

PSYC 413: COMMUNITY PSYCHOLOGY
FALL 2006
Wednesdays 7-10 PM
Flint 207

INSTRUCTOR:

Cathy Crosby-Currie, J.D. Ph.D.

COURSE CONTENT AND OBJECTIVE:

This course has two main purposes—1) an introduction to some of the basic issues, concepts and methods in the area of psychology known as Community Psychology, and 2) experiential learning through an individual internship placement in a community setting. These two purposes are interrelated and interdependent; our exploration of the substance of the field and your internship experiences will inform, influence and impact one another. However, we will rotate each week—more or less—between a focus on our study of the field of Community Psychology and a focus on the internships.

The objectives of the course are to develop a critical understanding of some of the core theories and concepts of Community Psychology and its research as well as the tactics and strategies used to implement and evaluation preventive interventions. The internship component of this course has the additional objective of introducing you to the challenges and the rewards of working within a community-based program, and the difficulty of applying the theories of a discipline to the day-to-day reality of intervention efforts. Because this course is a seminar, not a lecture-style course, we will seek to fulfil these objectives primarily through the exchange of insights and ideas developed in response to your internship experiences and the assigned reading.

RESPONSIBILITIES/EXPECTATIONS OF THE PROFESSOR AND THE STUDENTS:

1. Professor. As the instructor of this course, I have certain responsibilities. You should expect me to:

- be prepared to lead a thought-provoking and educational discussion of the topics of the course each week;
- be respectful and considerate of students' ideas, concerns, questions and comments and to facilitate free and open exchange among the students in this course;
- provide a thorough and constructive evaluation of written and other work as quickly as possible;
- provide additional feedback on your performance in the course whenever you seek it;
- be available during office hours on a first-come, first-serve basis and be reasonably available at other times by appointment and on a stop-in basis;
- evaluate your performance in this course as objectively and fairly as I am able;
- work with your internship supervisor regarding your internship placement and the evaluation of your internship work; and
- provide additional confidential and individual supervision of your internship placement whenever you need it.

2. Students. As students in this course, you have responsibilities as well. Please try to avoid translating the familiarity that is bound to develop among the members of the class and the professor into a lack of rigor. While I will try to be as flexible as I can to accommodate the special challenges of internship work, I do have high expectations for your work and for your commitment to this learning enterprise. You are expected to

- complete thoroughly, thoughtfully and conscientiously all assignments for the course and to meet all deadlines;
- complete all of the assigned reading carefully and fully;
- attend class every week, arriving on time;
- be attentive to and respectful of both me and your classmates;
- participate thoroughly and thoughtfully in class discussions and exercises;
- be aware of any information regarding the class (such as changes to the syllabus) that has been announced in class or sent to the class via email;
- be committed fully to your internship placement, report to your supervisor (or designated others) on time, follow the guidelines and procedures of the institution as provided to you by your supervisor, and treat all individuals with whom you come in contact during your internship with respect for their dignity and privacy;
- ensure that an evaluation of your performance is completed by your supervisor and received by me on time; and
- abide by the confidentiality and anonymity requirements of this course.

COURSE REQUIREMENTS:

1. Attendance and Class Participation.

Attendance policy. One of your primary responsibilities in this class is to be here every Wednesday evening—prepared, attentive and involved. If you are unable to attend class or you expect to arrive more than 10 minutes late to class, please speak to me as far ahead of the class as possible or as soon afterwards as possible if you cannot tell me before. Often we will be engaging in exercises that require a certain number of people or for which I have assigned certain people certain roles; if you let me know that you will be missing class, I can take that into consideration when I plan the activities for that day. Because sometimes missing class cannot be avoided, I will take into consideration reasonable excuses for failing to attend a class when I determine class participation grades. Therefore, if you have a reasonable excuse for not attending a class or arriving late, please tell me about it.

Class preparation and participation. Your thoughtful and complete preparation and participation in this class is necessary for this course to be successful. You are expected to be fully prepared every week, to be attentive and to contribute thoughtfully throughout the full three hours of class. Although active listening is an important component of effective class participation, listening only without participation is not full participation. I expect everyone to listen and contribute. Immediately after every class, I will evaluate each student's class performance for that day and assign participation grade. At mid-semester, you will receive feedback on your performance up to that point and a tentative grade. Improvement between the first and second halves of the semester will be considered when final grades are calculated. In addition, because your participation is constrained in Weeks 6, 7, 8, 11 and 12, you are not assigned specific grades for those classes, but your engagement and attendance in the class on those days will be used to adjust your class participation grade up or down.

