

SAMPLE PSY 398 (formerly PSY 383) APPLICATION FORM

Psychology Department Counseling/Clinical Internship (PSY 398) Attachment Form

Student's name: _____ Course faculty: Dr. (Cathryn) Ashley Borders

Course #: (check one) PSY398 PSY399 PSY487

Semester for which you are applying: (check one) Fall Spring Summer

1. Previous internships completed for COURSE CREDIT (e.g., 398 -formerly PSY 383, 399, 487 -formerly PSY 499): **The top row below is an example.. Students will overwrite the top row, or delete it and leave the table blank if no internships have been completed. Non-psychology internships should also be included here.**

Semester and Year	Internship Site	Affiliated PSY course	# Units (1 unit=4 credits)
Fall 2018	Lifeback	PSY 399	1

2. On-Site Activities

Please list the primary ON-SITE ACTIVITIES or TASKS required for this Internship. (These can be found in your on-site supervisor's *Letter of Intent*.) Your on-site supervisor will be asked to evaluate your performance on these tasks.

INSTRUCTIONS: The table below has examples to use as a model. Students will delete what is here and enter tasks and activities that match what is specified in the on-site supervisor's Letter of Intent.

TASK * Should be consistent with those in the Letter of Intent.	Brief description of activities
Co-facilitating community meetings	Assist the staff with the facilitation of community meetings, in which patients come together to discuss their current rules and living conditions, raise any issues they may have, as well as organize group activities.
Attending treatment rounds	Assist the staff with attending to treatment rounds by helping with the facilitation of weigh-ins and other medical needs.
Interacting with patients in milieu to provide support, encouragement, and redirection	Interacting with patients throughout meal times, community meetings, and group activities by engaging them in conversation, supporting and encouraging them through times of difficulty, and redirecting them towards a positive outlook on recovery.
Clerical duties to support unit activities and documentation to support above activities	Attend to the clerical duties that need to be completed for a particular day, such as copying, filing, faxing, etc. Additionally, the documentation of all the above activities that are performed on the unit will occur.

3. Assessments:

All interns will be assessed based on their performance in activities A through D. Additional assessments for this internship can be indicated at the end of the list (E and beyond) and will be included in the course syllabus that follows.

- A. **Journal:** You will complete a journal entry *each day* you attend your internship.
- B. **Evaluations** completed by on-site supervisor (mid-semester and end-of-semester).

- C. **Written paper for PSY398:** 10-12 page paper with 12 or more references. In the paper, you will consider aspect(s) of your placement in light of the professional psychology literature.
- D. **Internship survey:** At the end of your internship, you will complete an online internship survey (through Qualtrics). The 10-minute confidential survey asks questions about your internship site, supervisor, and what you did at the site. Psychology faculty will have access to your completed survey. Completed surveys (without your name) will also be placed into a binder in the psychology main office, so that other students who are looking for internships can read about your experiences and comments. Your completed survey will not be shared with your internship supervisor and will not be posted online. You will not receive a grade for the course until you complete this survey.
- E. **Other Assessments:** See attached syllabus below
- Class participation.
 - Reflection papers.
 - Class discussion.
 - Agency presentation.

4. Evaluation:

Please list 3-6 LEARNING OBJECTIVES for your internship. Specify how each learning objective will be assessed by referring to the assessments in the list above by letter (A-G; excluding E). A learning objective may have multiple associated assessments; each relevant assessment strategy **must appear at least once** in the Assessment Strategy column below. Learning objectives and assessment strategies will guide your progress throughout the internship and will be used to certify your successful completion of the internship.

