

**Introductory Field Work in Psychology (PSYC 202 – 2 Credits)  
Fall 2017**

**Instructor:** David Szwed, Ph.D.  
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**Class Location:** Miller 1109  
**Class Meetings:** Thursday 2:00-3:15pm  
**Office Hours:** By Appointment

**Required:** Sweitzer, H.F. & King, M.A. (2014). *The Successful Internship (4<sup>th</sup> Ed.)*. Brooks/Cole, Cengage Learning.

**Course Description:**

Introductory supervised practicum in a service agency or school that includes orientation to the policies, personnel, clientele, and professional ethics of the site as well as and involvement in its services.

*Prerequisites: Admission to the Psychology Major, completion of PSYC 210 or 212, and sophomore status. The course meets the requirement of a psychology elective.*

**Class Objectives:**

1. Students will use knowledge gained in other courses to solve problems and face challenges in a community setting.
2. Students will observe and interact with professionals in psychology-related jobs.
3. Students will use, develop, and refine practical skills relevant working with people in a helpful manner.
4. Students will demonstrate abilities on the job; supervisors will evaluate students' performance.

Requirements:	Notes:	Possible Points
<b>1. 80 site hours</b>	Approximately 6 hours per week with documentation (Hours Log and Work Descriptions)	-
<b>2. Class Attendance</b>	Required / One absence permitted without penalty	-
<b>3. Supervisor Evaluations</b>	Midterm: 50 points / Final: 100 points	<b>150</b>
<b>4. Class Participation</b>	See description of how points are awarded below	<b>48</b>
<b>5. Reflections</b>	6 semester reflections X 10 points each	<b>60</b>
<b>6. CAP Meeting + Resume</b>	Attend a CAP meeting to revise your resume/CV and post results	<b>10</b>
<b>7. InterviewStream + Feedback</b>	Complete self-interview and post feedback for peer's interview	<b>10</b>
<b>8. Final Reflection</b>	Reflect about your overall experience	<b>20</b>
<b>9. Problem Solving Paper</b>	Use research to analyze a problem/challenge related to your site's work and to provide recommendations to address it	<b>60</b>
<b>10. Symposium Poster</b>	Prepare a poster for presentation at the JMU Student Research Symposium	<b>20</b>
		<b>Total: 378</b>

**Grading: 346 points**

Final course grades will be based on the total number of points accumulated during the class.

A = 355-378	B = 317-338	C = 279-290	D = 241-252
A- = 340-354	B- = 302-316	C- = 264-278	D- = 230-240
B+ = 328-339	C+ = 291-301	D+ = 253-263	F = < 230

### Hours Requirement:

Hours are **ON-SITE** hours or part hours only. Transportation time does **NOT** count unless the transportation is on-site. For example, if you are working at the McNulty Center and are making a home visit, travel from the agency to a client's home or school and back **IS** counted. If you are at the courts and travel from your office to the detention center, travel time **IS** counted. Travel time from your residence to your site is **NOT** counted.

Be aware that vacations and holidays differ in the working world as compared to at JMU. This may affect your hours in a given week. Check now for the calendar of holidays. Remember that the **80** hours are a **minimum**. It is wise to schedule extra time so you are not caught short because of snow days, illness, or a family emergency.

**Special exceptions:** Some **OFF-SITE** time can be counted. If your supervisor asks you to take work home, perform library research, or run errands, these activities will count toward your total. **You may not count the time spent reading for/researching your contribution project.** You may count time spent reading other materials assigned or suggested to you by your site supervisor or the class instructor. **Reading time is limited to 5 total hours.** (If you believe your reading total will exceed 5 hours, get clearance from the class instructor.) If you submit hours for off-site reading, you also need to submit a description of what you read.

