

Field Placement in Psychology (PSYC 495 – Section: 0001)**Fall 2022****Instructor:**

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Class Meetings:

Miller Hall 2106
Monday 1:50pm-3:05pm
Office Hours: Email to schedule!

Welcome to Field Placement!

During our class meetings, we will be able to learn about one another's experiences, support one another, and help each other navigate challenges related to work at your sites.

Mobile Office Hours and Virtual Office Hours: I will be happy to talk and meet with you during the semester to discuss your class experience and to offer guidance regarding your professional development and goals!

I will be happy to set up in person or virtual meetings through Zoom or by phone on an as needed basis whenever it might be helpful to you. **Please email me to schedule, and include all of your availability for the next week in your request.**

It typically works best for students to **email me with their availability to meet in person on Mondays, Tuesdays, or Thursdays.**

I commute to JMU from Charlottesville, and this provides a great opportunity for phone calls with students about these issues as well! **I am usually driving between about 8:15am-9:15am and 4:00pm-5:00pm on Mondays, Tuesdays, and Thursdays.** Although it might seem a bit different to talk to your professor on the phone, it's really not a big deal and you will have my attention for as much time as you need. We can set up a phone call through email as well. Using my drive to help and interact with students is a great use of that time!

A Note About this Course:

This class and field experience will likely be different from what you have experienced before in more traditional classes. Class time will be student driven, and there is an expectation that **students will learn to become comfortable discussing both the positives and challenges** associated with their Field Placements. A significant portion of our class will be driven by the current (student) issues of the day, and discussing any one person's issues is likely to be helpful to others who have experienced similar challenges (or will). Time management and self-care will be essential parts of your success, so we will spend some time early in the semester thinking about these together as well.

Course Catalog Description:

Supervised practicum in a counseling, industrial, or human service agency. Orientation to agency's service, policies, personnel and professional ethics is provided. *Prerequisites: At least two SS content courses and two NS content courses. Guidelines available in the department office. The course meets the requirement as a capstone course or as a psychology elective.*

Class Objectives:**Capstone Objectives**

1. Students will be able to analyze, synthesize, and evaluate information from primary sources to address psychologically relevant issues.
2. Students will be able to demonstrate effective written communication skills using APA style to prepare empirically based reports, literature reviews, theoretical papers, and/or program evaluations.
3. Students will be able to demonstrate effective oral communication skills at the individual level using one or more professional formats (e.g., individual paper/proposal presentation, participate as a member of a symposium, etc.); participation in class discussion alone is not sufficient.

Field Placement Objectives

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

Requirements:	Notes:	Possible Points
1. 150 site hours	<ul style="list-style-type: none"> • Approximately 10-12 hours per week • Documentation (Hours Log and Work Descriptions) 	-
2. Class Attendance	<ul style="list-style-type: none"> • Required / One absence permitted without penalty 	-
3. Supervisor Evaluations	<ul style="list-style-type: none"> • Midterm: 50 points / Final: 100 points 	150
4. Class Participation	<ul style="list-style-type: none"> • Prepared class talking points • Participate once per class • Respond to discussion questions 	10 10 10
5. Reflections	<ul style="list-style-type: none"> • 5 semester reflections X 10 points each 	50
6. Site Presentation	<ul style="list-style-type: none"> • Present about your site experience 	50
8. Interview or CV/Resume Assignment	<ul style="list-style-type: none"> • Complete self-interview and post feedback for peer's interview or have CV/resume reviewed by Career Center 	10
8. Contribution Project	<ul style="list-style-type: none"> • Research Paper (60 points) • Additional Materials + Implementation Update (30 points) • Prepare a poster for the JMU Psyc Symposium (10 points) 	100
13. Final Reflection	<ul style="list-style-type: none"> • Reflect about your overall Field Placement experience 	10
		Total: 400

Grading: 400 points

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

A = 376-400	B = 332-347	C = 292-307	D = 252-267
A- = 360-375	B- = 320-331	C- = 280-291	D- = 240-251
B+ = 348-360	C+ = 308-330	D+ = 268-279	F = < 240

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 your site and are making a home visit, travel from your site 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 and back 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 **150** 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 (for your site), these activities will count toward your total.