Learning Objective	Assessment Strategy * Indicate relevant A-G strategies from Section 3
Psychological Understanding– interns will increase their understanding about etiology and treatments of particular clinical problems.	A, B, C, E
Critical Thinking – interns will critically analyze how treatment is provided at their internship sites and strengths/areas of improvement for themselves as well.	A, B, C, D, E
Oral and Written Communication –interns will have the opportunity to be in direct contact with patients and will consequently gain the appropriate skills in learning how to appropriately communicate with a specific patient population. Additionally, the intern will learn how to effectively communicate with supervisors and cooperating staff on a professional level. They will also learn how to discuss treatment issues in a supervision-type setting.	A, B, E
Applying Psychological Understanding –interns will apply information used in this and previous courses to better understand and work with patients and their treatment team.	B, C, D, E
Career Preparation –interns will gain insight into the psychological profession, which will help with future career plans.	A, B, C, D, E

Counseling and Clinical Field Experience Seminar (PSY 383 - now PSY 398)
Spring 2020
Monday and Thursday 9:30-10:50am, SSB room 009

INSTRUCTOR: Dr. (Cathryn) Ashley Borders (preferred pronouns: she/her)

OFFICE: Social Sciences Building, room 117

PHONE: 609-771-2291

EMAIL: borders@tcnj.edu

STUDENT HOURS: M and Th 11am-12noon, 1-2pm, and W mornings by appointment

I am available to meet with students during office hours and enjoy doing so. Please contact me if you are having difficulties with any aspect of this course and I will do my best to assist you. I will respond to email messages within 24 hours, except on weekends.

COURSE DESCRIPTION (from PAWS):

Field experience in a mental health setting, with classroom supervision of clinical activities. Students interested in counseling/clinical psychology will integrate knowledge from various courses as they apply concepts in a clinical setting. An appropriate piece of written work and oral presentation are required. Students must find their own placements in advance, and faculty approval of the placement is required. It is worth 1 unit (4 credits). This course meets for 3 hours per week. It is worth 1 unit (4 credits) because the students are engaged in additional learning experiences multiple times during the semester that take place off-campus (c).

COURSE PURPOSE AND LEARNING OBJECTIVES:

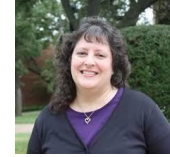
This course involves two components: regular class meetings and an individual field placement/internship. Each student works for 135 hours (approximately 9-10 hours per week) at an individual field placement/ internships providing direct services and supporting the work of mental health professionals under the guidance of a supervisor at the site. During class meetings, students share their individual experiences and explore common and unique challenges of counseling and clinical work. Assigned readings and other assignments are designed to build practical skills and to foster integration of academic and experiential learning. The learning in this course provides a foundation for considering whether a career in the helping professions meets one's individual career aspirations. The hands-on field experience is also viewed favorably by potential employers and graduate programs. PSY383 meets the field experience/internship requirement of the Counseling & Clinical Specialization, and thus is strongly recommended for students in that specialization; however, the course is open to all students.

This course fulfills the following Learning Outcomes: Written Communication (1), Oral Communication (2), Critical Analysis and Reasoning (5), Information Literacy (6), Ethical Reasoning and Compassion (10), Preparation to Participate in Civic Life (11), Psychological Knowledge (12), and Applying Psychology (13). Specific learning activities include reading empirical articles, writing reading responses, engaging in and leading class discussions, writing and revising papers, studying for tests, and preparing/giving oral presentations. Specific learning goals associated with these activities include:

PREREQUISITES: PSY 101 and PSY 217

REQUIRED MATERIALS:

- 1) B. N. Baird & D. Mollen. (2018). *Internship, Practicum, and Field Placement Handbook: A Guide for the Helping Professions* (8th edition). Routledge: New York.
- 2) All other required readings are available on Canvas.



COURSE WEBSITE: <https://tcnj.instructure.com/login>

Most course materials (e.g., the syllabus, projects assignments, readings) and all grades will be posted on Canvas. You will also use this website to turn in large written assignments. If you have trouble with Canvas, contact ITS (<http://account.tcnj.edu>) at (609) 771-2660.

