

Illinois State University

Dr. Margaret Nauta

Psy 395.01 (3 credits) - Professional Practice Seminar - Fall 2004

DEG 444, 438-7057

DeGarmo 48; T, TH 2:00-3:15

Office Hours: Tuesdays 4:30-5:20, Wednesdays
10-11, Thursdays 10:00-10:50 + by appt.

Course web page: <http://www.ilstu.edu/~mmnauta/psy395/psy395.html>

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SYLLABUS

Course Description and Goals

Psy 395 is a seminar that accompanies Psy 398--Professional Practice of Psychology: Internship. In this seminar, students will learn how to use empirical findings from psychological research to address issues they encounter in their community placements. Effective applications of the science of psychology in community settings depend not only upon the technical expertise of the student, but also on the student's adoption of a professional role. Therefore, the course also assists students in learning attitudes and behaviors that are characteristic of the profession of psychology.

A seminar, by definition, is a small group of advanced students who study under a professor, with each student reading research and exchanging ideas through reports and discussion. In this seminar, research refers to journal articles and book chapters that disseminate the ideas and findings of experts in the field. In a seminar, the professor serves primarily as an organizer and evaluator, although I will contribute to discussions based on my training and experience. I anticipate that each of you will have various areas of special knowledge and expertise, making discussions and learning opportunities rich and diverse. All seminar discussions and activities are designed to extend and deepen your understanding of psychology, thus helping to prepare you for communication with other professionals in psychology as you enter the world of work or continue with your education. Your role is to participate in discussions meaningfully and often, as well as to complete assigned readings and activities.

We will use readings, discussions, activities, and projects, and presentations to help you meet the following objectives for the course:

- Understand the professional role of psychologists and psychological science in solving applied problems.
- Understand the APA Code of Ethics and how it applies in professional practice settings.
- Understand how to assess and respond to the norms within the professional practice setting.
- Understand how individuals from different professional backgrounds work together to solve community problems.
- Understand how cultural differences are addressed in community settings.
- Understand how to determine the function, organizational structure, and philosophy of a professional practice setting.
- Understand how to identify problems or issues at professional practice settings and begin to obtain data from psychological investigations to address these problems or issues.

Special Accommodations

If you need a special accommodation to fully participate in this class, please contact the Office of Disability Concerns at 438-5853 (voice), 438-8620 (TDD).

Text and Materials

There is no required text. Instead, there is a packet of readings that is available at PIP Printing in the Bone Student Center. Ask for packet #28. You must complete readings by the dates assigned in order to contribute meaningfully to discussions.

Assignments, Presentations, and Grading

There will be no exams or quizzes in this seminar. Instead, I will base your final course grade on three areas of performance: written assignments, oral presentations, and class participation.

WRITTEN ASSIGNMENTS - There are a number of written assignments for you to complete (instructions are at the end of the syllabus). They will help you reflect on your internship experiences as well as help you apply what you are reading and learning. The number of points for each assignment vary; together they are worth a maximum of 290 points. Grades are based on the thoroughness of your work and your ability to apply what you have learned from the readings and course material. There is a 5 point penalty for each calendar day an assignment is late. You may turn your assignment in early if you know you must miss class the day an assignment is due, but please turn in a hard copy (do not send your assignment to me as an e-mail attachment).

ORAL PRESENTATIONS - After completing three of the major written assignments (one on conceptualization, one on treatment, and one on diversity), I will ask you to summarize your work orally for the seminar so that others can benefit from what you have

learned. The amount of time each student has for her/his presentations depends on the number of students who enroll, but I anticipate that you will have between 10 and 20 minutes for each presentation. Each of the presentations will receive a score from 0 to 20, for a total of 60 points. Grades will be based on the clarity, organization, style, and thoroughness of the oral presentations. Failure to present on the scheduled day will result in a 0 for the presentation unless there is a medical or family emergency that prohibits you from being on campus (in which case you need documentation from the Office of Student Affairs).

CLASS PARTICIPATION - Active participation from each student is very important. The quality of your participation will contribute toward your final grade. Your discussion should be relevant to the topic/presentation(s) scheduled for that day and integrate material contained in any readings or your professional practice. Your participation grade will be determined by summing points from each class period, using the following scale:

2 = active verbal participation, incorporating information from the reading and/or information from other psychology classes or sources and/or information from one's professional practice experience

1 = active verbal participation, with less evidence of having thought about the reading and/or outside relevant information

.5 = non-verbal participation (evidence of attentive listening, but no contribution to discussion)

0 = no participation (absent) or no evidence of attentive listening

Note that participation grades are based more on the quality, and less on the frequency, of your discussion. However, in order to earn all the participation points, you will need to say something relevant to the discussion each day. Also note that absences and tardiness lower your participation grade, as it is impossible to participate without being present. I recognize some students find it difficult to initiate discussion, and if you would like me to assist you in increasing your participation I would be happy to do so. If you would like feedback about your participation, please ask. Class participation points will range from 0 to 60.

