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Required Text: Sweitzer, H. F., & King, M. A. (2014). *The successful internship* (4th ed.). Belmont, CA: Brooks/Cole Cengage Learning. ISBN: 978-1-285-07719-2.

The book can be purchased through Amazon at <http://amzn.to/2vJfdL8> or at the bookstore.

Course Prerequisites:

Advanced enrollment by May 1, 2018 is needed in this class to ensure sufficient time to obtain an internship placement. In addition, you must have a signed and approved site contract form by August 24, 2018. Other prerequisites include at least 12 semester hours in Psychology and permission from the instructor.

Course Overview:

Internship in Psychology is a three-credit course in which you participate in structured community service work for a total of 150 hours during the semester. The internship must occur in an approved and organized setting, such as in a social service agency, a charitable organization, a hospital, or an after-school program. Students need to be working in a direct service role at their sites in a way that is very consistent with psychology as opposed to another field. In addition, you will complete readings and written assignments each week that connect the course material with your experiences at the site.

Course Goals:

Internships allow students to gain hands-on experience in actual work settings, improve employment opportunities, explore possible career aspirations, enhance students' resumes, and help develop professional references for graduate school or jobs.

At the end of this internship course, you should specifically display a greater ability to:

- Interact with children or adults who experience adversity in empathic, professional, and ethical ways.
- Apply knowledge of psychological theories and research learned in previous classes to your observations of and interactions with individuals at your site.
- Develop and maintain effective professional relationships with site supervisors and co-workers at the internship site.
- Recognize the ways in which your own experiences and personality influence how you interact with others who experience adversity.
- Produce change, at the individual or community level, that can improve the lives of others.

These connect with the university's overall learning goals for students, which are (a) effective communication, (b) knowledge of discipline-focused content, and (c) an awareness of social justice and engagement in civic life. This course also addresses selected goals within the overarching framework developed by Roosevelt University's Department of Psychology for undergraduate students enrolled in our courses.

Goal 1: Knowledge Base of Psychology. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Goal 2: Research Methods in Psychology. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Goal 3: Critical Thinking Skills in Psychology. Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Goal 4: Application of Psychology. Students will understand and apply psychological principles to personal, social, and organizational issues with concern for social justice.

Mainly, you will apply skills and techniques derived from psychology in your interactions with clients at your internship site, consistent with Goal 4. You will also use critical thinking skills as you analyze your experiences at the placement in your written assignments, consistent with Goal 3.

Finally, this course is designed to reflect Roosevelt University's historic commitment to social justice and its unique mission: "to educate socially conscious citizens for active and dedicated lives as leaders in their professions and their communities." Roosevelt University prides itself on promoting greater equality in society, consistent with its creation in 1945 by faculty who all resigned from the YMCA College in Chicago to protest its use of quotas and discrimination in student admissions. Consistent with the University's framework of values, you will learn about the challenges of people who experience adversity in this class, and you will be encouraged to help remedy these inequalities through community engagement.

Specific Requirements:

1. Volunteer 150 hours at your approved internship site.

The internship involves a requirement of at least 150 hours of direct contact with children or adults during which you are serving in a helping role. Consistent with the social justice mission of the university, it is very appropriate to assist those who experience adversity, distress, or risk in your placement. These 150 hours must begin by the first week of PSYC 393, be evenly distributed across the entire semester, and end by the last week of classes. You can find more information about locating an internship site at <https://blogs.roosevelt.edu/smeyers/internship/>. Internships are not pre-arranged and it is the student's responsibility to find a site; however, the university can provide resources and assistance in guiding the search process.

Internships can only be completed in organized settings, such as a school, social service agency, or hospital. Informal arrangements (such as babysitting or helping a disabled neighbor in need) are not permitted. In addition, your work must be supervised by an appropriate staff member, who needs to have at minimum a college degree. The supervisor must be available to provide training, answer questions, and provide you with appropriate feedback. Supervisors must be sufficiently knowledgeable about your performance so that they can complete the required evaluation forms.