Although I will be using the full-range of grades from 0.0 to 4.0, on the following page is the general guideline I will be using:

- 4.0 = Thorough preparation for class; very consistent and very thoughtful participation in all aspects of the class; active engagement in in-class exercises; careful listening and demonstration of respect for others' thoughts; careful consideration of topics being discussed
- 3.0 = Demonstration of some or all of the above but to a lesser extent
- 2.0 = Demonstration of the above inconsistently and/or not fully
- 1.0 = Do not contribute in a meaningful way to that evening's class
- 0.0 = Do not contribute and actually detract from the learning experience of others

I am available to discuss your participation in class with you individually at any point in the semester. Please do not hesitate to come see me if you are concerned about your class participation.

2. Thought pieces

In general. To encourage you to begin the process of analyzing the readings and/or the topic for that class before you get to class, and thus to improve the quality of our classroom discussions and exercises, you are required to write three thought pieces over the course of the semester and a final reflective essay. For each thought piece, you will be provided with a specific topic or exercise. Your thought pieces must be based on a complete and careful reading of all of the material for that week. Your thought pieces may also draw upon your internship at times as well as previous class discussions but they may not do so to the exclusion of discussion of the reading for that day.

A good quality thought piece would generally not be fewer than 4 typed pages. You should consider the audience for these papers to be me and your classmates—i.e., individuals familiar with the readings and with psychology in general—unless the assignment specifies a different audience. The tone of these thought pieces may be less formal than is typical for a paper for psychology. However, being less formal does not mean being sloppy, careless or less eloquent. Your paper should be free of grammatical and mechanical errors and should contain strong organization and sentence structure, and you must use APA in-text citation format when you make reference to or quote from the readings including the textbook. While the primary goal of the thought pieces is as stated above, a second and important goal is to work on your writing skills.

Evaluation. Thought pieces will be graded on the 4.0 scale. The following is the type of criteria I will use to evaluate the thought pieces: (1) responds fully and with depth of thought to the topic assigned for that thought piece; (2) evidences a careful and thorough reading of all of the assigned material and demonstrates an understanding of the theses of the readings; and (3) is written well (e.g., well-organized, contains a thesis statement, carefully edited, clear and precise).

Submitting your thought pieces. Your thought pieces are *due no later than 1:00 PM on the day of class*. You will submit your thought pieces through the Angel drop box. You will find a folder on Angel for the thought pieces and individual drop boxes for each thought piece assignment. Hard copies of your thought pieces with my feedback will be returned to you. You must keep all of your thought pieces in a folder that you will turn in at class time on the days that thought pieces are due. These folders will allow me to look at your previous thought pieces and my comments when I am grading your current paper and to track your progress on your thought piece writing. I hope it will also encourage you to look back at your previous work and my feedback when you are working on a new thought piece. Please note, that even if you do not attend class on a day a thought piece is due, you are still expected to turn in a paper before the deadline.

Late policy. I will accept late thought pieces only up until class begins that day. After class begins, no thought pieces will be accepted except under extreme extenuating circumstances. Because thought pieces are directly related to what we will be doing in class, the purpose is not met if they are turned in after class. Although late thought pieces will be accepted up until class time, your grade will be affected by the lateness, and the grade on the thought piece will be lowered by .5 (for example, a 3.0 would become a 2.5). Please note that the deadline is not arbitrary; it reflects my ability to read your thought pieces prior to class given my other responsibilities.

3. Other Assignments

You will be asked to complete a couple of other assignments relevant to the material we will be covering in class. The first involves researching and then presenting a prevention program to the class on either October 12th or 19th; you also may be working with this prevention program in a later class. The second assignment is called the “Sharing Your Learning” exercise. For this assignment, you will teach part of the class on either November 9th or 16th. The purpose will be to teach us a lesson that you have learned at your internship but to do so by constructing an active (constructivist) learning experience or experiences—i.e., we must learn the lesson through discovery rather than you telling us the lesson. More information will be provided to you about these assignments, including evaluation criteria, as they approach.