SENSITIVITY: I am grateful for the presence and contributions of students of different immigration and citizenship statuses, countries of origin, race, ethnicity, religious affiliation, gender/sex, gender identity, sexual orientation, age, and dis/ability. Our diversity makes our intellectual community vibrant, rigorous, and creative. It is essential that we co-create a class atmosphere in which everyone feels respected and supported for sharing their ideas and experiences. This doesn't mean that we will feel comfortable all the time; instead, we will co-create a "brave" space, in which we have the courage to learn even if we are uncomfortable. Several ground rules will ensure that we can all get the most out of the course:

- *Respectful listening.* Listen to others with patience, openness, and respect. I ask that each student treat every person in the class with the respect with which they themselves would like to be treated. We won't always agree. This is a good thing! It's important that when we disagree, we do so thoughtfully, politely, and respectfully. Make sure you understand what the other person means to say. That means let them finish their points before you make your own and ask them questions if you need clarification. Offer evidence to support your position. Don't roll your eyes or sigh impatiently. Make sure people finish their points before you make your own. And please, no using cell phones or internet during class time.
- *Inclusiveness.* All of us have something interesting to bring to the table. Some of us are more naturally talkative than others, but I want to make sure everyone has the chance to talk in class. So please be sensitive to the dynamics of a discussion and whether everyone has the time/space to contribute.
- *Confidentiality.* To ensure that people feel that the class is a safe space, please keep any personal stories that people share in class confidential. Feel free however, to discuss the theories and research that we learn about with friends and family members!

DIVERSITY AND INCLUSION STATEMENT (adapted from a [statement](#) written by Monica Linden and Mary Wright, Brown University): In an ideal world, psychology would be objective. However, much of psychology is subjective and is historically built on a small subset of privileged voices and sources. In this class, we will make an effort to read papers from a diverse group of psychologists, but limits still exist on this diversity. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily rooted in the social and natural sciences. Integrating a diverse set of experiences is important for a more comprehensive understanding of psychology. Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

COURSE REQUIREMENTS:

Field Experience/Internship. The internship is a required element of the course. You must complete a minimum of 135 hours at an approved placement over the semester and attend at least one time per week **through the final week of the semester.** Working about 9-10 hours every week at the site (including academic breaks and finals week) should satisfy this course requirement. Your placement must meet the following criteria: 1) the placement must have a clinical or counseling focus; 2) you must have substantial direct contact with clients, patients, or consumers at the placement, observing and/or performing clinical- and/or counseling-related tasks; and 3) you must have a supervisor at the site who meets with you regularly to oversee your work. After you have secured the internship, your site supervisor will have to submit a letter (at the start of the placement) confirming the criteria. Your supervisor will also confirm your hours worked at the end of the semester. Failure to complete the hour requirement will result in a minimum one-third letter grade penalty to your final grade (e.g., B+ □ B, B- □ C+).

Internship Journal. You will keep a daily journal of your experiences at and reflections about your placement. You should make a journal entry for each day of work at your placement. The journal helps you to reflect on your experiences and integrate those experiences with our course readings. It also provides material for classroom discussions and for your final paper (described below). You must complete the journal entry on the day you work at your placement; a retrospective journal is less accurate and therefore less useful. I will review your journal weekly (see course schedule). Each journal should have the following structure (see Ch. 2): record of experiences, self-reflection and exploration, questions/insights. Each journal is worth **4 points**.

Internship Site Supervisor Evaluations. As a basis for evaluating your work at the placement, you must ask your site supervisor to complete the “Internship Evaluation Form” during the middle and at the end of the semester (see the deadlines on the course schedule). Each evaluation is worth **25 points**.

Psychology Department Site Evaluation. You must complete an evaluation of your placement for the Psychology Department data base. A link to this online form will be made available to you toward the end of the semester.

Class participation. Appropriate and consistent participation is a major component of this course. This is NOT a lecture-based course. Instead, we will be learning from and sharing with each other through our discussions of readings and sharing of internship experiences. I will work very hard to create an atmosphere in which people feel comfortable sharing their thoughts and asking questions. In turn, I expect everyone to contribute to our class atmosphere in a supportive and non-judgmental way. Appropriate participation includes listening to others, volunteering relevant comments and questions, treating each other with respect, and not using cell phones or the internet during class time.