If you have down time at your site, consider taking the initiative to ask for more or different work, or to create your own mini-project outside of 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.

If You Do Not Complete 150 Site Hours:

Students have always completed their 150 site hours. It is important to plan and track your hours throughout the semester (instructions for this below) to make sure you will meet this objective. However, in the unlikely event that a student will not have completed 150 hours at the end of the semester, the following grading adjustment will be invoked:

Number of hours completed / Highest grade possible

150	No penalty
140-149	2 letter grade drops (i.e. A- becomes C-)
130-139	3 letter grade drops (i.e. A- becomes D-)
< 130	F

This is structured to indicate the importance of completing your 150 hours and honoring your commitment to this class and to your site and supervisor. Site supervisors are generous to volunteer their time each semester, and in return have the expectation that they will work with students for the full 150 hours for the semester.

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 21st
 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.

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.

Supervisor letter to numerical grade conversion:

	Final Eval	Midterm Eval
A+	100	50
A	97	48
A-	93	46
B+	89	44
B	86	42
B-	82	40
C+	79	38
C	76	36

Class Attendance:

Class attendance is **required**. One absence is allowed. In the event of prolonged sickness requiring hospitalization or time at home away from JMU, an incomplete might be arranged. Class absences in excess of one will be penalized by lowering the final grade (one grade step, i.e. A becomes A-) for each occurrence.

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.

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.

Brief prompts for reflections will be located on Canvas. Prompts are brief and limited to allow students maximum flexibility in how they respond to the topics at hand – I want you to be able to make your reflections relevant and meaningful to your experiences. Topics include:

- Worries, Strengths, and Self-Care
- Training Goals and Supervision
- Ethics and Diversity Issues
- Summary of Plans for Contribution Project
- Review of Mid-term Progress and Revised Goals

Reflections are due by Sunday at Midnight on Canvas. They should be 600-800 words in length and reflect on some aspect of 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. **Please upload a Word .doc or .docx file to Canvas using Times New Roman 12 Font and 1 inch margins.**

Talking Points for Class:

Students should bring one written question / challenge / issue / positive development to class each week to potentially discuss as part of group supervision. The first part of each class is reserved to talk about these issues as a group in order to help students navigate challenging aspects of their placements and/or discuss interesting developments in a thoughtful way. I ask you to come prepared with something you could bring up to talk about, even if you ultimately choose not to or we do not have time to get to your point. Please be ready to be supportive listeners for your peers and to offer advice / suggestions when appropriate. This is a context in which students will also learn to become peer-supervisors!

Class participation:

Students are expected to participate in class during group supervision and during student-led presentations (by paying attention and asking questions). 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.

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 (i.e. not receiving participation credit for a given day).

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.

Summary of How Class Participation is Graded:

Class participation will be recorded as a percentage of times participated / opportunities to participate across 3 categories for up to 10 points for each category (30 overall):

Class talking point (up to 10 points)

Participate once per class (up to 10 points)

Answers to online discussion questions (see "Online Discussion Leader / Questions below") (up to 10 points)

Thus, if a student brings a class talking point to 7 out of 12 classes, they will receive 58% of the 10 points available for that category (rounded up, to 6), etc., same for the other categories.

InterviewStream *OR* Resume/CV Review

For this assignment you'll have a choice of either completing a practice interview OR updating your resume/CV. This will be discussed more in class.

InterviewStream assignment:

You will record yourself answering 6 interview questions and have your interview (kindly!) reviewed by a peer.

Resume/CV assignment:

You'll have your resume or CV reviewed by someone at the University Career Center and submit a "before" and "after" version of your document.

Professional Presentation: Stories from your site:

Each week, one or more of the class members will give a presentation about their site experience. The presentation should a) tell the story of your site, b) the story of your work with a particularly challenging individual, group, or issue, and c) the story of larger issues you have been thinking about as a result of your experience.

