

Psy 495: Field Placement in Psychology – Spring 2011 Syllabus

Prerequisites: COMPLETED Psychology 350 (Abnormal) AND at least three units from Psychology 230 (Developmental), 340 (Social), or 351 (Personality).

GRADUATE TEACHING ASSOCIATES

TAs: **Danita Wynes (DW)**
E-Mail: dwynes29@gmail.com
Office Hour: **Tuesdays 11:00-12:00**

Michelle Jackson (MJ)
michellejackson0322@gmail.com
Mondays 11:00-12:00

Email is the preferred method of communication. The TAs phone is 619-594-6592 (ONLY ANSWERED DURING OFFICE HOURS)

The TAs Office is in the basement of No. Life Sciences, Room 26A

	Monday	Tuesday	Wednesday	Thursday
SECTION TIMES:	12-12:50 (MJ) LS-111	12-12:50 (DW) LS-244	12-12:50 (MJ) LS-111	12-12:50 (DW) LS-244
(Students must attend the section they are registered for)				

SUPERVISING INSTRUCTORS: Lorah Bodie, Ed.D. email: lbodie@sciences.sdsu.edu
Office: LS 153, Office Hours: By appointment.
Phone: 619-594-0193; Fax: 619-594-1332.

Cathie Atkins, Ph.D. email: catkins@sunstroke.sdsu.edu

COURSE OVERVIEW:

Psychology 495 is a service-learning course that places students with selected community-based agencies, where they volunteer as an intern to earn part of their course credit. Students are supervised by both the Course Instructor and an agency Site Supervisor. For students interested in becoming clinical psychologists, social workers, therapists, counselors, special education teachers, or other helping professionals, this course provides a the unique opportunity to gain valuable field experience while helping others. Each week students are required to attend class for 50 minutes, and work at their field placement as an intern for 4 hours. Students will serve as an assistant, working with an individual or individuals at a community agency throughout the semester, facilitating the achievement of client and agency goals. They will observe and learn about the agency and the people it serves, and submit course deliverables based on the course content, class discussions, presentations, observations, and field experience.

Academic and Civic Learning Outcomes:

- Enhance ability to distinguish among various types of mental disorders and the possible causes of certain behaviors
- Gain exposure to appropriate treatment strategies through course content and work experience in the field
- Apply academic knowledge in real-world situations
- Synthesize reflections with course instructors, peers, and site personnel, through participation in ongoing dialogues
- Fine-tune career goals based on experiencing first-hand the challenges and rewards of working as a health professional
- Understand the importance of the ethics and responsibilities related to helping professions
- Contribute to the off-campus community by providing service in areas of need
- Develop a commitment to long-term social change through active participation

IMPORTANT TO NOTE:

- **It is the students' responsibility to review the contents of this syllabus and the course Blackboard site and seek clarification as needed.** The instructors reserve the right to make changes to the course content, schedule, and/or requirements.
- **Check email and the course Blackboard site regularly for announcements;** make sure SDSU has your correct email address.
- **To receive credit for this course, students need to complete a minimum of 40 hours of fieldwork.** Fieldwork hours missed (due to illness, weather, etc.) must be made up. It is not uncommon for changes to arise in working with the agencies and companions, so **flexibility is key**. **It is the students' responsibility to ensure (before the drop deadline) that they have the time and flexibility to complete all of the course requirements.**
- It is important to get paperwork (signed **Service Learning Plan**) and administrative tasks (**fingerprinting, TB testing, and drug screens**, if required) taken care of as quickly as possible so that fieldwork can begin on schedule.

Notice for Students with Disabilities: Students who need accommodations for disabilities should contact Student Disability Services at 619-594-6473 (<http://www.sa.sdsu.edu/sds/index.html>), prior to the beginning of classes to make arrangements for accommodations, and contact their TA privately at the start of the semester to discuss specific accommodations for which they have received authorization.

COURSE CONTENT:

The content for this course comes from the Surgeon General's Report on Mental Health, the Course "Reader" (a compilation of various research articles, fact sheets, news reports and popular press articles) topic handouts, and videos. All materials, with the exception of the PSY 495 Course "Reader," can be accessed from the course Blackboard site. **The "Reader" can be purchased from the SDSU Bookstore, under Dr. Lorah Bodie's name as the author.**

Reading assignments begin the first week of class and are noted by week on page 3 of the syllabus. The course Blackboard site includes a **Weekly Reading Guide** that outlines the readings for each week and highlights important points from the readings that students should focus on to prepare for the quizzes and class discussions.

POINT SYSTEM:

In addition to completing at least 40 hours of documented volunteer work in the field, 420 course points must be earned to receive credit for this course. Course points are based on class attendance and participation, six written 1-page journals, a final project/paper, and weekly online quizzes. Details of these assignments will be explained by the course TA and will be posted on the course Blackboard site.

