



**Psychology Practicum Seminar (PSYCH 380)**  
**Spring 2018 Course Syllabus**  
*Thurs, 2:30 – 4:00pm, Link 309*

**Instructor:** Shu-wen Wang, PhD, Assistant Professor  
**Contact:** [swang1@haverford.edu](mailto:swang1@haverford.edu), x6234  
**Office:** 410 Sharpless Hall  
**Office Hours:** Thurs 1:00p-2:30p and by appointment

**Course Description and Objectives**

The Psychology Practicum course offers a select group of students an opportunity to gain intensive first-hand experience working with people in a psychological services or social services setting. The goal is to provide students a supervised platform on which they can apply what they have learned from their psychology coursework to helping others in a hands-on and professional way. The Psychology Practicum helps students explore their interests in future career options as a clinical, counseling, or school psychologist, and in the allied “helping” fields (e.g., social work, special education, marriage and family therapy, guidance counselor).

This course is a 1.0 credit course. Students will be expected to be in their placement setting for 7-8 hours p/week under the supervision of an on-site professional who will provide training, oversight, and evaluation of the student. In addition, students will attend a 90 minute weekly seminar course with Prof. Wang to learn about core issues in the clinical/counseling/educational psychology fields, develop basic therapy skills, discuss their experiences, and to gain support and feedback.

Although the focus of the course is on experiential learning through the practicum placement, the didactic components of the seminar include some readings, written assignments including a midterm paper, as well as a final capstone project.

By the end of the course, students are expected to:

- 1) Integrate classroom material with practical knowledge gained at the fieldwork site
- 2) Develop basic therapy skills
- 3) Understand clinical, ethical, and professional issues of the field
- 4) Make a substantive and practical contribution to the practicum site

### **Eligibility and pre-requisites**

- **Instructor Consent is required.** There is a brief application process during the pre-registration period requiring a resume, written statement about one's goals/interests and relevant prior experience, two statements of support by a faculty member or other knowledgeable person, and a brief interview.
- **Priority** given to Juniors/Seniors in good standing, then Sophomores.
- **Priority** given to majors, then minors, then others.
- Students must have taken Abnormal Psychology or a comparable course.
- The course counts as an elective advanced course towards the major.

### **Course Readings**

- 1) All required readings are available via the course website (Moodle).
- 2) *Really* helpful website document regarding applying for graduate school:  
<http://mitch.web.unc.edu/files/2017/02/MitchGradSchoolAdvice.pdf>
- 3) Below are two books you may find useful for additional out-of-class reading. They are on reserve in the Science Library.

Sternberg, R. J. (2008). *Career Paths in Psychology: Where your degree can take you* (2<sup>nd</sup> Ed.). Washington, D.C.: American Psychological Association.

Hodges, S. (2012). *101 Careers in Counseling*. New York, NY: Springer Publishing.

**Slides** -- Slides will be posted on Moodle for your reference.

### **Course Requirements**

Grades are determined based on the following course requirements:

1. Brief Reflection Papers (4 papers; 5% ea.)	20%
2. Preliminary presentation	10%
3. Midterm paper (10-12 pages)	25%
4. Final Capstone Project	25%
5. Final presentation	10%
5. Attendance and Participation	10%

Total = 100%

\*Note: The primary requirement of this course is for you to successfully complete your practicum hours. This means that you have completed the weekly amount of time you contracted with your fieldwork supervisor, and that your work has been deemed acceptable by your supervisor. Although there is no formal percentage of your grade that is allotted for this foundational requirement, please know that failure to successfully complete the practicum will profoundly impact your seminar grade.

- 1) **Reflection Papers (4 papers; 5% each; 20% total)** – Every 2-3 weeks, you will be given a prompt for a reflection paper that will ask you to draw upon the course readings and your practicum experiences. Reflection papers are brief (2 pages; double-spaced, Times New Roman, 12 font, 1 inch margins) but should be carefully thought-out and well-written. Please bring in a hard copy (double-sided is fine) at the start of class.
  
- 2) **Preliminary Presentation (10%)** – You will prepare an 8-10 minute oral presentation with slides about your practicum site; its mission, populations served, activities; and what you will be doing there as part of your practicum experience. Specifically address your goals and objectives with a clear plan for how you will accomplish them. Please bring in a hard copy (3 slides to a page in “Notes” view, double-sided is fine) at the start of class.
  
- 3) **Midterm paper (25%)** – You will write a 10-12 page paper reviewing the literature on a topic specific to your practicum. For example, you may address a particular form of treatment for a clinical issue you are working with (e.g., the effectiveness of applied behavior analysis for children on the autism spectrum), or you may review research about something related to the population you are working with (e.g., family relationship issues for children on the autism spectrum). Please see assignment instructions.
  
- 4) **Final Capstone Project (25%)** – You will complete a final capstone project that will make a meaningful practical contribution to your practicum site. There are many ways in which this project can take shape, and you are welcome to get creative on this. You will, of course, collaborate with your site supervisor in developing your project. An initial proposal for the project and a written final report documenting what you completed are required. Please see assignment instructions.
  