Certain tasks at the site do *not* count towards your contact hours, such as transportation, clerical tasks, administrative work, and any training or orientations that the site requires. In addition, you cannot "double-count" hours that you work at the site with any other college-related, credit bearing experience or paid employment.

Your 150 hours at the site only begin to count after you obtain my signature on the Site Approval and Contract Form that you received prior to the beginning of this semester.

Days and times for site work are arranged in consultation with your site supervisor and are finalized in your contract with site personnel. Absences and changes to your schedule must be negotiated with and approved by your site supervisor. Keep in mind that the site's schedule and needs may not overlap with University breaks. Discuss these matters beforehand.

Your supervisor will complete a mid-semester and a final evaluation of your work at the site; these are due during Week 7 and Week 14 as specified on the course calendar at the end of the syllabus. You will be responsible for providing your supervisor with the forms (which are available on the Blackboard site) and verifying that they have been sent to me. You will also be submitting your completed and signed weekly time sheets when you turn in your evaluation forms.

Keep extra copies of your completed evaluation forms, especially if you plan to ask me for a letter of recommendation after this semester.

Your supervisor's mid-term and final evaluations of your work will collectively account for 30% of your final grade in the course. *You must fulfill your 150-hour commitment to your site to receive credit for PSYC 393. Students whose evaluations from the site are not satisfactory or who have excessive absences from their site will not be able to receive a passing grade for this course.*

2. Complete the assigned text readings each week.

Readings from your textbook are the primary source of information in this course. The text, *The Successful Internship* (4th edition), provides helpful guidance for reflecting on your site work and places the experience into a broader context.

3. Participate in online discussion with other members of class each week.

Your participation is essential if we are to learn from each other. It isn't simply a matter of choosing to participate; this is a collective effort that requires conversation and reflection. All students are expected to contribute actively to the online discussions each week and to maintain effective working relationships with others.

I will post discussion questions each Wednesday that build on your field experiences and the material covered in the required readings. You will develop your own response to these questions to post on the asynchronous discussion board before Friday at 9:00 pm. You will then respond to others' posts in detailed and thoughtful ways via additional posts by Sunday at 9:00 pm. This creates a dialog in our class rather than merely submitting your own written work to me.

Do not wait until the last few hours before posting your contributions. This would result in holding up the entire discussion process! Extra time will not be given for any reason, including computer problems. Use the computers at the university or another public access location (such as a public library) if your own computer does not work.

Your discussion postings will be evaluated each week of the semester. Each will be graded on a 10-point scale using the criteria listed below. If you do not write a discussion posting within the week's time frames, you will not receive credit (0 out of 10 points). Submissions posted after the due dates are also not eligible for credit. Discussion postings account for 40% of your final course grade. Here are the guidelines for writing them:

- (a) Postings must be substantive. You should write no less than 500 words each week for a *passing* grade. Students who receive grades of B and higher on these assignments will post several times during the week. Their postings will be longer and much more detailed than the total 500 word minimum length, too;
- (b) Postings must reflect your knowledge of the reading material (from both the current week as well as previous weeks' readings, as appropriate);
- (c) Your postings must build on those written by other class members. That is, these threaded discussions reflect a dialog between you and your classmates rather than a series of independent and disconnected essays on the same topic. You need to read your peers' postings during the week (the Blackboard system monitors how many discussion postings you actually access).
- (d) Postings should also display your critical thinking and careful analysis of the issue at hand. They should not stray far from the topics that I pose.

- (e) I will grade postings that have been completed earlier more favorably than those that are posted immediately before the end of the allocated times. This incentive should encourage you to complete this assignment earlier so that a dialog can develop.

Furthermore, we will have a different discussion assignment during Week 9 of the class. Instead of a typical threaded discussion, students will be completing a social justice project and will be sharing their work with your classmates. More specifically, you will engage in advocacy on behalf of individuals at risk in a way that is consistent with your internship site. This project involves researching relevant state legislation using Internet resources, developing an informed position on the matter, and then disseminating your position in writing and by telephone to your elected officials. We will review this assignment in greater depth in a few weeks so that you will have sufficient time to complete your social justice project. This assignment counts for twice as much as a typical weekly discussion posting.