The presentation should cover the following:

Part A: Story of your site (10 minutes)

- 1) Tell us what your site is and what it's about - what work is being done at your site that attracted you to it?
- 2) The history of your agency
- 3) What kind of clients are served and how many are served in a typical year?
- 4) Services provided
- 5) The makeup of the staff
 - a. Consider creating an organizational chart if helpful; How many of each type of staff are employed?
 - b. For the employees you work with most directly: What do they do? What are their levels of education? Salary ranges?
- 6) Talk about the responsibilities of your supervisor and your supervisor's education/training leading up to this position
- 7) Your experience at the site
 - a. How do you spend your time?; What skills have you learned or do you plan to learn?

Part B: Story of your work with a particularly challenging individual, group, or issue (10 minutes)

- 1) This will be a brief case presentation about that will allow you to talk about a client, group, or issue that has been challenging for you
- 2) Include relevant context/details so we can understand all parts of the situation
 - a. Be sure to maintain the confidentiality of the individuals involved
- 3) Talk about what you've tried to do to resolve the situation (and the level of success you've found); this could be a place to discuss your contribution project if relevant
- 4) Ask questions of your classmates regarding the situation if that is helpful

Part C: Story of larger issues you have been thinking about as a result of your experience (10 minutes)

- 1) Choose a discussion article for the class to read prior to your presentation (**post with questions the Thursday before your presentation; more details below in "Online Discussion Leader"**)
- 2) Give a brief summary of the article and talk specifically about how it fits with your experience at your site (particularly aim to connect it to the situation in Part B)
- 3) Comment on peers' responses to the questions you wrote for the week (what stood out to you?) – If there is time, ask peers to share their responses but be sure to also share your thoughts about the questions

Presentation Tips

<https://hbr.org/2013/06/how-to-give-a-killer-presentation>

Please read the above article about giving effective presentations at least two weeks before your own presentation (three is better!). Many presentations are formulaic and therefore struggle to attract the attention of the audience. If you plan to go to graduate school or seek employment after graduation, there is a strong likelihood that you will need to give a presentation in the future. I invite you to use this opportunity to practice giving a good one!

I encourage you to try to frame your presentation around a story/narrative/anecdotes. It's important to communicate the information requested below, but to do so in a way that brings it to life for your audience. I suggest trying to give detailed examples of how your organization operates, how the employees help their clients, the backstory of your supervisor, etc. You will still need to be selective and brief in your examples, but

this will help retain your audience's interest more so than just by providing facts. Consider this to almost be a pitch to attract other people to come work with you at your site.

Plan to follow the timing guidelines precisely – plan and practice accordingly! As mentioned above, consider this a professional presentation you would give for your job or as a graduate student – dress and rehearse appropriately. You will be most effective if you have memorized what you would like to say and use slides minimally to illustrate your points. You will be graded on the content as well as delivery. Engage your audience in your presentation. Presentations should be in a Powerpoint or similar format. **Your presentation slides will need to be posted on Canvas the day of your presentation. Please make sure you can access a copy of your presentation via the classroom computer.** Peers will also provide written feedback about your presentation that will be consolidated into consensus critiques.

Online Discussion Questions (connected to Part C of Presentation above):

Presenting student:

For Part C of each student's Presentation, the student will assign one research article **and prepare 3 open-ended discussion questions** related to the article that are conducive to class engagement and participation. It is helpful if questions are related to the topics/findings of the article but also relatively broad in nature so that they might apply to larger issues/others' site experiences. **Students should need to have read the paper in order to properly engage with the questions.** Open-ended questions do not have any concrete answers and instead can be answered in many different ways. Avoid questions that strictly pull for factual information or "answers" from the research paper.