4. Internships.

Placements. You are expected to spend a total of approximately 88 hours at your internship placement (unless your internship requires more than 8 hours per week) between now and the last day of class this semester; this total is the equivalent of 8 hours per week for 11 weeks. Your responsibilities at your internship and the scheduling of your hours are determined by your internship supervisor(s) and you. However, if at any point during the semester you become concerned about your responsibilities and/or scheduling, I am available to discuss and help negotiate any problems that might arise.

Internship Contracts and Learning Goals. To facilitate a successful internship, you will sign a contract with your internship supervisor; you will also develop a set of learning goals. The purpose of these contracts is to confirm that expectations are clear both for the intern and the supervisor. I will provide you with a copy of the Community Based Learning Programs internship contract on the first night of class. When you first or next interact with your supervisor, you should present and discuss the contract with him or her. These standard contracts are new; therefore, your supervisor may or may not be familiar with them. You do not need the signature from CBL, and mine is the last signature you will get. You need to have the contract signed by you, your supervisor and me by no later than the last week of September.

In addition to the one page form, you must all develop a set of personal learning goals for your internship experiences. These goals should be particular to you and to your internship placements. They should not be generic goals but ones that reflect where you are and where you want to be in your learning process at the end of this semester. You must share a draft of these learning goals with me when you submit your first set of journal entries (see the journal prompt section of the syllabus). You should also share a draft with your supervisor, who can provide you with feedback from his/her perspective; he or she might also be helpful in generating some ideas regarding these goals. A final draft of your learning goals is due to me by no later than **October 4th**. You must also provide your supervisor with a final draft of your learning goals.

Internship Evaluation. Twice during the semester—at midterm and at the conclusion—your internship supervisor(s) will be asked to evaluate your performance in the internship. These evaluations will be used as one basis for your internship grade. You must provide me with the name, phone number and email address of the supervisor or supervisors who will be responsible for your evaluation as soon as possible if I do not already have that information. The midterm evaluation will involve a phone call or email from me to your supervisor(s). These contacts will occur in mid-October. Although you will not receive a grade for your internship until the end of the semester, I will discuss the feedback from your supervisor in your midterm evaluation. (See the section on grades for more on the midterm evaluation.)

The form of the end-of-semester evaluation completed by your supervisor is to be determined in your internship agreement. Although this evaluation may take any form you and your supervisor feel is appropriate, I strongly prefer that it be written (e.g., a letter or evaluation form) so that I have documentation for my records. The evaluation can contain a recommended grade or grades for your

performance, but the actual grade for your internship will be assigned by me. Evaluations from more than one person are welcome. If you feel that your supervisor will be unable to evaluate you accurately and/or fairly, you should speak with me immediately about your concerns. I must *receive* the end-of-semester evaluation from your supervisor by no later than **Tuesday, December 19th**. It is your responsibility to make sure that I receive the evaluation by that date.

In assigning internship grades, the major source of information I will use is the two evaluations from your supervisor. In addition, I will consider the information you will be providing me through your journal entries (discussed below), as well as our discussions in class about internships. The single most important criteria I will be employing when determining internship grades is whether you made the most of your internship experience, both in terms of the benefit you received and the benefit the internship site received from having you there. Therefore, I will be using the following questions to evaluate your internship work: how often did you seek out learning opportunities and create them when possible? How much did you contribute, within the parameters of your internship, to your placement site? How engaged were you in the internship activities? How committed were you to the internship? Because I am very familiar with almost all of the internships and your supervisors, I have a good sense of the possibilities available and limitations at the different internship sites.

5. Internship Journal

Purpose. In addition to attending your internship placement, you will be expected to maintain a "dialectical" or "double-entry" journal of your internship experiences. In general, an internship journal is where you have the opportunity to give meaning to and process the experiences you are having at your internship placement. What I mean by "process" or "give meaning to" is turning your experiences into learning experiences. One author states that an internship journal is "an audit of meaning—a continuing effort to review the meanings we are making in order to see what they mean." The bottom line: simply engaging in your responsibilities at your internship does not ensure that you will actually learn from them. A dialectical or double-entry journal is one particularly useful way of achieving the goal of learning. And I have research to back me up! We will also be using class time to engage in internship processing.