4. Maintain a journal about your volunteer work.

After each visit to your site, you should type a journal entry. The **minimum** length for each week's journal entry is 1,000 words (four pages). If your hours (and consequently your journal entries) are shorter due to an exceptional circumstance one week, both must be proportionally longer the following week.

Lengthier journals, however, receive higher grades. Journals must be composed using Microsoft Word (double-spaced, 1-inch margins on all sides) and will contain the following parts. Be sure to organize your journals into well-written paragraphs and proofread before you submit them.

Write and use these as headings in each journal entry:

- A. The date(s) and the start and stop time(s) of your internship work for the week.
- B. Activities and observations.
Describe in detail what you did at the site and your interactions with your clients in this section of your journal. Focus on one client in detail in each journal entry so that you can provide thoughtful details about their behavior, emotions, thoughts, and developmental level (if the person is a child). Describe any challenges and successes that you have experienced in your work with your clients, supervisors, or co-workers; and how you have responded to any difficulties. If you received feedback from your site supervisor, you can describe it and explain how you have incorporated it into your work.
- C. Analytical thinking.
In this section of your journal, go beyond a detailed reporting of events. This is where you process your observations, discover patterns, integrate past learning, and use your critical thinking skills. Here are other topics that you can address: Describe your ideas and hypotheses about why your clients behave in the way that they do. What factors are important for their situations? Explain how information that you have learned in previous psychology classes and material from our textbook relate to your site experiences during the past week. Look at the "For Review and Reflection" section at the end of most textbook chapters for excellent questions about which you can write each week.

D. Personal connections.

In this section of the journal, comment on what you learned at the site, found interesting, and your emotional reactions. Here are other topics that you can address: Comment on your feelings about how and whether you are making a difference at the site, and how you are making progress in developing your skills. Explain how your interactions there relate to your own values, background, and personal experiences. Discuss your thoughts about how your internship is connecting with your career intentions and your personal goals.

Even though you are writing your journal entries on a weekly basis, you will submit your journals in three batches. The first set of journals will be due on September 30. In addition to the weekly entries that address the points above, this first submission will also include a two-page preface that provides an overview of your site and a description of your responsibilities. The second set of journals will be due on November 4. The last set of journals will be due on December 16.

You need to submit these journals through Blackboard. Follow these steps: (a) click on the “Submit Work” button located on the main menu to locate the correct assignment link; (b) click on the underlined title of the assignment (e.g., Journal 1); (c) click the “Browse My Computer” button to navigate your desktop or flash drive to retrieve your file; and (d) click “Submit” to send the file. You can also see these instructions with screen photos at <http://tinyurl.com/assignlink>. Double check that your attachment was submitted in this area afterwards and verify that you attached the correct document.

Journals will be graded on a 10-point scale; late submissions will be penalized 0.25 points per day late. The penalty period includes weekends and holidays. Journals that are not received within two weeks of the due date (or a shorter period for the last set when I need to submit grades) will earn a score of 0. The journals collectively account for 30% of your grade in this course.

Computation of Grades:

The basis for the grade reflects the quality of your performance on the following course requirements:

- (a) Supervisor’s assessment of the quality of your work on your two evaluations;
- (b) Your journals that document your experiences;
- (c) Your weekly online posting of responses to the discussion questions and other activities.

Weighted scores from each component of the class will be combined and can be tracked throughout the semester in the “My Grades” area on the Blackboard site. Your overall weighted grade will be continually updated as scores for your individual assignments are posted. Numerical grades will be converted to letter grades according to the following scale. Please note that there will be absolutely no “rounding” of final scores under any circumstance. For example, a final score of 89.99% will translate into a “B+” for the course.

