

Internship Seminar Syllabus
Rutgers University
Spring Semester 2014
01:830:101:494

Internship and Seminar in Applied, School, and Community Psychology
Course number: 830:493, 830:494

Instructor: Dr. Marina Gelfand
Time: **Monday 6:30-9:00 p.m.**
Location: **Tillett Hall room 251**

Office: Tillett Hall room 315
Office hours: Tuesday 1:45-2:45 and by appointment
E-mail: marina.gelfand@rutgers.edu

Required Texts

Brendtro, L., Brokenleg, M., & Van Bockern, S. (2002). *Reclaiming youth at risk: Our hope for the future* (Rev. Ed.). Bloomington, IN: National Education Service. ISBN 1879639866 or 187963905X

Sweitzer, H.F. & King, M. (2004). *The successful internship: Transformation and empowerment in experiential learning* (2nd ed). Belmont, CA: Brooks/Cole-Thompson. ISBN 0534558798

Additional readings will be available on Sakai

Course Goals

This is a writing-intensive 400-level course that accompanies a 2- or 3-day per week internship placement (companion course 830:493). This course has three over-arching goals:

- 1) For interns to develop skills and knowledge related to the field of psychology in general – to improve skills and deepen their understanding in the areas of assessment, counseling, professionalism, psychological theory and intervention, civic responsibility, focus on community, etc.
- 2) For interns to develop skills and knowledge in areas specific to the site setting or population – e.g. special education, trauma, cognitive impairment, inpatient milieu, etc., in addition to understanding and analyzing the sites' organizational structure.
- 3) For interns to process their own feelings and experiences as they proceed through the internship (and to share with their classmates so that all interns benefit from the experiences of the other), increasing self-awareness and understanding of others.

Students accepted into the program are expected to function as participant/conceptualizers. In this role, they will be working to:

1. improve their observational and analytic skills with respect to the functioning of the organization in which they are placed.
2. learn to interact effectively with professional staff and clients.
3. develop consultation skills and skills in interacting with community agencies and groups.
4. learn to effectively use individual and/or group supervision.
5. understand the placement setting as a system, including the interrelationship of the setting with the community.
6. acquire specific professional skills essential for beginning career roles in the settings in which they are placed.
7. familiarize themselves with positive mental health practices and primary and secondary prevention of behavioral, social, and emotional difficulties, and begin to learn how to implement these approaches.
8. expand and broaden their appreciation of the multiple roles of the professional in a human service setting.
9. understand their strengths and weaknesses in the study and practice of applied, school, and community psychology.
10. stimulate their awareness and careful planning of future career goals.

Seminar Course Policies

Attendance

Students are expected to attend all scheduled seminars. 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. You are allowed one unexcused absence.

Arriving late/leaving early

You are expected to arrive to class on time and stay for the length of the class. If you do need to arrive late or leave early, please do so in the least disruptive manner possible. Missing a half hour or more of class constitutes an absence.

Class participation

There will be considerable time allotted in class for students to share their experience at their respective placement settings. It is expected that students will both contribute to these

discussions as well as provide feedback to their peers. At the end of the semester, an oral presentation of a work sample and reactions to others' presentations will be required. Participation is an integral component of the course, and will be reflected in your course grade.

Communication

Given the nature of the internship, there is frequent communication between all parties involved. Students are expected to respond to communication from the site and from the Internship Coordinator in a timely manner. Failure to do so will lower both your seminar grade and your internship grade.

MAKE SURE to read the announcements on Sakai. This is a fluid class due to changes in pacing and there may be important changes and clarifications in assignments and readings. You are responsible for all changes announced.

In the event of inclement weather, if you do not hear from me, assume that class is on as scheduled. I will always make an announcement on Sakai if class is cancelled.

Submitting Assignments

Assignments should be submitted in hardcopy form in class on the day they are due. If for whatever reason you would like to submit the assignment before class, you may put it in my mailbox in the psychology department office in Tillett Hall, Livingston campus. Please have one of the department secretaries initial and date your submission. Staff office hours are 8:30-4:30, closed 12-1 for lunch.

A copy of your assignment should also be e-mailed to me or uploaded to Sakai. After class or the following morning is fine.