Journal Structure and Contents. Your journal will need to be electronic—i.e., a Word document—which you will submit through Angel. (See below for more information on submitting the journal). Each time you go to your internship, you will add a new entry to the journal; at the end of the semester, you should have a single Word file that contains all of your journal entries, with my comments, from the entire semester. At the beginning of each entry, you need to provide the date and the hours at your internship that correspond to that entry. To have the most effective journal possible, each entry should be written as soon after you leave your internship placement as possible. Setting up a routine for writing your journal entries will help facilitate the process.

Your journal must be a dialectic or double-entry journal. That means that each entry is comprised of two parts. In the first part, you will record your observations, experiences and activities for each day that you are at your internship placement, concentrating on careful detail, accuracy and factual, concrete material. Some interns find it useful to write this section as a series of detailed bullets. In the second part, you will offer your interpretations, reactions, and opinions regarding what you recorded above, speculate on the meaning of these events or issues to you and others, ask difficult and sometimes not fully formulated questions, begin to work through further formulation of the questions you have and/or your responses to those questions and, very importantly, relate the material we are studying in class to your experiences at the internship. This section should be in narrative form.

Journal Prompts. Most of the content of the narrative section of your journal will be prompted by you—i.e., what you found important, meaningful, etc. In addition, I will be asking you to reflect upon some specific questions that are meant to connect our work on Community Psychology to your

experiences at your placement. One of the foundational ideas of a community-based learning course is that your experiences in the field inform and deepen your understanding of what we might call the academic content of the course. If these connections are not made, the course becomes simply a course about some topic with some volunteer hours thrown in.

You will find at the end of the syllabus a set of journal prompts. Some of these questions are *required* prompts. That means that at some point during those weeks I expect you to respond to my questions in one or more reflective sections of your journal. These tend to be questions that require you to integrate the text reading and our discussions in class with your experiences at your internship site. Note that you must respond to the last set of prompts BEFORE your last visit to your internship site; these prompts deal with termination so you need to think about them before you terminate or they will be moot.

The second set of journal prompts is *optional*. Some students find the reflective part of the journal difficult at times either because they feel they have “said it all before” or they are having trouble entering the reflection—i.e., they just don’t know where to start. In recognition of that fact, I have provided some prompts for each set of journal entries that are more general. These prompts relate to the kinds of issues that either students find typically arise at different points in the semester or issues that might be appropriate to consider at some point during the semester. Use of this second set of prompts is completely optional. If you are having no problems with your journal, you should feel free to ignore the optional prompts completely. You can also use some when you find yourself stuck and ignore them when you don’t find the need for them. They are meant to help you be more successful with the assignment, not tie your hands.

Your Journal and Me. The audience for your journal is primarily you; therefore, it can be less formal than other written work. However, I am also the audience of the journal, so try to express yourself as clearly as possible and be careful to proofread your journal entries to avoid typographical and mechanical errors that might make the contents difficult to understand.

Please note that even though you will be submitting this journal to me, and it will be graded, the purpose of this journal is to provide *you* with the most meaningful internship experience possible. If you feel uncomfortable for any reason with my reading part or all of an entry, just cut that part and paste it into a different file before you submit your journal that week. Please indicate that you have removed something, especially if it is an entire entry, so that I know that you did attend your internship on that day.

After I have had the opportunity to read your most recent journal entries, I will send back your journal (as an email attachment) that will now contain my comments and questions, written in a different color so you can find them easily. These comments and questions are meant to help you process more effectively and improve the quality of your journal as well as to respond to specific concerns and questions I see emerging from your journal entries. Please read these comments when you receive your journal back from me because they are meant to help you improve your journal writing as well as respond to specific concerns you may have. I may also ask you a direct question for which I would like a response when you submit your next set of journal entries. When you respond to me within your journal, choose a different color, so that I am able to see your response easily. Your responsiveness to my comments, whether through a direct response or incorporating my feedback into future entries, is one of the criteria I use to evaluate the journal.