GRADE BREAKDOWN:

✓	Class Attendance and Participation (10 points per class)	150 points
✓	Weekly Quizzes (10 points per class)	150 points
✓	Six Journals (10 points each)	60 points
✓	Group Project/Presentation	60 points
✓	Final Project/Paper	80 points
Grand Total:		500 points

Note: The minimum number of points needed to receive credit for this class is 420 points

FIELDWORK HOURS VERIFICATION:

Hours Verification forms, signed by the agency supervisor, **MUST BE** submitted to the course TA, **IN CLASS** on weeks 11 and 15. Hours missed due to illness, weather, etc., must be made up in time to meet these deadlines. Students must complete a minimum of 40 hours of volunteer fieldwork by the end of the term to receive credit for the course.

ATTENDANCE AND PARTICIPATION:

Since this is a special study class, it requires 50 minutes of class instruction each week. Class attendance (at your section) and participation in class discussions are very important ***Note that if you miss four classes (and therefore lose the 20 points for attendance, participation, and the quiz) you will not pass the course, unless you earn 100% of the points in all other areas.***

QUIZZES:

Quizzes will be made available on the course Blackboard site the day before each class period, and will be based on the readings and videos for that week as specified in the weekly schedule posted on page 3. No make-up quizzes will be given unless official documentation of the illness or emergency is provided (e.g. doctor's note), or unless special arrangements have been made in advance with the TA for an alternate time.

GROUP PRESENTATIONS:

Students will be assigned to groups based on agency assignments and the characteristics of the populations served by our agencies. Each group will create and deliver a multi-media presentation related to the topics noted in the schedule beginning on week 6.

JOURNALS AND FINAL PROJECT/PAPER:

Students are required to write six journal essays, and produce a final project/paper. These assignments are to be **submitted by email to your TA** and are **due by noon (12:00pm) on the day of your class**, as noted in the schedule beginning on page 3.

Formatting guidelines are located in the Journal and Final Paper Guideline documents, which are posted on the course Blackboard site: Spelling and grammar is important. Grading will be based on quality of writing as well as well as quality of thinking and expression of thought. **NOTE: FOR CONFIDENTIALITY REASONS, PLEASE DO NOT IDENTIFY CLIENTS/COMPANIONS BY NAME.**

Note: Unless special arrangements are made with the TA in advance, **late assignments are penalized.** Assignments not submitted when due, can be turned in the following week for 1/2 credit. Written assignments will not be accepted if they are more than one week late.

PROFESSIONALISM:

A key component of the course is professionalism. In the context of this class, students have responsibilities to their agency, their agency's clients, SDSU, their classmates, and themselves. One of the goals of the class is to instill in students a sense of the importance of the ethics and responsibilities of a helping professional. Students must **keep all client information confidential at all times**. Another key aspect of professionalism is **following through with all commitments** (to the agencies, the clients, and the class.) Our community partners and their clients depend on student interns to be dependable, arriving on time, with a positive attitude, prepared to work. It is the responsibility of each student to determine who should be notified at the agency in regards to schedule changes and how best to contact them.

Students should turn the ringer off on their phones while at the agency site, and not be making or answering personal phone calls, texting, or engaging in other personal activities during volunteer hours. Professionalism and the necessity of following through with commitments are so important that students who behave in an unprofessional manner may be dropped from the course.

Lastly, although many of the agencies allow somewhat casual dress, it is important to appear neat, clean, and professional at all times. Clothing that is tight or revealing and footwear such as flip-flops should never be worn while volunteering in the field. Students who are unsure about how to dress appropriately should ask their Site Supervisor. **When in doubt, dress in business-casual attire** (http://humanresources.about.com/od/workrelationships/a/dress_code.htm).

PREPARATION for Quizzes and Class Discussions: After completing the readings and viewing the video(s) list for each week, students should be prepared to take the quiz and come to class prepared to talk about:

1. The take-away points, key issues you think are important to remember
2. What was most interesting and why
3. What was puzzling or unclear
4. How the content relates to situations experienced in the field

Annenberg Video Links: **Discovering Psychology** <http://www.learner.org/resources/series138.html>
The World of Abnormal Psychology <http://www.learner.org/resources/series60.html>
The Mind <http://www.learner.org/resources/series150.html>
The Brain <http://www.learner.org/resources/series142.html>

