

Rutgers – The State University

Department of Psychology, Faculty of Arts & Sciences

Course Title: Internship & Seminar in Applied, School, & Community Psychology —
Fall 2012

Course No.: 830:493, 494

Coordinator: Dr. M. Elias (RutgersMJE@AOL.COM)
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Topical Outline

<u>Date</u>	<u>Topic</u>	<u>Assignment Due</u>
9/10	Introduction, Entry, & Requirements	Stages of Fieldwork chapter
9/17	Getting Started	Read Lauffer 2 nd Ed p. 13-46; Read Ethical Principles Mandatory email check in
9/24	Understanding Your Placement Settings & Your Role as Interns; The Meaning and Nature of Public Service Settings	Hope pp.1-43; Sarason p. 14-20 Submit Letter of Confirmation Submit Applied Reading #2 (from supervisor)
10/1	Pick Up Feedback on Assignment	Mandatory E-mail Check In Submit Applied Reading #1 on Ethics;
10/8	Initial Client & Staff Contacts	Read Faiver Chapter on Helping; Lauffer 2 nd Ed p 47-62; Hope pp. 43-68; Submit Learning Goals Report
10/15	Gathering Information: Multilevel Assessment of Individuals & Organizations; Assign Organizational Assessment	Applied Reading #3- everyone reads and writes up Hope pp. 69-138; Read Lauffer 3 rd Ed p. 324-339

Read Elias & Tobias FIG TESPN
Chapter and **bring to class**

10/22	Individuals, Families, & Organizations in Crisis; Org. Leadership, Management	Gerig Chapter on Multicultural Applied Reading #4 (your choice) Lauffer 3 rd Ed pp. 210-15, 220-39, 244, 250-58, 265-68 Deadline for Applied Readings 1-3
10/29	Creating Change in Persons & Settings	Applied Reading #5 Kouzes and Mico on Domain Theory Mandatory Submission of Learning Goals Progress Report
11/5	Plan Student Presentations for Work Sample Assignment; Determine presentation dates; Issues related to grad school	Have Supervisors Complete Evaluations; Submit Self-Evaluation Deadline for all applied readings
11/12	Pick Up Feedback on Assignments Prepare presentations	Mandatory E-mail Check In Submit Organizational Assessment
11/19	Student Presentations Crossover Assignment	Lauffer 2 nd Ed pp. 115-129
11/26	Student Presentations	Reread <u>Stages of Fieldwork</u>
12/3	Student Presentations	Sweitzer Chapter on Culmination
12/10	Completion	Submit Summary Reflections; Submit Supervisor Form & Self Evaluation Update; Obtain Letter of Completion for YOUR records; Submit Crossover Interview Summary Course Evaluation e-deadline

Notes

Submitting Assignments

Dr. Elias' Section: Any course work turned into the instructor's INTERNSHIP mail box (in the departmental office) **MUST** be initialed and dated by one of the departmental secretaries in Tillett Hall, Livingston Campus. Staff office hours are 8:30-4:30, closed 12-1 for lunch.

Alyssa and Jen's Section: We prefer that you submit assignments to us in hardcopy form during class times. But for any reason you would like to submit assignments at other times, you can put them in our mailboxes, which are located in the GSAPP student lounge in the Psychology Building on Busch campus or send them to us electronically through email.

Plagiarism

It is your responsibility to avoid plagiarism, which is becoming all too common, intentionally and accidentally, in this age of digital, cut and paste, copied and relabeled media. Please look at <http://gervaseprograms.georgetown.edu/honor/system/53377.html> for excellent information about plagiarism. If you are not sure whether something is plagiarism or not, please feel free to check with me. It's better to be unoriginal and honest, than to plagiarize. Remember, the University and individual faculty use many anti-plagiarism filters on students' work, so the risks are higher than you may think.