Journal Submission Process. You will submit your journal to me five times over the course of the semester by placing it in the appropriate drop box found under the “Journals” folder on Angel. Because I need to keep track of everyone’s journal, I find it easiest if you name the journal something that would make it unique to you, such as "Quinn's Journal". (If you don’t do so, I will change the name for my records.) You are responsible for keeping an up-to-date journal. That means that when you submit your journal the next time, it must contain all of the previous entries with any comments you and I have added to it. I suggest that when you receive your journal back from me, you immediately replace the previous version with this new version so that you always have an up-to-date journal. I also strongly encourage you to back-up your journal so that it resides in two locations at all times. Please note that you need to use “Save As” to save a file you have opened as an attachment to an email so you can save it where you want it to be; otherwise it goes into electronic cyberspace and is difficult to find.

Journals are due on Friday *by no later than 1:00 PM* on the weeks they are due; see the course schedule for the submission dates. Typically, your journal will be returned by the end of the weekend. I will accept your journal late once, without grade penalty, if it is received within 24 hours of the deadline (i.e., by noon on Saturday). If you submit your journal after noon on Saturday (even the first time it is late), your journal grade will be reduced by .25. If you submit your journal late more than once, your journal grade will be reduced by .25 for each 24-hour period of lateness. Journals will not be accepted after noon on Sunday, and your journal grade will be reduced by 1.0.

COURSE READING:

There is one required textbook for this course which is available in the bookstore:

Dalton, J. H., Elias, M. J., & Wandersman, A. (2007). Community psychology: Linking individuals and communities (2e). Wadsworth: Stamford, CT.

There is one recommended text, some copies of which are available in the bookstore:

Baird, B. N. (2005). The internship, practicum, and field placement handbook: A guide for the helping professions (4th e.). Prentice Hall: Upper Saddle River, NJ. {3rd edition is fine, and the one on reserve.)

A copy of Baird is on reserve in the Lauenders Science Library. Please remember to bring the readings and any notes you have taken with you to class.

COURSE GRADING:

Your course grade will be the product of your performance at your internship placement, and on your journal, your thought pieces, your other assignments and your attendance/class participation. In October, you will receive a mid-semester evaluation of your performance in all facets of the course up to that point. The components of the course will be weighted according to the following percentages when your final course grade is calculated:

Internship:	15%
Journal:	20%
Class Participation:	20%
Thought Pieces @ 8% each:	24%
Final Reflective Essay	5%
Prevention Program Assignment:	8%
Sharing Your Learning Assignment:	8%

All components of the grade will be assessed on the 4-point scale to .1 (e.g., 3.1 or 2.4). To transform your average into the more limited grades that can be assigned as course grades, the following table will be used:

3.85-4.00 = 4.0	2.85-3.124 = 3.0	1.85-2.124 = 2.0	0.76-1.124 = 1.0
3.625-3.84 = 3.75	2.625-2.84 = 2.75	1.625-1.84 = 1.75	0.00-0.75 = 0.0
3.375-3.624 = 3.5	2.375-2.624 = 2.5	1.375-1.624 = 1.5	
3.125-3.374 = 3.25	2.125-2.374 = 2.25	1.125-1.374 = 1.25	

SPECIAL NOTES REGARDING THIS CLASS:

Confidentiality and anonymity requirement. In the journals, class discussions and possibly in the thought pieces, individuals you encounter in your internships will be discussed. To allow for an open exchange among the class at the same time maintaining the privacy of these individuals, you may not discuss the activities of specific clients, patients, staff etc. with anyone outside of your internship and this class, even if you disguise any identifying information. You may speak with me or your classmates in this class about your internship outside of class, but please be aware that someone may be listening to your conversation. When you are discussing individuals in your journals, thought pieces and in class, use first names only, pseudonyms or initials. In addition, you must abide by any confidentiality and anonymity requirements of your specific internship. If you feel at any point that the requirements of your internship are interfering with your requirements for this class, please speak with me about your concerns.

Travel for your internship. Some of you will be driving yourselves in your own automobile, or one you have permission to drive, to and from your internship placements, and you should be aware that the University has no special liability for damages incurred during such travel. In other words, if you were to be involved in an accident en route to or from your internship, the University assumes no additional liability than it would for students traveling in their own automobiles while they are in residence at the University. Any additional travel, required by your internship supervisor, would be the subject of indemnification by the internship agency or program. If you have questions or concerns about your insurance coverage for such travel, you should speak with your internship supervisor. If you are required to drive for your internship, beyond transporting yourself to and from the site itself, you may seek reimbursement through the St. Lawrence Service Learning Program for the cost; just keep a record of your travel and speak to me about getting reimbursed.

