Rutgers - The State University Department of Psychology, Faculty of Arts & Sciences

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

Spring 2007

830:493, 494 Meeting Times: Mon. 5:00-7:30 p.m. & by arrangement Course No.:

Tillett Hall, Livingston Campus, Room 127 Place:

Dr. M. Elias Coordinator:

Topical Outline

Date	Topic	Assignment Due
1/22	Introduction, Entry, & Requirements	
1/29	Understanding Your Placement Settings & Your Role as Interns	Stages of Fieldwork; Lauffer Intro. & Ch. 1,2; Read Ethical Principles & Submit Applied Reading #1 on Ethics; Hope pp.1-33; Submit Letter of Confirmation; Submit Learning Goals Report
2/5	Initial Client & Staff Contacts;	Lauffer Ch. 3, 4, 5; Turner & Hersen; Hope pp. 43-68; Applied Reading #2
2/12	Pick Up Feedback on Assignments	E-mail Check In; Email Applied Reading #3 on Hope pp. 69-138
2/19	Gathering Information: Multilevel Assessment of Individuals & Organizations; Organizational Assessment Assignment	Therapeutic Components articles Applied Reading #4; Lauffer Ch. 7;
2/26	Pick Up Feedback on Assignments	E-mail Check In
3/5	Individuals, Families, & Organizations in Crisis; Work Sample Assignment	Applied Reading #5; Lauffer Ch.6,9; Submit Learning Goals Progress Report

3/19	Preparation for Presentations	Submit Organizational Assessment; Have Supervisors Complete Evaluations; Submit Self-Evaluation
3/26	Creating Change in Persons & Settings Initial Student Presentations Crossover Assignment	
4/2	No class- Passover Observance	Email Check In
4/9	Student Presentations	Learning Goals Progress Report
4/16	Student Presentations; Preparation for Completion in Settings	Endings and Transitions
4/23	Student Presentations	Reread <u>Stages of Fieldwork</u> Course Evaluation
4/30	Completion	Submit Summary Reflections; Submit Supervisor & Self Evaluation Forms; Obtain Letter of Completion; Submit Crossover Readings and Interview Summary

NOTE:

Any course work turned into the instructor's INTERNSHIP mail box (in the departmental office) <u>MUST</u> 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.

Academic Expectations:

- 1. <u>Seminar Performance</u>: Students are expected to attend all scheduled seminars at the University. If you cannot attend, <u>you must call in advance</u>, as well as <u>follow up</u> 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. It is expected that students will ask questions of each other and the Coordinator 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 <u>Final Evaluation Form</u> (with students' comments), students' self-evaluation of performance at the setting and of progress made on learning goals, and input to me from staff at the placement setting will comprise criteria for measuring placement performances.
- % of course grade = 60%
- 3. <u>Summary Paper</u>: 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%

Required Text:

- 1.Lauffer, A. & Associates. (1984). <u>Understanding your social agency</u> (2nd ed.). Beverly Hills, CA: SAGE.
- 2.Brendtro, L., Brokenleg, M., & Van Bockern, S. (2002). <u>Reclaiming youth at risk: Our hope for the future (Rev.Ed.)</u>. Bloomington, IN: National Education Service.

Required Reading:

- 1.Frank, J. (1982). Therapeutic components shared by all psychotherapies. In J.H. Harvey & M.M. Parks (Eds.), <u>Psychotherapy research and behavior change.</u> Washington, DC: American Psychological Association.
- 2.Suelzle, M., & Borzak, L. (1981). Stages of fieldwork. In L. Borzak (Ed.), <u>Field study</u>. Beverly Hills, CA.: SAGE.
- 3. Ethical Principles of Psychologists (2003 revision).
- 4. Shulman, L. (1984). Endings & transitions. Chapter 5 in <u>Skills of helping individuals</u> and groups.
- 5.Other readings and web readings, as determined by interest, placement setting, and availability.