



Psychology Practicum Seminar (PSYCH 380)
Spring 2024 Course Syllabus
Tues 10:00-11:25pm, VCAM102

Instructor: **Shu-wen Wang, PhD**, Associate Professor of Psychology
Pronouns: she/her/hers
Feel free to call me: Shu-wen, Dr. Wang, or Prof. Wang

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Drop-in Hours: Before/after class (Tues 9:15-10, 11:30-12) and by appointment.

Course Description and Objectives

The Psychology Practicum course offers an admitted group of students an opportunity to gain intensive first-hand experience working with people in a psychosocial services setting in the community. 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 (for a total of ~100 hours over the 15-week semester)**. Student will be 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 psychology “helping” fields, develop basic skills, discuss practicum experiences, and to gain support and feedback from classmates and Prof Wang .

Although the focus of the course is on experiential learning through the practicum placement, the didactic components of the seminar include readings, written reflection papers, oral presentations, 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 practicum site.
- 2) Develop basic skills needed in psychosocial services.
- 3) Understand clinical, ethical, and professional issues in the field.
- 4) Make a substantive contribution to the practicum site

Eligibility and pre-requisites

- **Instructor Consent is required.** There is a brief application process during the Fall pre-registration period requiring a resume, written statement about one's goals/interests and relevant prior experience, two recommendations 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.
- 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) Here is the [APS guide](#) to graduate school in Psychology.

Here is the [APA guide](#) to graduate school in Psychology.

3) Below are two books in the Haverford Library you may find useful for additional out-of-class reading.

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

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

Slides and Media -- Slides and media material will be posted on Moodle after class.

A Note on Classroom Culture

This course is a small discussion-based seminar accompanying a psychology practicum experience. I envision our classroom as a collaboration between me (the instructor) and you (the participants). We are all here to learn together from one another. The success of the course is driven by your active participation and contributions in discussion, as well as your work on the assignments that are designed to give you autonomy and voice in shaping how you learn. I encourage you to **take ownership of our course and your learning**. You absolutely get out what you put into the practicum and seminar.

Given the nature of the course, we will be exploring some sensitive and interpersonal issues related to health and functioning, and class members may choose to share about experiences with clients at their sites and their personal reactions to those experiences. It is essential that all members of this class feel respected, and that confidentiality about class discussions is maintained. Let's collectively build a **safe and generative space** where we can adopt a position of intellectual curiosity, engage in open and flexible dialogue, and encourage one another in our mutual journeys of learning and personal growth.

Course Requirements

1. Practicum completion and performance	25%
2. Brief Reflection papers (3 papers; 5% ea.)	15%
2. Preliminary Presentation	10%
3. Discussion Leader	10%
4. Final Capstone project	25%
5. Seminar attendance and participation	15%

Total = 100%

1) Practicum completion and performance (25%):

A primary requirement of this course is for you to successfully complete your practicum experience. This means that you have completed the agreed upon practicum hours (~7-8 hr p/week, ~100 hrs over the semester), and that your work has met the standards and expectations of your supervisor (set at the start of the semester). Your supervisor will provide two formal evaluations of your work to me (mid-semester, end-of-semester) that will contribute to this portion of your grade. You are expected to keep in regular communication with myself and your supervisor about any issues as they come up.

2) Reflection Papers (3 papers X 5% each = 15% total) – On specific 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 thoughtful and well-written. Topics/prompts are posted to Moodle. Please submit on Moodle.

3) Presentation (10%) – You will prepare a ~10 minute oral presentation with slides about your site (its mission, populations served, initiatives) and what you will be doing there as part of your practicum. If another student(s) is also placed at your site, you will collaborate and deliver a joint ~15 minute oral presentation. Specifically address your goals and objectives with a clear plan for how you will accomplish them (this should be separate in joint presentations). Please send your slides to me.

4) Discussion Leader (10%) – You will present a specific issue you are challenged with at your practicum and lead discussion and engagement around this issue. For example, this may have to do with interacting with a specific client, the challenges of working with people with a specific condition, learning a particular skill, etc. Please prepare 2-3 slides to help explain the issue, provide any relevant background info, and list 1-2 discussion questions or an activity. Please send your slides to me.