Grade	Weighted Percent	Grade	Weighted Percent	Grade	Weighted Percent
A	93.00 – 100	A-	90.00 – 92.99	B+	87.00 – 89.99
B	83.00 – 86.99	B-	80.00 – 82.99	C+	77.00 – 79.99
C	73.00 – 76.99	C-	70.00 – 72.99	D+	67.00 – 69.99
D	63.00 – 66.99	D-	60.00 – 62.99	F	59.99 and below

“A” range grades (A- to A) indicate superior work. The evaluation from the site is very positive. The journal includes and thoroughly addresses all aspects. Though journals may have minor flaws, they present an outstanding examination of the experience and demonstrate penetrating understanding. It clearly grounds community service to specific concepts from the course. Discussion postings are timely, thorough, and integrative. These postings well exceed the minimum length and draw consistently on the reading materials from the course.

“B” range grades (B- to B+) indicate good work. The evaluation from the site is positive. The content of the journals is better than adequate. Journals are somewhat less developed than the "A" paper and may neglect one element of the assignment or it may have less integration with course material. Discussion postings display understanding of core concepts. They are submitted on time and mention the reading material, but lack detailed and rigorous connections.

“C” range grades (C- to C+) indicate adequate work. The evaluation from the site is good, but likely indicates some areas of concern. Journals superficially touch on relevant interactions or observations at the site, and offer minimal connections with course material. Discussion postings are occasionally missing or superficial. All written assignments are generally at or below the minimum length requirements as stated on the syllabus.

“D” range grades (D- to D+) reflect minimally acceptable work that does not meet all of the requirements. The journals show problems in many areas and could reflect a lack of understanding of the assignment. The evaluation from the site may be average or more likely suggest problems. Discussion postings are characterized by significant problems in terms of length, content, or timeliness.

A grade of “F” indicates a failing journal which has major deficiencies and does not meet the minimum requirements of the assignment. The student may have not have obtained and submitted evidence of the required hours of service as documented through evaluation forms. Discussion postings are seldom submitted or are highly problematic in terms of appropriateness of content.

Incomplete and Withdrawal Policies:

Please note that I strictly follow the Registrar’s policy for assigning Incompletes for this course. That is, a grade of “I” will only be assigned when a small portion of the total semester’s work has to be completed and the student has a compelling reason why the work cannot be completed within the regular timeframe.

You may withdraw from PSYC 393 if you feel that you will be unable to complete the requirements for the course within the expected timeframe. You will need to consult with me and your site supervisor to ensure that the premature departure proceeds as best as possible.

The tuition refund schedule and withdrawal deadlines are published for each semester on the University’s Important Dates page at <https://www.roosevelt.edu/current-students/campus-life/important-dates>. Instructions about how to withdraw from a course can be found at <https://www.roosevelt.edu/current-students/academics/register-classes>. The last day you can choose to drop courses with a **W** grade for this term is November 1.

After the withdrawal deadline, students may not withdraw from courses without completing a Petition Form for Late W Grade found at <https://www.roosevelt.edu/current-students/academics/register-classes>. The petition form requires the student's signature and the approval of the instructor, department chair, and dean or dean's designee. It also requires a statement of the non-academic reason for your late withdrawal, including the reason student was unable to withdraw by the deadline and related documentation.

Withdrawing from courses may have serious consequences for academic progress towards the degree, financial aid eligibility, repayment of refunds, visa requirements (for international students), and eligibility for competition (for student athletes). Students should consult carefully with their instructors and academic advisors and must meet with a financial aid advisor before withdrawing from classes after the semester has begun.

Religious Holidays

Roosevelt University respects the rights of students to observe major religious holidays and will make accommodations, upon request, for such observances. Students who wish to observe religious holidays must inform their instructors in writing *within the first two weeks* of each semester of their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements by the deadline will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. However, all work missed for such absences must be made up. Students who do not arrange for excused absences by the deadline are not entitled to such accommodations.