### Hours Log and Work Descriptions:

Hours need to be submitted on a separate sheet and must be certified as accurate by an on-site supervisor. (Any employee who knows you worked can sign your hour sheet.) Hour sheets should be turned in **EACH WEEK on Canvas by Sunday night at midnight.**

Each time sheet should contain time worked during the week and should be submitted **AFTER** the time has been worked. **You will need to SCAN or TAKE A PHOTO of your Hours Log and UPLOAD IT TO CANVAS EACH WEEK – YOU KEEP THE ORIGINAL.** If you don't have your hour sheet signed, upload a copy of the unsigned sheet. The signature can be obtained before the next class time.

\*\*\*\*\*Record daily time in quarter-hour units (time less than 15 minutes is dropped)\*\*\*\*\*

Example:      Wednesday September 21<sup>st</sup>  
                   Time in: 9:07 Time out: 2:17  
                   Total = 5.00 hours

Record fractions of an hour as: **15 minutes = .25 hours; 30 minutes = .50 hours; 45 minutes = .75 hours**

You will also turn in a work description **ON CANVAS**. This describes how you spent your time at your site. It should be reasonably detailed and include mention of time increments you worked (this will vary depending on the nature of your site). The work description serves several purposes. First, it documents your activities and involvement in your placement. Second, it serves as a legal record should there be a question about your performance. Third, it helps you become accustomed to documentation, which is required by insurance and public agencies and often in private industry as well. Do **NOT** use complete names or identifying information about clients. Use first names, false names, or initials when describing cases.

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### Class Attendance:

Class attendance is **required**. One absence is allowed for sickness or an excused activity. In the event of prolonged sickness requiring hospitalization or time at home away from JMU, an incomplete will be arranged. Class absences in excess of one will be penalized by lowering the final grade (20 points) for each occurrence. Missing part of a class counts as half an absence. Out of courtesy to others, please arrive on time. Missing more than 15 minutes of class counts as a half absence (10-point penalty).

I strongly advise against “skipping” a class toward the beginning of the semester in order to take advantage of your ability to miss one class without penalty later in the semester. It is all too common for a student to exercise this option early on only to end up having to miss a class later in the semester due to unforeseen circumstances and having their grade reduced as a result.

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### **Class participation:**

Students are expected to participate in class during class discussions. At a minimum, students are expected to make one spoken contribution during each class. A hope and intention of the seminar is for students to be able to talk about their site experiences throughout the course of the semester and obtain feedback and support regarding common challenges. **Students will earn 2 points for a given class by making at least one spoken comment that contributes to the ongoing discussion. Students will earn 4 points for a given class by making several spoken comments that serve to contribute to ongoing discussion. Students will earn 6 points for making several spoken comments that not only contribute to ongoing discussion but also advance current discussion topics in a notable way, introduce new topics/avenues that are relevant for discussion, and/or make particularly insightful/persuasive/thoughtful comments.**

**This results in a total of 48 possible total participation points (maximum of 6 points per class for 8 classes; keep in mind that sometimes students actually are 1-2 points away from a higher grade at the end of the semester).**

However, students who are actively NOT participating in class (such as by not paying attention during discussions, texting, working on laptops, etc.) may experience participation penalties (2 points for a first occurrence and 4 points for each subsequent occurrence).

The bottom line is that *everyone* has valuable opinions and experiences to share, and we will all benefit the most if everyone is willing to share these with one another in a respectful way.

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### **Reflections:**

Reflections allow you to integrate your opinions, experiences, and knowledge, and provide an opportunity for you to demonstrate your learning. Reflections include evidence of critical thinking. Thus, reflections are NOT simply descriptions of what occurred at your site (you have already provided this in your work description). You are instead asked to provide your analysis of something related to your field placement experience – your ideas and analysis are important.

The reflections for this course ask you to critically explore, examine, and/or evaluate a specific topic area as it relates to your site experience, your personal thoughts/feelings, and psychological knowledge. The goal is to track and keep you aware of your progression and development through this course/experience.