- 5) **Final Presentation (10%)** – You will prepare an 8-10 minute oral presentation with slides about your experiences on practicum (including your final capstone project), what you’ve learned and accomplished, and how this has affected your thinking about your future career goals and the psychology-related “helping” fields in general. Please bring in a hard copy (3 slides to a page in “Notes” view, double-sided is fine) at the start of class.
  
- 6) **Attendance and Presentation (10%)** – This course is designed as a seminar and is largely based on discussion and group learning from one another’s experiences. Your attendance is expected at every class meeting, and your contribution and energy is critical to the success of the class.

**Grading Scale**

Grade	Points	Grade	Points
A / 4.0	94-100	C+ / 2.3	77-79.99
A- / 3.7	90-93.99	C / 2.0	73-76.99
B+ / 3.3	87-89.99	C- / 1.7	70-72.99
B / 3.0	83-86.99	D+ / 1.3	67-69.99
B- / 2.7	80-82.99	D / 1.0	60-66.99
		F / 0.0	59.99 and below

**Course Schedule**

<b>Week (Dates)</b>	<b>Topic</b>	<b>Reading (posted on Moodle)</b>
Wk 1 – 1/25	Course introduction	
Wk 2 – 2/1	<u>Preliminary Presentations</u>	
Wk 3 – 2/8	What is therapy? <u>Due: Reflection Paper #1</u>	Levenson Ch. 3 pp. 23-47 Beck Ch. 1 pp. 1-16
Wk 4 – 2/15	<i>Guest Speaker: Jan Linowitz, Ed.D.</i>	
Wk 5 – 2/22	Collaborative Relationships <u>Due: Reflection Paper #2</u>	Morrison Ch. 3 pp. 23-31 Teyber Ch.2 pp. 31-57
Wk 6 – 3/1	<i>Guest Speaker: Amy L. McCann, M.Ed.</i>	
Wk 7 – 3/8	Ethics <u>Due: Midterm Papers</u>	APA Ethics Code
Wk 8	<b>SPRING BREAK</b> Fri 3/9 – Sun 3/18	
Wk 9 – 3/22	Handling Emotions	Teyber Ch. 5 pp. 116-140
Wk 10 – 3/29	<u>Due: Capstone Project Proposals</u> <i>Guest Speaker: Stephanie Quigley, LMSW</i>	
Wk 11 – 4/5	Diversity Issues	Diala et al. (2000) Pachankis et al (2013)
Wk 12 – 4/12	<i>Guest Speaker: Phil Rosenbaum, Ph.D.</i> <u>Due: Reflection Paper #3</u>	
Wk 13 – 4/19	Preparing for Termination	Teyber Ch. 10 pp. 296-303
Wk 14 – 4/26	<u>Due: Reflection Paper #4</u>	
Wk 15 – 5/3	<u>Final Presentations</u>	
	<b>Capstone Project Report Due</b> Friday May 18 <sup>th</sup> by 12 noon	

### **Support, Access, and Disability**

Haverford College is committed to supporting the learning process for all students. Please contact me as soon as possible if you are having difficulties in the course. There are also many resources on campus available to you as a student, including the Office of Academic Resources (<https://www.haverford.edu/oar/>), the Writing Center (<https://www.haverford.edu/writing-center/>), and the Office of Access and Disability Services (<https://www.haverford.edu/access-and-disability-services/>). If you think you may need accommodations because of a disability, you should contact Access and Disability Services at [hc-ads@haverford.edu](mailto:hc-ads@haverford.edu). If you have already been approved to receive academic accommodations and would like to request accommodations in this course because of a disability, please meet with me privately at the beginning of the semester (ideally within the first two weeks) with your verification letter.

### **Class Policies**

- 1) **Academic Integrity:** I have zero tolerance for academic dishonesty of any kind. This includes 'cheating' (giving or obtaining assistance on exams) as well as plagiarism (using another person's work, words, or ideas without properly crediting them). Follow the Haverford College Honor Code. Consult the APA Publication Manual.
- 2) **Phone and Laptop Etiquette:** Please turn off or silence your cell phones. No texting. No laptops permitted in class (if you have a concern about this, please see me).
- 4) **Office Hours:** I strongly encourage you to visit me during office hours to ask questions and discuss assignments. I hope that EACH of you will come visit at least ONCE this semester.
- 5) **Emails:** I will try to respond to emails within 24 hours. The more specific your question and the more you've thought about it, the better I'll be able to address it. For any question that requires an extensive response, I may ask you to come to office hours instead.
- 6) **Late Papers:** My policy on late papers is that for each 24 hour period of lateness, I'll deduct one grade point level. For example, if the paper is due Monday 5pm and you submit the paper Tues 4pm (within 24 hours), your original 3.3 would now become a 3.0. If you submit the paper Tues 5:30pm (past 24 hours), your original 3.3 would now become a 2.7.
- 6) **Grade Disputes:** If you believe that you did not receive a fair grade on an exam or paper, you may submit a written grade dispute to me. The typed grade dispute should include the reason why you believe your work/answer is correct including references to readings or lecture material for support, and the number of points you feel you should have received. The dispute should be submitted to me (in my hand or under my door; no emails) along with the original assignment within 1 week after the exam or the date the paper was returned to you. I will consider your case and make any adjustments at my discretion.