Grading: Daily participation is graded with the following rubric: **2 points** (Frequent substantive participation that demonstrates completion and comprehension of the assigned reading, as well as sustained attention to the class discussion/activity); **1 point** (Infrequent participation, frequent participation that lacks substance, and/or noticeable periods of time of inattention to the class discussion/activity); **0 points** (Not present or not participating, irrespective of attention). I will drop your lowest participation grade at the end of the course.

As a *very rough* normative guideline, I’m looking for you to make 2-3 contributions to the class discussion to earn full credit, but much also depends on the quality of your contributions and insight that you demonstrate. A substantive contribution is *relevant* to the topic and *advances* the discussion. Good examples of substantive contributions are when you share relevant experiences from your own life;

express reactions to the readings, lecture, or activities (positive or negative) that demonstrate understanding; or ask thoughtful questions that raise new implications for how we interpret course material. Examples of contributions that lack substance include reiterating a perspective without any additional elaboration or reaction (“me too” responses), reciting something verbatim from a reading, blindly criticizing the reactions of others, or raising the same point again and again. Note that it is very unlikely that you can make substantive contributions if you have not completed the assigned reading for a class meeting.

Readings. Readings are indicated on the course schedule and should be completed BEFORE each class. **You must bring your assigned readings to class.** Keeping up with the reading will enable you to learn the material most fully, contribute to the learning of the class through class discussions, and demonstrate your knowledge on reading responses.

Reflection papers. Early in the semester, you will write two 1-2 paged (single-spaced) reflective papers answering 4 questions. **Reflection paper #1** (Chapters 1, 2): 1) Identify your learning and competency goals for this internship; 2) How might your supervisor, staff, and clients view you?; 3) What have you learned in other courses that might be relevant for this internship?; 4) What are your hopes and concerns about this internship?. **Reflection paper #2** (Chapters 3, 5): 1) Which roles do you most often take in groups? 2) What keeps you from proactively asking for help when you need it? 3) What do you like so far about your supervisor? What are some concerns? 4) What are previous experiences you have had with bosses/supervisors/teachers that might influence how you respond to your supervisor?

Class discussant. Once during the semester, you and 1-2 other students will lead the discussion of the assigned readings. The discussion should stimulate reflection on how ideas from the readings do (or do not) apply to the individual internships of the students in the class, among other topics. The discussion should also involve activities/exercises to promote students’ reflections on the readings and their placements (e.g., role play, debate, game, video demonstration) – it’s fine to use questions from the ends of assigned readings to develop these exercises. You will be graded on your comprehension of the readings, thoughtfulness of planned activities, and ability to facilitate a group discussion (including managing the time).

Agency Presentation. You will give a 15 minute oral presentation in which you share information about your agency with the rest of the class. If two people are working at the same agency, you will need to see me to clarify how to do this. As part of this presentation, you should do a brief interview with three people who work at the agency (try to choose people who work in different positions). The following questions should be addressed in each presentation:

- 1) What is the role of the agency in the greater mental health system?
- 2) What is the agency’s mission statement?
- 3) Who is served? Where do they come from?
- 4) What is the goal of service?
- 5) Who works there? What degrees and training do they have?
- 6) Interview: Pick three staff and ask the following questions
 - a. How did you end up working in this profession?
 - b. What does a typical work day look like for you?
- c. In your opinion does this agency fulfill its mission? What helps or hinders reaching this goal?
 - d. What is your favorite thing about your work, and what could you do without?
- 7) Do you like working at this placement so far? If so what do you like, if not what don’t you like?

- 8) Do you believe this agency is doing a good job with their stated purpose so far?
 9) Define and explain the sociopolitical issues that are currently having an impact on your agency (e.g., immigration issues, drug epidemics, incarceration rates, etc.).

Final paper and components. You will write a 10-12 page (double-spaced paper in which you review the literature on a topic relevant to your internship and integrate your own internship experiences and observations. The specific assignment is posted on Canvas. You will turn in several smaller assignments (for points) before the final paper is due. **The final draft is due on Canvas during finals week and counts as your final exam** (consistent with the College's Final Evaluation policy: <http://policies.tcnj.edu/policies/digest.php?docId=9136>).