5) 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. You will collaborate with your site supervisor in developing your project. An initial proposal for the project and a written final report are required. Please see assignment instructions.

6) Attendance and Participation (15%) – This course is comprised of 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

Class Policies

- 1) **Academic Integrity:** You are expected to generate your own unique, and unless otherwise noted, independent work. Avoid plagiarism, that is, using another person's work, words, or ideas without properly crediting them. Obviously, do not cheat on exams by providing or benefiting from assistance. Follow the Haverford College Honor Code and consult the APA Publication Manual for proper citation practice.
- 2) **Technology Etiquette:** Please turn off or silence your phones. No texting permitted. I advise against using laptops for note-taking as they provide distractions and may detract from your ability to encode information. However, if you have a need for laptop use, please restrict your use to class activities. I assume we are all here to learn. Violations of this policy are rude to me and your peers, and will result in your being asked to leave.
- 3) **Emails:** I will try to respond to emails within 24 hours. The more specific and clear your question, the better I'll be able to address it. For any question that requires an extensive response, I may ask you to meet with me instead.
- 4) **Drop-in Hour and Scheduling Appointments:** I highly encourage you to see me in drop-in hour and/or to email to schedule appointments. These are ideal times to ask me questions you have or to discuss your thoughts and ideas.
- 5) **Attendance and missed/late assignments:**
 - Your attendance is expected at every class (barring serious illness or personal emergency).
 - If you miss class for any reason, you must email me within 24 hours of the missed class.
 - If you have a legitimate reason for missing class, you will not be penalized for your course participation. However, your remaining course participation will count more towards your final grade.
 - If you have a legitimate reason for missing class and cannot complete a written assignment, we can discuss an extension.
 - If you have a legitimate reason for missing class and cannot act as Discussion Leader, I will move your presentation to another class meeting.
 - Missing class or an assignment (paper, presentation) without a legitimate excuse will result in a mark of 0.

Course Schedule

Week/Dates	Topic	Due/Assignment (by this date)	Reading (on Moodle)
Wk 1 – 1/23	Course Introduction	Complete all orientation & onboarding tasks	Syllabus
Wk 2 – 1/30	<u>Presentations</u>	Return signed practicum contracts	
Wk 3 – 2/6	<u>Presentations contd</u> What is therapy?	Reflection Paper #1	Levenson Ch3 Beck Ch1
Wk 4 – 2/13	Ethics <i>Discussion Leader #1</i>		APA Ethics Code
Wk 5 – 2/20	Collaborative Relationships Intro to Capstone <i>Discussion Leader #2</i>	Reflection Paper #2	Morrison Ch3 Teyber Ch2
Wk 6 – 2/27	Handling Emotions <i>Discussion Leader #3 + 4</i>		Teyber Ch5
Wk 7 – 3/5	Diversity Capstone Workshop	Reflection Paper #3	APA Guidelines for... APA Multicultural Guidelines...
	Capstone Proposals due on Moodle Fri 3/8 5pm Please note students applying to CPGC for capstone funding should expect to apply no later than Spring Break.		
Wk 8	SPRING BREAK		
Wk 9 – 3/19	Self-care; introduce practice <i>Discussion Leader #5 + 6</i>		Posluns & Gall (2020)
Wk 10 – 3/26	<u>NO CLASS</u> Self-Care practice	1 page reflection on self-care practice	
Wk 11 – 4/2	<u>Speaker:</u> Giselle Booker, PsyD	Reflect on questions to ask speaker	Speaker bio, Dr. Prinstein's Guide
Wk 12 – 4/9	Preparing for Termination Capstone Check-in	Reflect on questions to ask speaker	Teyber Ch10 p296-303
Wk 13 – 4/16	<u>Speaker:</u> Latisha Brown, MSW	Reflect on questions to ask speaker	Speaker bio, Dr. Prinstein's Guide
Wk 14 – 4/23	<u>Speaker:</u> Joe Kelly, MA, LPC		Speaker bio, Dr. Prinstein's Guide
Wk 15 – 4/30	Course wrap-up; Final reflections	Reflect on discussion prompts	
	Capstone Project Report and Hourly Log Due on Moodle Saturday May 11 th by 5pm (Seniors) Friday May 17 th by 12 noon (non-Seniors)		