**COMMUNITY PSYCHOLOGY
FALL 2006
COURSE SCHEDULE**

WEEK ONE (August 31-September 8)	
Wednesday (9/6)	
<i>Topic:</i> Introduction to the Course <i>Reading:</i> None	
WEEK TWO (September 11-15)	
Wednesday (9/13)	
<i>Topic:</i> Community Psychology: What is it and why is it? <i>Reading:</i> Dalton et al., Chapters 1, 2, 3 & 5 <i>Thought piece 1 due at 1:00 PM.</i>	
WEEK THREE (September 18-22)	
Wednesday (9/20)	Friday (9/22)
<i>Topic:</i> Making the Most of Your Internships <i>Reading:</i> Dalton et al., Chapter 6; Baird, Chapters 1, 4 & 5	<i>Journal due by 1:00 PM.</i>
WEEK FOUR (September 25-29)	
Wednesday (9/27)	
<i>Topic:</i> Stress, Coping and Prevention <i>Reading:</i> Dalton et al., Chapters 8, 9 & 10 <i>Thought piece 2 due at 1:00 PM.</i>	
WEEK FIVE (October 2-6)	
Wednesday (10/4)	Friday (10/6)
<i>Topic:</i> Bafa Bafa <i>Reading:</i> Dalton et al., Chapter 7 <i>Final draft of learning goals due in class.</i>	<i>Journal due by 1:00 PM.</i>
WEEK SIX (October 9-13)	
Wednesday (10/11)	
<i>Topic:</i> PIZZA AND MOVIE NIGHT! <i>Location:</i> TBA <i>Paragraph synopsis of prevention program due at class</i>	
WEEK SEVEN (October 16-20)	
Wednesday (10/18)	
<i>Topic:</i> Exploring Prevention Programs: Student Presentations of Prevention Programs <i>Reading:</i> None <i>Note:</i> We will meet for 1 ½ hours only.	
WEEK EIGHT (October 23-27)	
Wednesday (10/25)	Friday (10/27)
<i>Topic:</i> Exploring Prevention Programs: Student Presentations of Prevention Programs <i>Reading:</i> None	<i>Journal due by 1:00 PM.</i>

WEEK NINE (October 20-November 3)	
Wednesday (11/1)	
<i>Topic:</i> Praising Success and Dealing with Problems <i>Reading:</i> TBA	
WEEK TEN (November 6-10)	
Wednesday (11/8)	
<i>Topic:</i> Research Design and Methods in Community Psychology <i>Reading:</i> Dalton et al., Chapters 4 & 14 (and review Chapter 3) <i>Note:</i> If your SYL is next week, you must meet with C ³ this week <i>Thought piece 3 due at 1:00 PM.</i>	
WEEK ELEVEN (November 13-17)	
Wednesday (11/15)	Friday (11/17)
<i>Topic:</i> Sharing Your Learning <i>Reading:</i> None <i>Note:</i> If your SYL is after break, you must meet with C ³ this week	<i>Journal due by 1:00 PM.</i>
THANKSGIVING BREAK	
WEEK TWELVE (November 27-December 1)	
Wednesday (11/29)	
<i>Topic:</i> Sharing Your Learning <i>Reading:</i> None	
WEEK THIRTEEN (December 4-8)	
Wednesday (12/6)	
<i>Topic:</i> Internships: Termination of the Internships <i>Reading:</i> Baird, Chapters 12, 13 & 14	
WEEK FOURTEEN (December 11-15)	
Sunday (12/17)	Friday (12/15)
<i>Topic:</i> Wrap-up of the Semester <i>Reading:</i> Dalton et al., Chapter 15 <i>Location:</i> 7 Park Place (C ³ 's house) <i>Hard copy of final reflective essay due at class time with thought piece folder.</i>	<i>Journal due by 1:00 PM.</i>
FINALS WEEK (December 18-22)	
Tuesday (12/19)	
<i>Internship Evaluation must be received by 4:30 PM.</i>	

COMMUNITY PSYCHOLOGY
Fall 2006

JOURNAL PROMPTS

First Set (due 9/22):

Required Prompts:

1. All of your placement sites would sit at the organizational level of Bronfenbrenner's ecological levels. However, they all interact with individuals/groups that exist at some or all of the other levels. (For example, St. Lawrence is an organization but it must interact with individuals (students, faculty staff, alum, etc.), localities (Canton, St. Lawrence County, North Country), etc. Describe the systems with which the staff of your internship site must interact/work with/collaborate with to be able to do their work effectively. From your initial impressions, how well does your organization interact with those other levels?
2. Choose two of the seven core values of Community Psychology (see chapter 1) and discuss them in relationship to your internship site.
3. Outline your learning goals for your internship experience and the origin of those goals. I encourage you to think big and abstract when you think about goals, but then you also must be specific and concrete. [You will copy and paste these goals into a separate document after feedback from me, finalize them and then share a copy with your supervisor].