Week #/Date	Class Topics and Activities	Readings and Videos, Assignments Due
Week #1 M 1-24 T 1-25 W 1-26 TH 1-27	Orientation to the course, syllabus, and agencies - Collect preferences and assign agencies (using lottery system) - Handout Learning Plan forms	Review welcome Email & Agency Info from Dr. Bodie Determine agency preferences (2-3) prior to 1 st class Video: YouTube- United We Serve – Jon Bon Jovi http://www.youtube.com/watch?v=6FgVOl8lWhI
Week #2 M 1-31 T 2-1 W 2-2 TH 2-3	Mental Health Care System and Multicultural Issues - Discuss take-away points from the readings	Read: Surgeon General's Report (SGR) pgs. 39-49, 73-91, Reader pgs. 1-3 Topic Handout
Week #3 M 2-07 T 2-08 W 2-09 TH 2-10	Mental Health Professions Helping, Boundaries, Ethics, and Confidentiality - Discuss take-away points from the readings - Address any placement issues (TB testing & fingerprinting)	Read: SGR pgs. 453-458, Topic Handout Read: SGR 437-440, Reader pgs. 5-13, Topic Handout Video: Annenberg – Discovering Psych # 21
Week #4 M 2-14 T 2-15 W 2-16 TH 2-17	Listening Skills and Setting Client Goals - Discuss take-away points from the readings - Collect Service Learning Plans	Read: Reader pgs. 15-31, Topic Handouts Video: Annenberg – Discovering Psych # 22 Due: Learning Plan signed by Site Supervisor Due: Journal #1 – Expectations
Week #5 M 2-21 T 2-22 W 2-23 TH 2-24	Mental Health and Mental Illness (Biopsychosocial Model) - Discuss take-away points from the readings and videos - Share Service Learning experiences	Read: SGR pgs. 3-9, 49-54, 63-64, Reader pgs. 33-36, Topic Handout Video: Annenberg – Discovering Psych # 23 Video: Annenberg – Abnormal Psych # 1
Week #6 M 2-28 T 3-01 W 3-02	At-Risk Youth, Child Abuse, and Domestic Violence - Discuss take-away points from the readings - Share Service Learning experiences	Read: SGR pgs. 129-132, 231-232, Reader pgs. 37-49, Topic Handouts Due: Journal #2 – Intro to your Agency

TH	3-03	- Group Presentation	
M	Week #7 3-07	ADHD, Learning Disorders, and Disruptive Behavior Disorders	Read: SGR pgs. 142-150, 164-166, Reader pgs. 51-56, Topic Handouts
T	3-08	- Discuss take-away points from the readings and video	Video: Annenberg – Abnormal Psych # 11
W	3-09	- Share Service Learning (SL) experiences	
TH	3-10	- Group Presentation	Due: Journal #3 – Intro to agency client(s)
M	Week #8 3-14	Autism	Read: SGR pgs. 163-164, Topic Handout
T	3-15	- Discuss take-away points from the readings and videos	Video: Autism: The child who couldn't play
W	3-16	- Share Service Learning experiences	Video: YouTube - Temple Grandin – The woman who thinks like a cow – Parts 1 through 5
TH	3-17	- Group Presentation	http://www.youtube.com/watch?v=46ycu3JFRrA Video: Autism Angel – Carly Fleischmann http://www.youtube.com/watch?v=34xoYwLNpww&feature=share
M	Week #9 3-21	Mood Disorders and Suicide	Read: SGR pgs. 150-163, 244-248, Topic Handout
T	3-22	- Discuss take-away points from the readings and videos	Video: Annenberg – Abnormal Psych # 8
W	3-23	- Share Service Learning experiences	Video: Annenberg - The Mind # 31
TH	3-24	- Group Presentation	Video: Remembering Evan http://www.youtube.com/watch?v=zo-EI98rDdg&feature=related Due: Journal #4 (DAP)
	Week #10	Spring Break	
M	Week #11 4-04	Schizophrenia	Read: SGR pgs. 269-285, Topic Handout
T	4-05	- Discuss take-away points from the readings and videos	Video: Annenberg – The Brain #s 27 & 28
W	4-06	- Share Service Learning experiences	Video: Annenberg – Abnormal Psych # 9
TH	4-07	- Group Presentation	Due: Journal #5 (DAP) Due: 1st Hours Verification Sheet
M	Week #12 4-11	Anxiety Disorders	Read: SGR pgs., 233-243, Topic Handout
T	4-12	- Discuss take-away points from the readings and videos	Video: Annenberg – Abnormal Psych # 3
W	4-13	- Share Service Learning experiences	
TH	4-14	- Group Presentation	
M	Week #13 4-18	Addiction and Substance Abuse	Video: Annenberg - The Mind #s 5, 6, 29, 30
T	4-19	- Discuss take-away points from the videos	Video (Optional): Annenberg – Abnormal Psych # 6
W	4-20	- Share Service Learning experiences	
TH	4-21	- Group Presentation	Due: Journal #6 (DAP)
M	Week #14 4-25	Disorders Affecting the Elderly	Read: SGR pgs. 339-364, Reader pgs. 61-62, Topic Handouts
T	4-26	- Discuss take-away points from the readings and videos	Video: Annenberg – The Brain #19
W	4-27	- Share Service Learning experiences	Video: Annenberg – Discovering Psych # 18
TH	4-28	- Group Presentation	Video: Annenberg - The Mind # 19
M	Week #15 5-02	Adjusting to Vision Loss and Blindness	Read: Psychosocial Aspects of the Adjustment Process http://tinyurl.com/24wwbg9
T	5-03	- Discuss take-away points from the readings	Reader pgs. 63-69
W	5-04	- Share Service Learning experiences	Video: Ben Underwood Intro Video http://www.youtube.com/watch?v=XUXh-X1iveU
TH	5-05	- Group Presentation	Due: 2nd Hours Verification Sheet Due: Final Project/Paper – What have you learned?
M	Week #16 5-09	Wrap-up and Student Input for Course Improvement	
T	5-10		
W	5-11		
TH	5-12		