IMPORTANT INFORMATION ON SUPPORTS AND RESOURCES

Support, Access, and Disability

I am committed to partnering with you on your academic and intellectual journey. I also recognize that your ability to thrive academically can be impacted by your personal well-being and that stressors may impact you over the course of the semester. If the stressors are academic, I welcome the opportunity to discuss and address those stressors with you in order to find solutions together. If you are experiencing challenges or questions related to emotional health, finances, physical health, relationships, learning strategies or differences, or other potential stressors, I hope you will consider reaching out to the many resources available on campus. These resources include CAPS (free and unlimited counseling is available), the Office of Academic Resources, Health Services, Professional Health Advocate, Religious and Spiritual Life, the Office of Multicultural Affairs, the GRASE Center, and the Dean's Office. Additional information can be found at <https://www.haverford.edu/deans-office-student-life/offices-resources>.

Additionally, Haverford College is committed to creating a learning environment that meets the needs of its diverse student body and providing equal access to students with a disability. If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment – please contact the Office of Access and Disability Services (ADS) at hc-ads@haverford.edu. The Director will confidentially discuss the process to establish reasonable accommodations. It is never too late to request accommodations – our bodies and circumstances are continuously changing.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their accommodation letter and make arrangements to meet with me as soon as possible to discuss how their accommodations will be implemented in this course. Please note that accommodations are not retroactive and require advance notice in order to successfully implement.

If, at any point in the semester, a disability or personal circumstances affect your learning in this course, please do not hesitate to reach out to me. I want to be sure you are aware of the full range of resources and options available to you.

It is a state law in Pennsylvania that individuals must be given advance notice that they may be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Director of Access and Disability Services and then must speak to me. Other class members need to be aware that this class may be recorded.

Psychology Peer Mentoring Program

Student leaders in the psychology major run a peer mentoring program for students who are interested in exploring psychology at Haverford College as pre-majors and/or navigating the psychology major or minor. Peer mentors offer friendly support and advice in two formats – weekly drop-in hours for all in the Psychology Lounge (Sharpless 4th floor) and paired mentoring for committed psychology majors and minors. Keep an eye out for announcements regarding accessing the peer mentoring program.

Office of Academic Resources

The Office of Academic Resources (OAR) is positioned to help you navigate Haverford from customs to commencement. Our services are free and unlimited. Our office is located on the first floor of Stokes and you're welcome anytime to study, relax, caffeinate, and connect with peers and/or a kind staff committed to your success and wellbeing. We offer an array of services, workshops, themed seasonal study breaks, and other events throughout the academic year, but our two main support structures are:

- **Academic Coaching:** Work with a professional coach to set goals and develop a plan for success (however you define it). We facilitate conversations to explore 'how' to do college, from balancing time management goals, managing large, or competing, projects, developing discipline-specific study strategies, such as methods to engage and balance readings, and preparing for an exam, along with much more! Trust the process.

- **Peer Tutoring:** Work individually with a peer on gaining content and/or conceptual level mastery and practice in over 40 courses in 17 STEM & Language departments.

Please visit haverford.edu/oar to learn more about us and/or schedule an appointment. We look forward to supporting you.

Title IX

Haverford College is committed to fostering a safe and inclusive living and learning environment where all can feel secure and free from harassment. All forms of sexual misconduct, including sexual assault, sexual harassment, stalking, domestic violence, and dating violence are violations of Haverford's policies, whether they occur on or off campus. Haverford faculty are committed to helping to create a safe learning environment for all students and for the College community as a whole. If you have experienced any form of gender or sex-based discrimination, harassment, or violence, know that help and support are available. Staff members are trained to support students in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more.

The College strongly encourages all students to report any incidents of sexual misconduct. Please be aware that all Haverford employees (other than those designated as confidential resources such as counselors, clergy, and healthcare providers) are required to report information about such discrimination and harassment to the Bi-College Title IX Coordinator: <https://www.haverford.edu/users/ktaylor4>

Information about the College's Sexual Misconduct policy, reporting options, and a list of campus and local resources can be found on the College's website: <https://www.haverford.edu/sexual-misconduct>