**Reflections are due each week by Sunday at Midnight on Canvas.** They should be 500-700 words in length and reflect on your site/experience in detail and depth. Each reflection is worth 10 points. You will be graded on the quality of your response as well as the clarity of your writing (see rubric on Canvas). More specific instructions/prompts will be included on Canvas. **Please upload a Word .doc or .docx file to Canvas using Times New Roman 12 Font and 1 inch margins.**

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### **Final Reflection:**

These reflections summarize your entire experience. They are worth 20 points total. Please see Appendix A for specific instructions.

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**Supervisor Evaluations:**

You will develop a form for your evaluation with your site supervisor and the JMU instructor. Your supervisor will complete the mid-term and final evaluation. Sample forms will be available on Canvas. At midterm, supervisor evaluations will be used to offer structured feedback on your strengths and weaknesses. Both supervisor midterm and final evaluations will count towards the final grade. An individual session will be scheduled at midterm and during finals week to provide feedback to you on your performance on site and in the class.

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**Problem-Solving Paper.** This assignment allows you to choose an issue or problem arising from your site experience that you would like to explore in greater depth. In this paper, you should (a) identify the issue and provide some context surrounding it, (b) share your thoughts/feelings/reactions to the issue/problem, and, (c) also learn more about the issue/problem by integrating research articles related to the topic that enhances your understanding and provides some possible solutions to the problem. As such, be sure to cite the articles in your text in APA style and provide proper reference citations at the end of your paper for the article. Goals of this assignment are to (a) become more knowledgeable about a site-relevant topic of interest to you, and (b) potentially find a solution or different approach to the issue/problem at hand. The paper will be graded using a rubric available on Canvas. Papers may vary in length to some degree; however, the most successful papers will be in the **5-6 page range (not including the References page)** and include numerous references to supporting research (**with a minimum of 5 articles from peer-reviewed journal articles**).

**Please upload a Word .doc or .docx file to Canvas using Times New Roman 12 Font and 1 inch margins for the Paper. Be sure to include a written explanation of your Additional Materials (in addition to the actual materials themselves) using this format as well.**

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**Poster for Psychology Symposium**

You will be doing, and learning, a LOT during the course of this semester! The Psychology Research Symposium is an ideal venue for you to be able to share your experience with the larger JMU Psychology community. You are asked to present about your experience at the Symposium so that faculty and other students, particularly those who might be interested in a Field Work, have an opportunity to hear about your experience and your ideas for improving an aspect of your site.

**Late Assignments: Assignments that are late will be penalized one grade step per 24 hours late, beginning with an initial grade drop at the time the assignment is due. Assignments will not be accepted after 72 hours unless there are extenuating circumstances that merit consideration as judged by the instructor.**

**Safety:**

There are dangers in any job or field site. For example, those working in hospitals (and elsewhere!) are likely to be exposed to diseases/viruses. Work place violence is a regular occurrence nationwide. If your site has safety training, please attend it. If your site has safety rules, please follow them. Please report unsafe conditions or dangerous situations immediately to both your site supervisor and to the course instructor. Don't be shy about safety. If you feel unsafe or notice a problem, speak up.

As you travel to work and back to campus, please be safe. Please don't stop your car for strangers or walk in an unlit, untraveled area. Please call Dr. Szwedo (434-218-0206) any time, day or night, if you experience an incident associated with your field placement experience (travel or on site).

**Students should NEVER transport clients or child clients in their own vehicles.** Nor should students give clients your home address and/or phone number. Please check with both the instructor and your supervisor before supplying personal information of any kind to clients.

### **Individual Help:**

I am available for help during class or by individual appointment. Individual appointments are helpful if (a) your placement is not what you hoped it would be, (b) you have a problem at your placement and want individual input on it, (c) you need help with your presentation, discussion, or project, or (d) any other concerns that might be best handled on a one-on-one basis.