Optional Prompts:

- What are your expectations for this internship experience? How do those expectations match what you did indeed experience on the first day?
- What were your initial impressions of the individuals with whom you will be working? How valid do you feel those impressions were? How might they affect your experience in the placement?
- What surprised you as you began your internship?
- How has the process of getting your internship started been? How is this process affecting how you feel about the internship as you look to begin?

Second Set (due 10/6):

Required Prompts:

1. Describe your internship site using Bower's Model, Caplan's concepts and the IOM Report. For example, does your site best fall under KISS, AID or ICE? Also discuss why you described it as you did. What issues does this descriptive process raise for you about your internship site?
2. Relate your experiences in the Bafa Bafa simulation to your experiences at your placement site. For example, did Bafa Bafa cause you to look at anything differently at your internship site? Or the other way around—did working at an internship lead you to experience the simulation differently than you might have? What changes if anything might you make in your behavior as a result of the Bafa Bafa simulation?

Optional Prompts:

- How is the process of settling into your internship going? Is it easier or harder than you might have predicted? Why or why not? What is making it easy or hard?
- What concerns have arisen now that you are becoming more aware of the expectations for you from your internship site?
- What new expectations have you developed for this experience?
- How are your experiences at the internship relating to material we are studying in class?

Third Set (due 10/27):

Required Prompts:

1. How well does your internship site operate as a system? What aspects of the system increase and decrease its ability to fulfill its goals? What second-order changes might help your agency to do its work more effectively?

Optional Prompts:

- Are you beginning to develop special relationships with individuals at your internship site? What is the nature of these relationships? What might you do to cultivate them? What potential problems do you see related to these relationships?
- How happy are you with your internship supervisor(s)? Why? Is there anything that you need that you are not getting? How might you improve your working relationship with your internship supervisor?
- What is not meeting your expectations at this time? What might you do to get your internship headed more in the direction you wish?
- How do you see this internship experience affecting your relationships outside the internship itself?

Fourth Set (due 11/17):

Required Prompts:

1. What research needs does your internship site have? What information might benefit them in doing their work more efficiently and effectively? Draw upon the reading and our discussion of program evaluation research to help you be specific about what information they might find useful.
2. If you were to discuss with your site possible research projects, how might you go about it given the principles of community research partnerships discussed in chapter 3?

Optional Prompts:

- What are you the most proud of thus far at your internship? Why? How can you learn from that success?
- What is frustrating you the most? Why? How might you resolve the problem if you can? If you can't do anything about it, how are you going to cope for the rest of the semester?
- How do you feel about going to your internship? What is the source of those emotions?
- In what way(s) have your attitudes, behaviors, feelings, etc. about yourself, colleagues, classmates or the larger society changed or become clarified through your internship experiences?
- How has your internship experience affected your plans for the future?
- What can you do with your remaining time to increase the benefit of the internship to you? To those with whom you are working?
- What advice do you have now for someone just starting at this internship site?

*Last Set (due 12/15): **These prompts must be addressed prior to your final internship hours.***

Required Prompts (no optional prompts this time):

1. Do you want your internship to come to an end? Why and why not? What will you miss the most and the least when it is no longer a part of your weekly schedule?
2. To whom will it be hardest and easiest to say goodbye? Why? Will you be able to say goodbye? Is it alright not to say goodbye to everyone? Why and/or why not?
3. How will you say goodbye? How will you mark your last day of your internship in a meaningful way?
4. If you will be continuing to work at your internship site next semester, how do you anticipate your experience will change from this semester to the next? How do these changes excite, worry, threaten, motivate, etc. you? How will you challenge yourself to go beyond the goals that you set for yourself this semester?