



Practicum II: Human Relations Internship

Course Syllabus, Spring 2009

PSY-451

class meets Thur 1:55-3:40 pm (Tue at your site)

Room: Bailey 306

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|-------------------|----------------------------------------|----------|-------------------------------------------------------------------------------------|
| Professor: | Cay Anderson-Hanley, Ph.D. | Email: | andersoc@union.edu |
| Office: | Bailey 301C | Website: | http://minerva.union.edu/andersoc/ |
| Office Hours: | Tue 2-4, Thur 3:45-4:45, and by apptmt | Phone: | (518) 388-6355 |

Reading List:

Kiser, P. M. (2008). The Human Services Internship: Getting the Most from Your Experience, 2nd Ed. Brooks Cole, Publ.

Additional Resources:

www.apa.org (American Psychological Association – see links for disorders, divisions, and student info)

www.psychologicalscience.org (American Psychological Society)

www.apa.org/topics/psychologycareer.html (links for info on careers, applying to graduate schools, etc...)

American Psychiatric Association. (1994). The Diagnostic and Statistical Manual of Mental Disorders, 4th ed. (DSM-IV). Washington, D.C.: American Psychiatric Press.

Catalog Description: Intensive practicum course designed to provide direct exposure to clinical populations, along with structured individual and group clinical supervision. Activities include placement at a psychologically-oriented internship site, along with seminar discussion of clinical cases and systems issues. Emphasis on the theoretical understanding of clinical assessment and intervention from a psychological perspective, integrating both nomothetic and ideographic approaches. Prerequisite: Permission of the instructor. Best to have taken at least two of the following: Abnormal Psychology, Psychotherapies, Psychological Assessment and Testing, Practicum I: Human Relations Communication). Application and interviews in term prior.

Course Requirements:

Journal: A typed entry for each day at your internship site, due at the start of class every Thursday. Each entry should describe briefly the tasks/assignments/experiences of the day as well as thoughtful reflections on the day (e.g., analysis, links with literature, coursework, etc.). All entries should be carefully crafted to as to protect the privacy and confidentiality of clients (no names or identifying info, pseudonym is fine, but not initials).

Site Presentation: One site review will be due (see syllabus). You will review your site's organizational structure, services and clientele in a one-page paper and brief powerpoint presentation for the class. This will be a one-page paper, single spaced, 11-point Times New Roman font, one-inch margins. Sections should include: Organization's Identifiers (Name, Location, Basic Purpose and Clientele), Organization's Structure (Personnel, etc.), Services Provided, Clientele, Your Role, Your Service Learning Project). The powerpoint presentation should mirror the paper, with any images permissible from the site (e.g., web site/brochure images or other images taken with your supervisor's permission – clientele should usually not be photographed).

Case Conceptualizations: Two case conceptualizations will be due (see syllabus). You will choose two clients at your site and review their case in a careful fashion to protect their privacy and confidentiality, but in sufficient detail to weave together a solid conceptualization. In most settings, it will be appropriate to apply a particular theoretical point of view (e.g., psychoanalytic or cognitive-behavioral) in conceptualizing your case (similar to as done in the Psychotherapies course). If you are not certain how to do this for people served in your setting please speak to me well in advance of the due date so we can confer about the possible alterations to this assignment. This will be a one-page paper, single spaced, 11-point Times New Roman font, one-inch margins. Sections should include: Social History, Educational/Work History, Medical History, Psychological/Psychiatric History, Current Symptoms, Assessment (DSM and theoretical), Reactions, Remaining Questions.

Service Learning Report: Early on during your internship you should discuss possible service learning projects with your site supervisor and also with me. You should settle on a project that allows you to "give back" to the site in a way that fills some need identified at the site, while also giving you the opportunity to deepen your knowledge of psychology. Examples include: a research

review paper on the current state of treatment for a particular issue relevant to the site (e.g., at a site that assists substance abusers, that summarizes the latest theoretical and research on best practices), or designing an intervention, based on the literature, to assist at-risk youth in coping with peer pressure). This will be ten-page paper, double-spaced report (including approximately 10 references). **Final Report:** The final report is a chance to integrate your reflections and observations, with the literature. The paper should provide you with an opportunity to review your internship experiences and summarize them, in light of the textbook and additional key references on your main area of interest. The report should be ten pages, double-spaced (including approximately 10 references). Sections should include: internship site overview, journal entry review/summary, analysis of clientele/treatment, reflection on service learning project, and detailed thoughts about how your experiences might fit in with your future pursuits. Be sure to weave in literature from your key area of interest, and the course text, throughout the paper.