Grading

Students receive separate grades for seminar performance and placement performance. The seminar, 830:494, is worth 3 credits. The internship component depends on number of days at the internship; for two days it is 3 credits; for three days it is 6 credits.

All assignments in seminar (with the exception of the Final Reflection Paper) are graded on a check plus, check, check minus scale. In order to receive a check plus, assignments must: follow the assignment guidelines, stay within the page specifications, be written in your own words, be well written (no grammatical errors, etc), typed, and be handed in on time. Students who receive a check minus will be asked to redo the assignment.

Seminar grading

Seminar requirements and grade breakdown:

Applied Readings: 15%

Self-assessment and Learning Goals: 15%

Organizational Assessment: 15%

Crossover Interview: 15%

Oral Presentation/Work Sample: 15%

Final Reflection Paper: 25%

Internship performance grading

Placement Performance: Students will be evaluated by their on-site supervisors twice during the semester: once informally mid-semester, and once formally, in writing, at the end of the semester. Students also be evaluating themselves twice and commenting on their supervisors' evaluation. Final internship grades will be based on the final evaluation form (with student comments), students' self-evaluation of performance at the setting, progress made on learning goals, and input to the Internship Coordinator from staff at the placement setting. In addition to clinical performance, matters of professionalism will be extremely important in the evaluation process (punctuality, confidentiality, abiding by site rules and regulations, etc.).

Cheating and plagiarism

Cheating and plagiarism are taken very seriously at Rutgers. Please familiarize yourself with the policy: <http://ctaar.rutgers.edu/integrity/policy.html>. It is your responsibility to avoid plagiarism, which is becoming all too common, intentionally and accidentally, in this age of digital, cut and pasted, copied, and relabeled media. See <http://gervaseprograms.georgetown.edu/honor/system/53377.html> - it is an excellent resource about plagiarism.

Counseling

College can be an overwhelming time. This class can also trigger strong emotions. If you find yourself having a difficult time coping, please refer to <http://rhscaps.rutgers.edu/> where you can see an overview of support services available at Rutgers.

Course Schedule

By continuing your enrollment in the course, you are accepting the terms of this syllabus.

Date	Topic	Assignment Due
1/27/14	Introduction to seminar, internship, policies, procedures	
2/3/14	Stages of Fieldwork	Submit Self-Assessment Submit draft of Learning Goals Sweitzer and King chapter 1 Stages of Fieldwork chapter
2/10/14	Understanding yourself	Sweitzer and King chapters 3, 4, & 5 Reclaiming Youth at Risk pp 1-41 Informal personality inventories
2/17/14	Understanding your site: clients, colleagues, supervisor Ethics and boundaries	Submit Applied Reading #1 Submit Learning Goals Submit Letter of Confirmation Sweitzer and King chapters 6, 7, & 13 Read Ethical Principles Sarason reading
2/24/14	Getting to know your site: organizational structure	Sweitzer and King chapters 8 & 9 Reclaiming Youth at Risk pp. 43-68 Readings by Lauffer
3/3/14	Reclaiming Youth – discussion and implications Multiculturalism	Submit Applied Reading #2 Reclaiming Youth at Risk pp. 69-138 Gerig chapter on multiculturalism
3/10/14	Techniques and Interventions	Feiver Chapter on Helping Submit Organizational Assessment by 3/15 at 1 p.m.
3/17/14	No class or internship – Spring Break	-----no assignments-----
3/24/14	Emotional Intelligence Guest speaker – Dr. Maurice Elias	Informal Supervisor Form and first Self-Evaluation completed by end of this week Sweitzer and King chapter 10 Readings by Dr. Maurice Elias

3/31/14	Scheduling of student presentations Assessing progress and performance	Submission of Learning Goals Progress Report Sweitzer and King chapters 11 & 12 Submit Applied Reading #3
4/7/14	Catch up day, issues related to graduate school and other applied topics	TBA
4/14/14	Preparation for student presentations	Mandatory e-mail check in Submit Applied Reading #4
4/21/14	Preparation for student presentations	Mandatory e-mail check in
4/28/14	Student Presentations Getting ready to wrap up	Reread Stages of Fieldwork chapter Sweitzer and King chapter 14
5/5/14	Student Presentations Saying goodbye	Submit written Supervisor Form and second Self Evaluation Obtain Letter of Completion Submit Crossover Interview Summary