Academic Expectations

1. Seminar Performance: Students are expected to attend all scheduled seminars at the University. If you cannot attend, you must email/call in advance, as well as follow up on what was missed by getting notes from a classmate. Students are expected to come to class having reviewed their written journals, completed the assigned readings, and prepared to hand in written assignments. (****Written assignments are graded on a check plus, check, check minus scale. In order to get a check plus you must follow the assignment guidelines of what to include, stay within the page specifications, it must be written in your own words & be well written (no grammatical errors, etc), typed, and be handed in on time. If you receive a check minus, you will be asked to redo the assignment)** **It is expected that students will ask questions of each other and the Instructors and share their experiences at their placement settings. Presentation of one's work sample and reactions to others' presentations will be particularly important.** (% of course grade = 25%)

2.Placement Performance: Students will be evaluated by their on-site supervisors twice during the semester. The Final Evaluation Form (with students' comments), students' self-evaluation of performance at the setting and of progress made on learning goals, and input to the Instructors from staff at the placement setting will comprise criteria for measuring placement performances. (% of course grade = 60%)

3.Summary Paper: This paper will integrate students' experiences and growth in several areas, including (a) academic knowledge; (b) application of techniques; and (c) personal & professional competence. The paper should also reflect one's understanding of the setting & the relationship of the setting to the wider community. (% of course grade = 15%)

Connection of the Internship and Seminar to 21st Century Learning Goals

Through the Internship and Seminar, you will develop skills in the following areas related to 21st Century Learning goals and challenges:

- Analyze the degree to which forms of human difference shape a person's experiences of and perspectives on the world.
- Analyze a contemporary global issue from a multidisciplinary perspective.
- Apply concepts about human and social behavior to particular questions or situations.
- Examine critically philosophical and other theoretical issues concerning the nature of reality, human experience, knowledge, value, and/or cultural production.
- Communicate complex ideas effectively, in standard written English, to a general audience.
- Communicate effectively in modes appropriate to a discipline or area of inquiry.
- Analyze and synthesize information and ideas from multiple sources to generate new insights.

Required Text

Brendtro, L., Brokenleg, M., & Van Bockern, S. (2002). *Reclaiming youth at risk: Our hope for the future* (Rev. Ed.). Bloomington, IN: National Education Service.

Required Readings

***Required Readings are available through eCollege, at <http://ecollege.rutgers.edu/index2.jsp>

Elias, M. J., & Tobias, S. E. (1996). *Social problem solving interventions in the schools*. New York: Guilford Press, pp. 52- 59 on FIG TESPN model of problem solving interviewing.

Ethical Principles of Psychologists (2003 revision). <http://www.apa.org/ethics/code2002.html>

Faiver, C., Eisengart, S., & Colonna, R. (2004). Understanding how to help. In C. Faiver et al., *The counselor intern's handbook* (3rd ed.) (pp. 66-85). Belmont, CA: Brooks/Cole-Thompson.

Gerig, M. (2007). Professional practice in multicultural contexts. In M. Gerig, *Foundations for mental health and community counseling: An introduction to the profession* (pp. 160-183). Upper Saddle River, NJ: Pearson.

Kouzes, J. M. & Mico, P. R. (1979). Domain theory: An introduction to organizational behavior in human service organizations. *The Journal of Applied Behavioral Science*, pages 449-467.

Lauffer, A. (2011). *Understanding your social agency* (2nd & 3rd ed.). [excerpts noted on syllabus] Thousand Oaks, CA: SAGE.

Sarason, S. B. (1986). *Revisiting "The culture of the school and the problem of change."* New York: Teachers College Press, pages 14-20.

Sperry, L., Carlson, J., Lewis, J., & Englar-Carlson, M. (2005). Strategies and skills of the health counseling process. In L Sperry et al., *Health promotion and health counseling: Effective counseling and psychotherapeutic strategies* (2nd ed.) (pp. 56-90). Boston: Pearson.

Sweitzer, H. F., & King, M. (2004). Traveling the last mile: The culmination stage. In H. F. Sweitzer and M. King, *The successful internship: Transformation and empowerment in experiential learning* (2nd ed) (pp. 263-281). Belmont, CA: Brooks/Cole-Thompson.