Participation/Attendance Policy: Attendance at every class meeting is in your best interest for a number of reasons, not the least of which is your educational experience! I will take attendance to aid in my understanding of each student's progress in the course, and attendance will be a component of participation which figures into the final grade (>2 absences will often result in a lower grade, such as B+ to B; lateness = 1/2 absence).

Academic Honesty and Integrity:

The policies of Union College regarding academic honesty and integrity will be upheld and enforced as necessary. This includes policies regarding: cheating (dishonesty in a test situation), plagiarism (dishonesty in presentation of materials in a paper or report, the extensive use of quotations and paraphrasing should not be used), and other abuses (see the college catalog for more details).

Grading:

| | | | |
|---------------------------|-----|--------------------------|-----|
| Journal Entries/Log Pages | 10% | Service Learning Project | 25% |
| Site Review | 10% | Final Report | 25% |
| 2 Case Conceptualizations | 25% | Attendance/Participation | 5% |

The final course grade will be based on the cumulative percent score earned by each student as follows:

| | | | | | | | | | | |
|---------------|-----|-----|-------------------|-----|-----|-------------------|-----|-----|-----------|-----|
| A+ | A | A- | B+ | B | B- | C+ | C | C- | D | F |
| 100→ | 96→ | 93→ | 89→ | 86→ | 83→ | 79→ | 76→ | 73→ | 69→ | 63→ |
| superior work | | | satisfactory work | | | poor quality work | | | no credit | |

Final notes: Please do not hesitate to speak with me regarding any aspect of the course material or other topics of interest to you. Remember that as your instructor, I am here to help facilitate your learning. If you do not let me know how things are going, I will be less able to assist you. It is your responsibility to prepare yourself to learn (be rested, fed and read ahead of class), and to speak up if you are having some difficulty. Remember, there are no "dumb" questions in college – you are here to learn! What you get out of this course and college in general has a lot to do with what you put into it, so "Carpe diem!" That is, "Seize the day!"

Be aware that it is quite common, when taking a psychology course, to find that the material "stirs" something in you. For example, I often warn students that it may seem that they or their parent or their roommate has a one of the disorders being studied. Sometimes, this is not the case, but sometimes a hunch is worth following up on. Please feel free to speak with me if you have any concerns while studying various topics; I may be able to direct you to additional readings or other resources. Students should also feel free to take advantage of the Counseling Center available on campus in Silliman Hall (x6161).

I am also available if you would like to discuss careers in psychology or if would like to discuss my clinical or research work in more detail. My masters' degree is in school counseling and my doctorate is in counseling psychology. I have worked as a clinician and a researcher in the areas of geropsychology, health psychology and neuropsychology. I'd be happy to discuss any of these areas of psychology or help point you toward resources for other aspects of psychology. In addition to office hours, email is usually a very reliable way to reach me and you are also welcome to leave a message any time of day at my number above. Let's have a great term!

Tentative Course Outline

| <u>Week</u> | <u>Day</u> | <u>Date</u> | <u>Topic for Class</u> | <u>Assignments Due</u> | <u>Readings</u> |
|-------------|------------|-------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------|-----------------|
| 1 | Thur | 4/2 | Starting at your site... Working within an agency... | log pages + journal entries | Kiser 1,2,3 |
| 2 | Thur | 4/9 | Learning from experience and using supervision... | log pages + journal entries | Kiser 4,5 |
| 3 | Thur | 4/16 | Communicating with clients... | log pages + journal entries <i>Site Presentation</i> | Kiser 6 |
| 4 | Thur | 4/23 | Dealing with diversity... <i>(Prof H at conf - extra day at your site today)</i> | log pages + journal entries | Kiser 7 |
| 5 | Thur | 4/30 | Ethical competence... <i>(site visits this week)</i> | log pages + journal entries <i>Case Presentation #1</i> | Kiser 8 |
| 6 | Thur | 5/7 | Report writing... <i>(site visits this week)</i> | log pages + journal entries <i>(supervisor mid-review)</i> | Kiser 9 |
| 7 | Thur | 5/14 | <i>Managing your feelings and stress...</i> <i>(site visits this week)</i> | log pages + journal entries <i>Case Presentation #2</i> | Kiser 10 |
| 8 | Thur | 5/21 | Trouble-shooting... <i>(site visits this week)</i> | log pages + journal entries | Kiser 11 |
| 9 | Thur | 5/28 | Preparing to end your internship... <i>(site visits this week)</i> | log pages + journal entries <i>Service Learning Report</i> | Kiser 12 |
| 10 | Thur | 6/4 | Planning your career... | log pages + journal entries <i>Present report to site</i> | Kiser 13 |
| 11 | Thur | 6/11 | | Final Reports due by noon | |

(Note: tentative schedule - changes in required readings, topics, assignments, or exams may be made)