The Presenter will need to provide context as to why the issue is important to their site both in a brief written explanation on Canvas and in Part C of their presentation. **The research article needs to be posted to Canvas with your discussion questions by the Thursday (midnight) before the student's Presentation.**

Non-presenting students:

Each non-presenting student will be responsible for making two responses online to discussion questions ahead of class:

- 1) students will choose one question to respond to directly **by Sunday at midnight**
- 2) students will respond to a classmate's response to a *different* question **by the start of class time.**

Preparing responses ahead of time is intended to prepare students for the week's presentation by providing some familiarity with the content/issues to come. Answering these questions will be factored into students' participation grade (see "Summary of How Class Participation is Graded" above).

Contribution Project (Research Paper + Additional Materials + Symposium Poster + Implementation Update):

Research Paper. The research paper is a capstone requirement. The student is responsible for developing a project idea that advances the mission of the site and/or addresses a need of the site (as discussed with the supervisor). The project should involve the student researching a topic that the site is interested in learning more about for its needs (and that the student has an interest in as well). Supervisors often have many things they would like to do or learn about but do not have time to do them. This provides students with an opportunity to step in and contribute. Your contribution project will be enhanced by the preparation of materials beyond the research paper itself (i.e. worksheets, planning guide, treatment manual, poster/chart, video, evaluation of an activity, presentation of findings, etc.). Additional materials should make a clear contribution to your site and follow from the ideas of your research paper. **Thus, you will be translating your research into practice!** A goal of this project is to leave something useful behind as a way of leaving your mark on the site and giving something back in return for the guidance your supervisor has provided you with during the semester.

You should start thinking about your project idea in consultation with your supervisor during the first few weeks of your placement. Later in the semester you will be asked to submit a general summary plan for your project, and the project itself is due in parts over the last few weeks of the semester. 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 **10-12 page range (not including the Title, Abstract or References page)** and include numerous references to supporting research (**with a minimum of 15 articles from peer-reviewed journal articles**). **Papers should NOT exceed 12 pages of text in the body – pages over 12 will not be read and will likely negatively influence your grade**. Consider this an exercise in being concise in your writing (**you'll often face page limits in your professional futures!**).

Additional Materials. The project also asks you to submit practical/creative materials related to your project, stemming from ideas presented in your paper, along with a (no longer than) 1-page description of how the materials fit with ideas presented in your paper, how they will be applied at your site, and what efforts you had to make to create them. Practical/creative materials that are not conducive to being uploaded in Canvas can be turned in physically in class.

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 and site contribution with the larger JMU Psychology community. You will be asked to create a poster that stems directly from your Contribution Project and site Presentation, and thus will hopefully require relatively minimal work aside from actually putting the poster together. You are asked to present about your experience/project at the Symposium so that faculty and other students, particularly those who might be interested in a Field Placement opportunity, have an opportunity to hear about your experience and your ideas for improving an aspect of your site.

Implementation Update. Please provide a brief update about how your contribution project has been implemented at your site, including the efforts you have made have the parts of your project implemented. This is your opportunity to discuss to what extent you have been able to put your plans into action (and efforts to do so are just as valuable as success in doing so)! Please limit this to no longer than 1 page single-spaced.

Other notes about the Contribution Project

Please note although the Contribution Project is your “Final Project” for the semester, the project is due on a timeline so that you and your site might have the opportunity to actually implement your ideas in your final weeks on site. **Also please keep in mind that although they are turned in before the end of the semester, it will likely take me through Finals Week to finish reviewing them and provide feedback.** This is because of the number of projects (~24), their length, and because I like to be able to provide detailed feedback to respond to the hard work you've put into them.

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

Final Reflection:

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

- 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
- Talk about how what you learned from other areas of the Psychology major helped you be successful at your site
- Discuss your contribution project idea, materials, and implementation
- 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.

Late Assignments: Late assignments will be penalized one grade step if turned in within 24 hours, and two grade steps if turned in between 24-48 hours. Assignments will not be accepted after 48 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 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 textbook does not exist for this course. Instead, students will need to acquire reading materials from resources on the internet and campus library.
2. 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.
3. 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.
4. Respect the experiences and ideas of fellow class members. The goal is to make this a fun and considerate place to learn.
5. 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.
6. 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
 - JMU radio station 1610 AM
 - Local TV station 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.