GRADING POLICIES:

There are 300 possible points in the class:

Requirement	Points	Approximate % of course grade
Internship journals (13 journals)	52	17%
Class participation (25 class periods)	50	17%
Reflection papers (16 points each)	32	10.5%
Agency presentation	40	13%
Class discussant (*group grade)	20	6.5%
Internship evaluations	50	17%
Final paper (45 points) and components (11 points)	56	19%

Final course grades will be assigned based on the following scale:

A 93-100%	B- 80-82.99%	D+ 67-69.99%
A- 90-92.99%	C+ 77-79.99%	D 60-66.99%
B+ 87-89.99%	C 73-76.99%	F Below 60%
B 83-86.99%	C- 70-72.99%	

***I do NOT round anyone up at the end of the semester! If you believe an assignment has been graded incorrectly, you must bring the problem to my attention within 2 weeks after grades are posted (for written assignments) or within 24 hours after the final paper grade is posted. No changes to grades will be made after that time.

***TCNJ policy requires a mid-semester evaluation of your progress in this class. I will perform a brief judgment of your performance so far (considering grades, participation, etc.) to provide you with a "satisfactory", "caution" or "unsatisfactory" rating. These ratings are merely feedback for you to use to improve your class performance. They are not intended to predict your final grade. As always, I encourage you to discuss your progress with me in person.

ATTENDANCE POLICY:

You are expected to attend class on a regular basis and be on time. You can miss up to two classes without your participation grade being affected. If you are struggling with a tragedy or illness that will contribute to an extended absence, please let me know **as soon as possible**; that way, I can work with you to make up missed points and keep on top of your assignments. If you do not keep me informed until much after the fact, there is less I can do to accommodate you. I am very happy to work with you around unexpected situations or illnesses, but you need to keep me in the loop and not wait until the end of the

term to ask for accommodations. If you must miss class due to participation in an official college function, please arrange that with me well in advance. TCNJ's official attendance policy can be found at <http://policies.tcnj.edu/policies/digest.php?docId=8162>

POLICY ON LATE ASSIGNMENTS:

Assignments are due in person at the beginning of the class period on the day they are indicated as due. Late assignments will be accepted *without penalty* in cases of **confirmable** personal tragedy or extreme illness. Assignments that are late for other reasons will be penalized by first subtracting 10% of the assignment total for each day (24 hour period) the assignment is late, up to 50% (so, if an assignment is more than 5 days late, only 50% will be subtracted). Late assignments will then be graded as normal, so additional points may be deducted for incomplete answers. **All late work MUST be turned in by the final exam** (work turned in after the final exam will not be graded).

GETTING HELP IF YOU NEED IT:

If you start to struggle at any time during this course, I strongly encourage you to seek assistance. Don't wait – get help immediately so you don't fall behind. The following are academic and other sources of assistance on campus:

Tutoring Center: <http://tutoringcenter.pages.tcnj.edu/>

Center for Student Success: <http://css.pages.tcnj.edu/>

Counseling and Psychological Services: <http://caps.tcnj.edu/>

Office of the Dean of Students (Title 9 reports, CARE reports): <https://deanofstudents.tcnj.edu/>

Office of Diversity and Inclusion: <https://inclusion.tcnj.edu/>

SPECIAL ACCOMMODATIONS:

If you have a disability and wish to receive special accommodations (e.g., class note taker, large fonts on exams, etc.) then please consult with me as soon as possible, but no later than two weeks from the first day of class. Information regarding disabilities and accommodations will not be shared with other students. For details about qualifying disabilities and accommodations, contact **Disability Support Services:** <http://differingabilities.pages.tcnj.edu>. A letter of verification for the approved accommodations can be obtained from ODAS when adequate documentation is filed. Accommodations are individualized and in accordance with Section 503/504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (<http://policies.tcnj.edu/policies/digest.php?docId=8082>).

