applying for graduate school:
<http://mitch.web.unc.edu/files/2017/02/MitchGradSchoolAdvice.pdf>
- Below are two books you may find useful for additional out-of-class reading. They are on reserve in the Science Library.

Sternberg, R. J. (2008). *Career Paths in Psychology: Where your degree can take you* (2nd Ed.). Washington, D.C.: American Psychological Association.

Hodges, S. (2012). *101 Careers in Counseling*. New York, NY: Springer Publishing.

Slides -- Slides will be posted on Moodle for your reference after class.

Course Requirements

Grades are determined based on the following course requirements:

1. Brief Reflection papers (4 papers; 5% ea.)	20%
2. Preliminary presentation	10%
3. Topic Leader assignment	25%
4. Final Capstone project	25%
5. Final presentation	10%
5. Attendance and Participation	10%
<hr style="width: 10%; margin: 0 auto;"/> Total = 100%	

*****Note:** The primary requirement of this course is for you to successfully complete your practicum hours. This means that you have completed the weekly amount of time you contracted with your fieldwork supervisor (~7 hr p/week, ~100 hrs over the semester), and that your work has been deemed acceptable by your supervisor. Although there is no formal percentage of your grade that is allotted for this foundational requirement, please know that failure to successfully complete the practicum will profoundly impact your seminar grade.

- **Reflection Papers (4 papers; 5% each; 20% total)** – Every 2-3 weeks, you will be given a prompt for a reflection paper that will ask you to draw upon the course readings and your practicum experiences. Reflection papers are brief (2 pages; double-spaced, Times New Roman, 12 font, 1 inch margins) but should be thoughtful and well-written. Please bring in a hard copy (double-sided is fine) at the start of class.
- **Preliminary Presentation (10%)** – You will prepare a ~10 minute oral presentation with slides about your practicum site; its mission, populations served, activities; and what you will be doing there as part of your practicum experience. If another student(s) is also placed at your site, you may collaborate and deliver a joint ~15-20 minute oral presentation. Specifically address your goals and objectives with a clear plan for how you will accomplish them (this should be separate in joint presentations). Please send your slides to me and/or bring them on a pen drive.

- **Topic Leader Assignment (25%)** – You will be in charge of leading a 30-min class period focusing on material relevant to your practicum work. This includes selecting a key reading to assign to the class, preparing a 15-min mini-lecture using slides, and generating discussion questions and/or activities to lead class engagement. Please see assignment instructions.
- **Final Capstone Project (25%)** – You will complete a final capstone project that will make a meaningful practical contribution to your practicum site. There are many ways in which this project can take shape, and you are welcome to get creative on this. You will, of course, collaborate with your site supervisor in developing your project. An initial proposal for the project and a written final report documenting what you completed are required. Please see assignment instructions.
- **Final Presentation (10%)** – You will prepare an ~10 minute oral presentation with slides about your experiences on practicum (including your final capstone project), what you’ve learned and accomplished, and how this has affected your thinking about your future career goals and the psychology-related “helping” fields in general. Please send your slides to me and/or bring them on a pen drive.
- **Attendance and Presentation (10%)** – This course is designed as a seminar and is largely based on discussion and group learning from one another’s experiences. Your attendance is expected at every class meeting, and your contribution and energy is critical to the success of the class.

Grading Scale

Grade	Points	Grade	Points
A / 4.0	94-100	C+ / 2.3	77-79.99
A- / 3.7	90-93.99	C / 2.0	73-76.99
B+ / 3.3	87-89.99	C- / 1.7	70-72.99
B / 3.0	83-86.99	D+ / 1.3	67-69.99
B- / 2.7	80-82.99	D / 1.0	60-66.99
		F / 0.0	59.99 and below

Course Schedule

Week (Dates)	Topic	Due/Assignment (on this date)	Reading (on Moodle)
Wk 1 – 1/23	Course Introduction	Complete all onboarding tasks for your placement	Syllabus
Wk 2 – 1/30	Preliminary Presentations	Return signed practicum contracts	
Wk 3 – 2/6	What is therapy?	Reflection Paper #1	Levenson Ch3 Beck Ch1
Wk 4 – 2/13	Ethics	<i>Topic Leader 1</i>	APA Ethics Code Topic Leader reading
Wk 5 –			

2/20	Collaborative Relationships	Reflection Paper #2	Morrison Ch3 Teyber Ch2
Wk 6 – 2/27	Discuss Capstone	<i>Topic Leader 2</i> <i>Topic Leader 3</i>	Topic Leader readings
Wk 7 – 3/5	Handling Emotions	<i>Topic Leader 4</i>	Teyber Ch5 Topic Leader reading
Wk 8	SPRING BREAK		
Wk 9 – 3/19	<i>Speaker</i> <i>Jan Linowitz, EdD</i>	Capstone Proposals	
Wk 10 – 3/26	Capstone Feedback	<i>Topic Leader 5</i> <i>Topic Leader 6</i>	Topic Leader readings
Wk 11 – 4/2	<i>Speaker:</i> <i>Johanna Kulp, LCSW</i>		
Wk 12 – 4/9	Diversity	Reflection Paper #3	APA Guidelines...
Wk 13 – 4/16	<i>Speaker:</i> <i>Joe Kelly, MA, LPC</i>		
Wk 14 – 4/23	Preparing for Termination	Reflection Paper #4	Teyber Ch10 p296-303
Wk 15 – 4/30	<u>Final Presentations</u>		
	Capstone Project Report and Hourly Log Due Saturday May 9 th by 5pm (Seniors) Friday May 15 th by 12 noon (non-Seniors)		

Support, Access, and Disability

Haverford College is committed to providing equal access to students with a disability. If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment, please contact the Office of Access and Disability Services (ADS) at hc-ads@haverford.edu. The Coordinator will confidentially discuss the process to establish reasonable accommodations.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their verification letter with me and also make arrangements to meet with me as soon as possible to discuss their specific accommodations. Please note that accommodations are **not retroactive** and require advance notice to implement.

It is a state law in Pennsylvania that individuals must be given advance notice if they are to be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Coordinator of Access and Disability Services and then must speak with me. Other class members will need to be aware that this class may be recorded.

Class Policies

- **Academic Integrity:** I have zero tolerance for academic dishonesty of any kind. This includes 'cheating' (giving or obtaining assistance on exams) as well as plagiarism (using another person's work, words, or ideas without properly crediting them). Follow the Haverford College Honor Code and consult the APA Publication Manual.
- **Phone Etiquette:** Please turn off or silence your cell phones. No texting at all – it is disrespectful and distracting to me and your peers, and I can always tell if you're texting.
- **Laptop Etiquette:** I advise against using laptops for note-taking as they provide distractions and may detract from your ability to encode information. However, if you have a need for laptop use, please restrict your use to class activities.
- **Office Hours:** I strongly encourage you to visit me during office hours to ask questions and discuss assignments.
- **Emails:** I will try to respond to emails within 24 hours. The more specific your question and the more you've thought about it, the better I'll be able to address it. For any question that requires an extensive response, I may ask you to come to office hours instead.
- **Late Papers:** My policy on late papers is that for each 24 hour period of lateness, I'll deduct one grade point level. For example, if the paper is due Monday 5pm and you submit the paper Tues 4pm (within 24 hours), your original 3.3 would now become a 3.0. If you submit the paper Tues 5:30pm (past 24 hours), your original 3.3 would now become a 2.7.