Disability Services

Roosevelt University complies fully with the Americans with Disabilities Act. Details about ADA and Roosevelt's policies and practices are found at <https://www.roosevelt.edu/Policies/Disabilities>. If any member of the class feels that he or she has a disability that qualifies under the American with Disabilities Act and needs accommodations of any nature whatsoever, special accommodations will be made upon recommendation of the Academic Success Center's Office of Disability Services; see <https://www.roosevelt.edu/student-experience/disability-services>. This office will alert professors of appropriate accommodations that must be made. Please advise me of any such disability and the desired accommodations at earliest point possible. The Academic Success Center is located in AUD 1050 in the AUD Library in Chicago, and the phone number is 312-341-3818. In Schaumburg, the office is in Room 125, and the phone number is 847-619-7978. Email Adam Wouk at awouk@roosevelt.edu or Danielle Smith at dsmith51@roosevelt.edu for both locations.

Academic Dishonesty:

All students will be held to the University's standards regarding academic dishonesty, as described in the student handbook and on the University's website. Please refer to <https://www.roosevelt.edu/current-students/academics/register-classes/academic-integrity> for more information. *Ignorance of standards will not be accepted as an excuse.* Students must guard against all forms of plagiarism, including in all discussion postings. In particular for written assignments, students must follow APA style requirements, such that references must be cited in the

body of the paper and listed in a Reference section. Direct quotes must be identified either by quotations marks for brief quotes or indentations for longer quotes, with the page number of the original article included (see the APA *Publication Manual*, 6th edition for details). Students found guilty of academic dishonesty may receive an “F” for the assignment, and their names will be forwarded to the Student Services office. Receiving an “F” for the assignment does not preclude imposition of other penalties by the University, including dismissal.

Title IX

Roosevelt University cares greatly about the health and well-being of our students, staff, faculty, and guests to our campuses. Federal law, specifically Title IX, and the University Sexual Misconduct Policy require that all employees are mandated reporters of incidents involving sexual or gender-based violence or harassment. More information can be found at <https://www.roosevelt.edu/title-ix>

Disclosures made to faculty about sexual or gender-based harassment, sexual assault, dating violence, domestic violence, and/or stalking on or off campus must be forwarded to the Title IX Coordinator. The above listed staff are Responsible Employees and therefore are mandated to report. The Title IX office will contact any student who discloses an incident regarding student rights, including the option to request an investigation, interim safety measures, and/or academic accommodations. In certain circumstances, the Title IX Coordinator may need to proceed with an investigation, even if none is requested, if there are safety risks to the student or campus community. Participation in the process is voluntary.

If you want a confidential place to disclose sexual assault, sexual harassment or intimate partner violence, there are two confidential advisors on campus who are not mandated reporters. They are: Audrey Guy (312) 244-0577, and LaDonna Long (312) 244-0426. Both are available via phone all hours. The Counseling Center (430 S. Michigan Avenue Room 470, Phone: 312-341-3548) staff are also NOT mandatory reporters and therefore NOT required to report a disclosure to the Title IX Office.

General Note:

I am committed to the education of each student in this course. If there is a problem that is negatively affecting your course performance, *contact me immediately* so that we can develop an appropriate plan to help you succeed in this class. I urge you not to wait until the end of the semester or until after an assignment is due to speak with me. I encourage you to attend my office hours or contact me by telephone, voice mail, or e-mail.

If you need support with the technical skills involved in completing an online class, please use the resources offered by the RUOnline staff. This class assumes that you can (a) access Blackboard and our class through the portal; (b) read, view, or listen to posted materials and follow the listed external links as sources of course information; (c) post your replies on a discussion board; and (d) submit lengthier written assignments through Blackboard. In case of Blackboard or computer issues, you can call the RUOnline staff at 312-341-2600 or the Roosevelt Technology Help Desk at 312-341-4357. There are also helpful links to provide you with Blackboard tutorials:

<https://www.roosevelt.edu/current-students/support-services/technology/blackboard-tutorials>

There are other university resources that you can access. At the Downtown campus, these include the University Writing Center (AUD 10th floor Library, 312-341-2206; <https://www.roosevelt.edu/current-students/support-services/learning-commons/writing-center>), the Academic Success Center for tutoring and other assistance (AUD 10th floor Library, 312-341-3818; <https://www.roosevelt.edu/current-students/support-services/learning-commons>); and the Counseling Center (AUD 470, 312-341-3548; <https://www.roosevelt.edu/current-students/support-services/counseling-center>).