### **General Expectations:**

Site and supervisors vary in the amount of time spent with students. There are no specific requirements for supervisors of undergraduate placements (this differs from graduate training). Students are expected to communicate with their supervisors, to seek supervision when needed, and to ask when they have questions. Students are expected to be active and take responsibility for identifying the experiences that will help their growth. If there are activities that interest you at your site, ask if you can be included or if you can observe!

Students are expected to adhere to dress codes, requests, and other policies at the site. Students who fail to follow policies can be subject to termination or restriction of activities. Students should remember that they represent the Psychology Department. Please represent yourself in a professional manner at all times.

### **Additional Course Information:**

1. A full commitment to the James Madison University Honor Code is expected for all work in this class. The weekly assignments, presentation, and individual papers are to be your own work. Should I discover that you have cheated in some way (e.g., copying from someone else, plagiarizing), you will receive a failing grade for the entire course.
2. I am available by appointment to discuss questions or concerns you have. Feel free to call on my cell phone for any immediate issues. Please communicate throughout the course and not after problems have arisen.
3. Respect the experiences and ideas of fellow class members. The goal is to make this a fun and considerate place to learn.
4. JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107 and you may call 540-568-6705 for more information.
5. James Madison University or your field placement site may close or limit its services based on inclement weather or other emergencies. Refer to the following sources for information on closings or delays:
  - JMU Weather Line (540) 433-5300
  - JMU's home page [www.jmu.edu](http://www.jmu.edu)
  - JMU radio station 1610 AM
  - Local TV station [www.whsv.com](http://www.whsv.com)

Please talk to your individual field placement site about the best way to be notified if they will be closed or be limited in services. If the class meeting time is cancelled due to inclement weather we will make

up the class meeting time as designated by JMU. If your field placement work hours are cancelled due to inclement weather you will need to make up the hours during the semester.

6. Religious observation accommodation policy: students should notify the course instructor in advance of potential scheduled absences and determine with the instructor if mutually acceptable methods exist for completing the missed classroom time. Contact the [Office of Equal Opportunity](#) at (540) 568-6991 if you have additional questions.
7. This course will be taught in accordance with all University Policies. For further details about academic honesty (including safe assign), disability accommodations, religious accommodations, and other policies, please visit this website: <http://www.jmu.edu/syllabus/>

Week	Class Date	Class Session	Week's Assignments and Due Dates
1	8/31	Introductions, Syllabus, and Expectations	<p><b>Chapter 2: Framing the Experience: The Developmental Stages of an Internship</b></p> <p><b>Chapter 4: Starting with You: Understanding Yourself</b></p> <p><b>Reflection (1): Worries, Strengths, and Goals (Due Sunday 9/3)</b></p> <p><b>Hours Log &amp; Work Descriptions</b></p>
2	9/7	Group Supervision / Ethics & Diversity	<p><b>Chapter 13: Professional, Ethical, &amp; Legal Issues</b></p> <p><b>Reflection (2): Ethical and Diversity Issues On Site (Due Sunday 9/10)</b></p> <p><b>Signed Statement of Ethical Behavior (Due in Class 9/7)</b></p> <p><b>Hours Log &amp; Work Descriptions</b></p>
3	9/14	Group Supervision / Supervision Needs	<p><b>Chapter 6: The Learning Contract &amp; Supervision</b></p> <p><b>Reflection (3): Your Supervision Needs (Due Sunday, 9/17)</b></p> <p><b>Supervisor Evaluation Form (Due Sunday, 9/17)</b></p> <p><b>Hours Log &amp; Work Descriptions</b></p>
4	9/21	Group Supervision / Stress and Self-Care	<p><b>Chapter 3: Tools for Staying Engaged</b></p> <p><b>Reflection (4): Plan for Self-Care (Due Sunday 9/24)</b></p> <p><b>Hours Log &amp; Work Descriptions</b></p>
5	9/28	<i>No Meeting</i>	<p><b>Chapter 10: Navigating the Internship Site</b> <b>Chapter 7: Getting to Know the Clients</b></p> <p><b>Hours Log &amp; Work Descriptions</b></p>