Suelzle, M., & Borzak, L. (1981). Stages of fieldwork. In L. Borzak (Ed.), *Field study: A sourcebook for experiential learning* (pp. 136-150). Beverly Hills, CA.: SAGE.

Other readings and web readings, as determined by interest, placement setting, and availability.

RUTGERS UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
Internship in Applied, School, and Community Psychology
Explanation of Class Assignments

Maurice J. Elias, Ph.D.
Coordinator

1. Letter of Confirmation

After your initial Internship arrangements have been made, obtain from your supervisor a letter on the letterhead of your setting, in this format:

"This letter is to confirm that _____ has been accepted as an Intern for the _____ semester at _____. He/she will work _____ (specify days, hours) and the approximate date of completion is _____ (last day of classes at Rutgers). His/her primary supervisor will be _____. Duties will include _____."

2. Journal of Experiences

Each student is expected to keep a journal or log of experiences at the place setting. This journal is a place to enter questions, comments, elation, frustration, emotional reactions, observations — anything that strikes you as worth reflecting about or remembering. Some entry must be made each day. Journals should be reviewed to prepare for weekly seminars and on-site supervision. They will be invaluable for completing the final paper. They will never be collected, to ensure your uninhibited honesty. You may, of course, elect to show your journal to the Internship Coordinator and/or on-site supervisor, with complete confidentiality.

3. Applied Readings

You will be asked to do Applied Readings by the Coordinator that are highly specific to your placement setting's activities. These MUST be journal articles, books, or chapters and must be approved in advance. They cannot be pamphlets. If they come from the Internet, they must be from journals or from professional web sites. If you are not sure if something is appropriate, check first. Otherwise, you may find yourself doing another reading. Note that this is NOT intended to replace readings that your on-site supervisors give you. Those are of special importance and can be readings of any kind. For the Internship Seminar, the goal is to ensure that you are reading within the established professional literature regarding your placements. Applied Reading #1 is based on the Ethical Principles, asking you to select 2 General Principles and focus on their application in your setting, with specific instructions provided in class; Applied Reading #3 comes from selected pages in the Hope textbook that we use, and everyone reads the same thing and writes about it. Applied Readings 2, 4, and 5 are articles focused specifically on your setting. Applied Reading #2 is usually based on something given to you by your on-site supervisor; Applied Reading #4 can be as well, but #5 must be something of YOUR choosing.

How to Write Up Applied Readings #2-5: For each assigned Applied Reading on the syllabus, submit a **1-2 page** summary of the reading **AND** a **2 page** discussion of how the reading applies to your particular setting or activities. Anything of shorter length will be returned to you for revision.

4. Learning Goals

List in specific behavioral terms the knowledge, techniques, understanding, attitudes, or skills you wish to obtain during the Internship. Include goals for the seminar as well as the placement. **List no more than 8 goals.** For each goal, list the specific steps you will take toward accomplishing it — this is your action plan. Finally, for each step in the plan, list a target completion date. Use the following as a guide . Keep a copy for your reference. Note the Debbie Korn sample that was distributed as a model.

<u>Goal</u>	<u>Action Plan</u>	<u>Dates</u>
1. to learn about family therapy	1. arrange to observe session or see videotape	2/1
	2. ask supervisor & coordinator for readings	2/6
	3. obtain readings & begin	2/13
	4. discuss observed session	2/15
2. to interact with staff in a more confident and professional manner	1. observe staff interactions	2/1
	2. discuss issue with supervisor	2/6
	3. make short statement or comment at informal meeting	2/13
	4. make comment at formal meeting	3/2
	5. raise agenda item or issue at formal meeting	3/23