ACADEMIC DISHONESTY:

It goes without saying that **ALL your work in this class MUST be your own**. I will check EVERY major assignment you turn in (with the help of TurnItIn) to make sure it is not identical to those from other students. I take plagiarism and cheating VERY seriously. As a reminder, *academic dishonesty is any attempt to gain academic advantage through dishonest means, to submit work which has not been done by you, or to give improper aid to another student in the completion of an assignment. Such dishonesty includes but is not limited to: submitting as your own a paper, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic assignments, whether the work is graded or ungraded, group or individual, written or oral.* If at any time you are unclear what constitutes a particular form of academic dishonesty, please come see me. The relevant TCNJ policies will be strictly enforced (<http://policies.tcnj.edu/policies/digest.php?docId=9394>). ALL incidents of intentional academic dishonesty will be referred to an Academic Integrity Officer.

STATEMENT OF ETHICAL PRINCIPLES

The Psychology Department has adopted a set of Ethical Principles to communicate our values and guide the conduct of our members. We strive to uphold these principles in all of the contexts in which the members of the department engage: in courses, in research, and in the community. All members of our community - students, faculty and staff – are responsible for familiarizing themselves with these principles and abiding by them. This statement is not intended to replace, but rather expands on existing federal and state protections as well as local policies at TCNJ. Our intention is to more fully articulate the rights and responsibilities of an ethically responsible community of learners in the Psychology Department. A link to the Ethical Principles can be found here:

<https://psychology.tcnj.edu/ethical-principles/>

EEO POLICY:

The College of New Jersey Policy Prohibiting Discrimination in the Workplace/Educational Environment governs the college's commitment to and expectations of having an environment that respects the diversity of all members of the campus community. The link to this policy is:




<http://policies.tcnj.edu/policies/digest.php?docId=9122>. Under this policy, forms of discrimination or harassment based upon specific protected categories are prohibited and will not be tolerated. If you wish to report a concern, please contact Kerri Thompson Tillett, Chief Diversity Officer, at 771-3139, or via email at thomsok@tcnj.edu.




PSYCHOLOGY 383 COURSE SCHEDULE, SPRING 2020

Revised versions will be posted on Canvas.

Other than the textbook (indicated by various Chapters), all readings are on Canvas.

*Weekly journals are due on all starred dates.

Date	Content	Reading and/or Assignment Due
Jan. 27	Introduction to course and to students' internships	Internship Site Letter
Jan. 30	Introduction to internships	Ch. 1 and 2 Reflection paper #1
Feb. 3*	Group supervision	Ch. 3
Feb. 6	Supervision at site	Ch. 5 (p. 108-113, 118, 128-134); Reflection paper #2
Feb. 10*	Group supervision	
Feb. 13	Ethics	Ch. 4
Feb. 17*	Group supervision	Paper topics
Feb. 20	Active listening: _____	Michael Nichols Ch 1, 3, 4, 7 
Feb. 24*	Group supervision	
Feb. 27	Client-centered and existential approaches: _____	Carl Rogers; Irvin Yalom  

Mar. 2*	Group supervision	5 article summaries
Mar. 5	Agency presentations	
Mar. 9*	Group supervision	
Mar. 12	Agency presentations	
	SPRING BREAK	
Mar. 23*	Group supervision	1st Internship Supervisor Evaluation
Mar. 26	Stress, self-care: _____	Ch. 7
Mar. 30*	Group supervision	5 article summaries
Apr. 2	Diversity considerations	Ch. 6
Apr.6*	Group supervision; writing workshop	Paper outline
Apr. 9	Diversity considerations (<i>Color of Fear</i>)	Peggy McIntosh 
Apr. 13*	Group supervision	
Apr. 16	Termination:	Ch. 10 and 11
Apr. 20*	Group supervision	
Apr. 23	Motivational interviewing: _____	Bill Miller 
Apr. 27*	Group supervision	
Apr. 30	Cognitive therapy: _____	Judith Beck 
May 4*	Group supervision	
May 7	Reflections, wrap up, course evaluations	Ch. 12; 2nd Internship Supervisor Evaluation
<i>Final Paper</i> due during the Final Exam period		