At the Schaumburg Campus, these include the Academic Success Center (SCH Room 125, 847-619-8846) and the Counseling Center (SCH Room 114, 312-341-3548).

Finally, people characterized by a variety of backgrounds, ages, experiences, abilities, and other differences contribute to the community of learners in our classroom. We can all learn from these different perspectives, and everyone should be respected and appreciated. The responsibilities of learning in a community are similarly addressed in the university's Student Code of Conduct, <https://www.roosevelt.edu/current-students/support-services/complaint/conflict-resolution>.

If you have any questions about specific course policies or course content, please outreach me at any time. I am always happy to help. More information about Roosevelt's university-wide scholastic policies is available in the Undergraduate Catalog: <http://catalog.roosevelt.edu/undergraduate/>

Finally, I reserve the right to change the syllabus as the semester progresses. This may include updating information as needed, or making minor modifications to course requirements due to unanticipated circumstances.

READING LIST AND CALENDAR

Week 1: August 27 – September 2

Topic: INTRODUCTIONS

Readings: *The Successful Internship*, Chapter 1.

Week 2: September 3 – 9

Topic: ESSENTIALS FOR INTERNS

Readings: *The Successful Internship*, Chapter 3.

Week 3: September 10 – 16

Topic: DEVELOPMENTAL STAGES FOR INTERNS

Readings: *The Successful Internship*, Chapter 2.

Week 4: September 17 – 23

Topic: SELF UNDERSTANDING

Readings: *The Successful Internship*, Chapter 4.

Week 5: September 24 – 30

Topic: ASSESSING THE EARLY STAGES OF YOUR INTERNSHIP

Readings: *The Successful Internship*, Chapter 5.

Note: *Submit the first set of journals by Sunday, September 30 at 9 pm. Remember to include the two-page introductory preface in addition to your weekly entries (see page 6).*

Week 6: October 1 - 7

Topic: SUPERVISORS AT YOUR SITE

Readings: *The Successful Internship*, Chapter 6.

Week 7: October 8 - 14

Topic: KNOWING YOUR INTERNSHIP SITE

Readings: *The Successful Internship*, Chapter 10.

Note: *Your mid-term evaluation from your site supervisor is due by Friday, October 12. Include all signed and completed time sheets to date as well.*

Week 8: October 15 – 21

Topic: KNOWING YOUR CLIENTS

Readings: *The Successful Internship*, Chapter 7.

Week 9: October 22 – 28

Topic: KNOWING YOUR CLIENTS' COMMUNITY

Readings: *The Successful Internship*, Chapter 11.

Note: *Social Justice Project due instead of our typical weekly discussion postings.*

Week 10: October 29 – November 4

Topic: ASSESSING YOUR PROGRESS

Readings: *The Successful Internship*, Chapter 8.

Note: *Submit the second set of journals by Sunday, November 4 at 9 pm.*

Week 11: November 5 – 11

Topic: ADDRESSING BARRIERS IN YOUR WORK

Readings: *The Successful Internship*, Chapter 9.

Week 12: November 12 – 18

Topic: GAINING AND APPRECIATING YOUR COMPETENCE

Readings: *The Successful Internship*, Chapter 12.

Thanksgiving Holiday: November 19 – 25

Week 13: November 26 – December 2

Topic: ETHICAL AND PROFESSIONAL ISSUES

Readings: *The Successful Internship*, Chapter 13.

American Psychological Association, Ethical Principles and Code of Conduct.
Read online at <https://www.apa.org/ethics/code/index.aspx>

Week 14: December 3 – 9

Topic: CONCLUSIONS AND CLOSURE AT YOUR SITE

Readings: *The Successful Internship*, Chapter 14.

Finals Week: December 10 – 16

Readings: No readings; no discussion posts this week.

Notes: *Your final evaluation from your site supervisor and your evaluation of the site placement are due by Friday, December 14. Include all completed and signed time sheets since your mid-term evaluation as well.*

Submit the last set of journals by Sunday, December 16 at 9 pm.