7. 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.
8. 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	August 22	No Class Meeting	<u>Read the Syllabus Carefully!!!!</u> Reflection (1): Worries, Strengths, & Self-Care (Due on Canvas Sunday 8/28)
2	August 29	Introductions, Syllabus, and Expectations Group Supervision / Training and Supervision	Reflection (2): Training Goals and Supervision (Due on Canvas Sunday 9/4) Signed Statement of Ethical Behavior Answers to Ethics and HIPPA Questions (Due on Canvas Sunday 9/4) <i>Consult with Supervisor about Evaluation Form</i>
3	September 5	Group Supervision / Ethics & Diversity Issues	Reflection (3): Ethics and Diversity Issues (Due on Canvas Sunday 9/11) Draft of Supervisor Evaluation Form (Due on Canvas Sunday 9/11)
4	September 12	Group Supervision / Common Issues Presentation & Discussion (1) Alissa Kenney Lacey Spring Elementary	<u>Student's Choice:</u> Interview Practice OR CV/Resume Update (Due on Canvas Sunday 9/18) <i>Think about Contribution Project Possibilities</i>
5	September 19	Group Supervision / Disillusionment and Working Through Presentation & Discussion (2) Jenny Olcott Sentara Life Recovery Program	<i>Think about Contribution Project Possibilities</i>
6	September 26	Group Supervision / Discuss Possible Contribution Ideas with a Peer Presentation & Discussion (3) Catherine LeHanka Children's Case Management	Reflection (4): Summary of Plan for Contribution Project (Due on Canvas Sunday 10/2)

7	October 3	Group Supervision Start Midterm Meetings Presentation & Discussion (4) Olivia Neddermeyer Augusta County LEAD Program	Complete a self-evaluation using your Supervisor Evaluation Form prior to your midterm meeting (bring to your meeting) <i>Be Prepared to Discuss your Plan for your Contribution Project</i>
8	October 10	Midterm Individual Meetings with Students – No Class Meeting <i>Be Prepared to Discuss Plan for Contribution Project and Mid-term Progress at Meeting</i> <i>Fall Break Week</i>	Reflection (5): Review of Mid-term Progress and Revised Goals (Due on Canvas Sunday 10/16)
9	October 17	Presentation & Discussion (5) Vanessa Hindle Healthy Families	
10	October 24	Group Supervision / Achieving Competence Presentation & Discussion (6) Samantha Heebner Arc of Harrisonburg	Submit Work on Contribution Project Paper (Have at least 3 total pages of text (beyond abstract) written – submit on Canvas by Sunday 10/30 at midnight)
11	October 31	Group Supervision / Termination Issues Presentation & Discussion (7) Kimberly Fisher VA 4-H Center	Submit Work on Contribution Project Paper (Have at least 6 total pages of text written – submit on Canvas by Sunday 11/6 at midnight)
12	November 7	Group Supervision Presentation & Discussion (8) Anna Bobbit Summit House	Final Version of Contribution Project Paper (Due on Canvas Sunday 11/13)
13	November 14	Group Supervision Presentation & Discussion (9 and 10) Cisy Fang JMU Adult Degree Program Anoushka Verma JMU Student Leadership Program	Additional Materials Due (Include up to 1-page description and explanation of your additional materials) (Due on Canvas Sunday 11/20)
14	November 21	Thanksgiving	

15	November 28	Presentation & Discussion (11 and 12) Jaclyn Snyder & Rachel Hester Community Counseling Center	<i>Implement Contribution Project</i> Poster for Psychology Symposium <i>(Due on Canvas Sunday 12/4)</i>
16	December 5	Group Supervision Presentation & Discussion (13) Anna Kreienbaum Valley Community Services Board Course Wrap Up Complete Course Evaluation	<i>Implement Contribution Project</i> Contribution Project Implementation Update <i>(Due on Canvas Sunday 12/11)</i>
17	December 12	Finals	Final Reflection <i>(Due on Canvas 12/12 by midnight)</i> Complete Final Hours Log and Work Descriptions as needed by Thursday 12/16