6	10/5	Group Supervision / Common Interview Questions	Chapter 8: Moving Ahead: The Exploration Stage  <b>Reflection (5): Knowing your Placement Site &amp; Clients (Due Sunday, 10/8)</b>  Hours Log & Work Descriptions
7	10/12	<i>No Meeting</i>	<b>Post draft of resume/CV after attending CAP meeting (Due Sunday, 10/15)</b>  Hours Log & Work Descriptions
8	10/19	Group Supervision / Discussion of Progress	Chapter 9: Advanced Tools for Staying Engaged  <b>Reflection (6): Review of Mid-term Progress and Revised Goals (Due Sunday, 10/22)</b>  Hours Log & Work Descriptions
9	10/26	<i>No Meeting</i>	<b>Conduct InterviewStream Practice Interview and Email to Classmate (Due to Classmate Thursday, 10/26)</b>  <b>Complete Peer Review of Classmate's InterviewStream Interview (Due to Classmate, 10/29)</b>  Hours Log & Work Descriptions
10	11/2	Group Supervision / Problem Solving Paper Ideas	Chapter 12: The Competence Stage  <b>Come to class with 1-2 ideas (written out/outlined) for your Problem Solving Paper (Due in Class 11/2)</b>  Hours Log & Work Descriptions
11	11/9	<i>No Meeting</i>	Chapter 14: The Culmination Stage  <i>Work on Problem Solving Paper</i>  Hours Log & Work Descriptions
12	11/16	Group Supervision / Termination Issues	<b>Problem Solving Paper (Due in Class 11/16)</b>  Hours Log & Work Descriptions
13	11/23	Thanksgiving	
14	11/30	<i>No Meeting</i>	<b>Poster for Psychology Symposium (Due Sunday, 12/3)</b>  Hours Log & Work Descriptions

15	12/7	Group Supervision / Poster Presentations & Final Thoughts	Bring Symposium Poster to Class Hours Log & Work Descriptions
16	12/14	No Meeting	Final Reflection: Review and Summary of Experience (Due Thursday, 12/14)

### Appendix A: Instructions for Final Reflection

For Part I of your final reflection, write an overall summary of about 1000-1200 words. Please be sure to cover the following points:

#### Part I – Summary of Experience

- Describe briefly the mission and services at your site
- Describe the types of experiences and opportunities at the site – what things you were able to do
- Offer your impressions of the site – advantages, disadvantages (if any), limitations, what you like (and dislike) most about working there, etc.
- Tell something about what you learned at the site and how the learning influenced your career/vocational goals
- Any other information or impressions you would like to share

*Keep in mind that this part will be edited and placed on the web. Therefore, write only things that you are willing to share with anyone, including your supervisor (who will receive a copy). Include information that might help someone decide whether or not this placement site is appropriate for them. Check the web for examples from prior students.*

For Part II of your final reflection, create a bullet-point list (~4-8 bullet-points are typical). Please be sure to cover the following:

Part II – Analysis of the knowledge, skills, and abilities you have acquired as a result of this placement. This part is something that could be helpful to you in developing a **resume** or simply in organizing your **thinking for a job interview**.

- List the skills, knowledge, and abilities that you have developed or significantly improved through the placement (don't forget to consider improvements to your writing skills, and documentation if you have made changes in these)
- Mention the basis for improvement, where applicable. **Example:** Developed skills keeping children's attention during guidance lessons through observing the guidance counselor weekly. I then planned six guidance lessons and presented these 18 times to classes. I learned how to adapt the content to various ages/developmental stages of children.

Part II may overlap with Part I. It is fine to have some of the same material in each part because each portion will have different uses. Part II will be helpful to you in your career and can help the instructor work with the site to enhance training. Part II can also help the instructor write a strong and specific letter of recommendation for you!