5. Organizational Assessment

Using the assigned readings in Lauffer and handouts as a guideline, this task involves: (a) Briefly describing the history and mandate of your setting. Why was this department, school, program, or classroom created? What is their mission/goals? (about 2 pgs) (b) Obtaining or constructing a formal organizational chart of your setting with 1-2 paragraphs of explanation as needed; (c) Constructing a diagram of the informal organizational structure as it presently appears to you; be creative and include several paragraphs of explanation; (d) Based on the handout at the eCollege class web site on Organizational Assessment Questions, ask 2-3 questions of 2 different staff members on each of these topics, modifying the questions as needed for your specific context: staff perspectives on themselves and their agency; staff views of clients; clients' or constituents' perspectives (if you are not allowed to ask students/young children, then indicate what you think their responses would be); write up 1-2 paragraphs on each set of questions, comparing and contrasting responses and perspectives; do not provide a transcript of the interviews; and (e) a brief section on conclusions or other observations (1 pg, can be bullet points).

6. Learning Goals Progress Report

Begin with a specific listing of accomplishments toward meeting the learning goals as previously stated. Discuss briefly any obstacles or other relevant issues. Then submit current learning goals using the format above. Revisions can be in the goals, number or nature of action steps, dates, etc. Keep a copy for your reference — this serves as the basis for subsequent progress reports. Note the sample by Sharon that was distributed as a sample.

7. Crossover Interview

You will be asked to interview someone in your setting who is working at an organizational level that is higher than your supervisor; ideally, this person will be a

director or other leader. This person may be a staff member, director, board member, client, etc. Specific assignments will be made in the seminar. Submit a 1–2 page summary of the interview and its career implications for you.

8. Work Sample

The work sample is an oral report lasting between 20 and 30 minutes, depending on the number of students presenting. **Because the work sample is designed to simulate a professional conference presentation, strict time limits will be imposed.** Different formats will be provided appropriate to your specific setting. The objective of this assignment is for you to teach your classmates some specific skills (conceptual and/or practical) that you apply in your internship setting. Examples include a case presentation; conducting a workshop on funding or advocacy; teaching how to score and interpret a psychological assessment. A 2–3 page typed, double-spaced summary of your presentation should also be submitted no later than the time of your report. Members of the same setting or related settings can and usually do collaborate on a Work Sample presentation. Keep a copy for your records.

9. Final Reflective Paper

The reflective paper is intended to help you integrate your experiences as an Intern. Write it as if you were talking to a prospective Intern about your experiences, to convey something of the process and the highlights. The following areas should be included: academic learning, applied techniques, personal and professional growth, and your evolving understanding of the agency.

For the first three areas, the reader should be able to detect concepts discussed in class, ideas from required or other readings, specific situations, interactions, and persons that influenced the Intern's learning, and some reflection on where the Intern "began" and progressed to during the semester. The "Stages of Fieldwork" article should be quite useful in organizing this.

For the fourth area, the student should refer to assigned readings, and reconsider the informal organizational structure chart completed earlier in the year; using Lauffer Ch. 8 and Ch. 10 as a guideline, students should consider about the relationship of the setting to the larger community, and think about and address these questions:

1. How effective is your organization at meeting its goals (how does the organization determine its goals and measure its effectiveness)? and
2. What would you recommend for improving your organization's effectiveness? What would you do differently if you were your supervisor and/or someone in a director's position in the agency? Why?

The reflective paper is not a research project and should draw from your internship experiences as well as your experiences with other courses at Rutgers. The paper should be about 10 typed double-spaced pages. At least 2–3 pages should be devoted to your reflections about what you have learned about yourself as a person and a future professional and should include some comment about what you did that you are most proud during the Internship, and what you found most surprising.

10. Letter of Completion

Before concluding the Internship, have your supervisor provide to you a brief typed letter, on agency letterhead, stating that you have successfully completed your internship, from date _____ to date _____, and that your work was supervised by _____. **YOU ARRANGE WITH YOUR SUPERVISOR TO GET THIS LETTER FOR YOURSELF AND KEEP IT** so you can attach to your resume and applications for graduate school and jobs. I do NOT want or need a copy.