FINAL GRADE - Points for your written assignments, oral presentations, and class participation will be summed to determine your final grade as follows: A = 315-350 points; B = 280-314 points; C = 245-279 points; D = 210-244 points; F = 209 points or fewer.

Academic Integrity

The Student Judicial Office considers plagiarism, "the unacknowledged appropriation of another's work, words, or ideas in any themes, outlines, papers, reports, or computer programs." I welcome you to talk with other students about your papers and presentations (unless noted otherwise in assignment instructions), but it is important that each student turn in a product that is unique and based on her/his own work. If it becomes apparent that a student's work is not his/her own, he/she will receive a 0 on the assignment, may receive an F in the course, and may be referred for disciplinary action. Please see me if you have any questions.

Topics, Readings, and Assignment Due Dates

Date	Topic	Readings/Assignments Due
WEEK 1		
8/24	Introductions and Seminar Overview	
8/26	Becoming a Professional	Reading: Brooks et al. (1995) article, and Walter & Peller (1992) chapter Assignment due: 2-page written reaction: Internship goals
WEEK 2		
8/31	Getting Started on an Internship	Reading: Rosen (2004) article Assignment due: Develop a draft resume/CV
9/2	Being a Supervisee	Reading: Stoltenberg (1981) article, and Berger & Buchholz (1993) article Assignment due: 1-page diagram: Diagram of Agency Personnel
WEEK 3		
9/7	Ethical Issues	Reading: APA (2002) Ethical Principles of Psychologists and Code of Conduct, and Plante (1999) article Assignment due: 2-page written reaction: The Role of the Intern
9/9	Ethical Issues (cont'd)	Reading: Pulakos (1994) article, Biaggio et al. (1998) article, and Claiborn et al. (1994) article

WEEK 4		
9/14	Mandated Reporting	Reading: ILCS Abused and Neglected Child Reporting Act, and ILCS Elder Abuse and Neglect Act Assignment due: Ethics Project
9/16	Tarasoff Situations	Reading: IDHS (2000) Mental Health and Developmental Disabilities Confidentiality Act Assignment due: Psychological Theory presentation topic - just jot your chosen theory on a piece of paper to submit in class
WEEK 5		
9/21	Assessing Dangerousness	Reading: Tishler et al. (2000) article, and Sanchez (2001) article Assignment due: 2-page written reaction: Mandated Reporting
9/23	Assessing Dangerousness (cont'd)	Assignment due: 2-page written reaction: Working with Potentially Dangerous Clients
WEEK 6		
9/28	Using Psychological Theories to Conceptualize Client Issues/Behaviors	Reading: Prochaska et al. (1992) article (Instructor presentation)
9/30	Using Psychological Theories to Conceptualize Client Issues/Behaviors (cont'd)	Assignment due: Written summary of a psychological theory and its application to a client (and must be prepared to present the summary orally to the seminar on 9/30, 10/5, or 10/7, or 10/12)
WEEK 7		
10/5	Using Psychological Theories to Conceptualizing Client Issues/Behaviors (cont'd)	Oral presentations (cont'd)
10/7	Using Psychological Theories to Conceptualize Client Issues/Behaviors (cont'd)	Oral presentations (cont'd) Assignment due: Psychological Research presentation topic - just jot your chosen topic on a piece of paper to submit in class
WEEK 8		
10/12	Using Psychological Theories to Conceptualize Client Issues/Behaviors (cont'd)	Oral presentations (cont'd)
10/14	Using Psychological Research to Address Client Issues/Needs	(Instructor presentation)
WEEK 9		
10/19	Using Psychological Research to Address Client Issues/Needs	Assignment due: Written summary of a treatment approach, its application, and review of effectiveness (and must be prepared to present the summary orally to the seminar on 10/19, 10/21, 10/26, 10/28, 11/2, or 11/4)
10/21	Using Psychological Research to Address Client Issues/Needs (cont'd)	Oral presentations (cont'd)
WEEK 10		
10/26	Using Psychological Research to Address Client Issues/Needs (cont'd)	Oral presentations (cont'd)

10/28	Using Psychological Research to Address Client Issues/Needs (cont'd)	Oral presentations (cont'd)
WEEK 11		
11/2	Using Psychological Research to Address Client Issues/Needs (cont'd)	Oral presentations (cont'd)
11/4	Using Psychological Research to Address Client Issues/Needs (cont'd)	Oral presentations (cont'd)
WEEK 12		
11/9	Diversity	Reading: APA (1993) Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations, and APA (2000) Guidelines for Psychotherapy with Lesbian, Gay, & Bisexual clients
11/11	Diversity (cont'd)	Reading: Trevino (1996) article, and Pedersen (1987) article Assignment due: 2-page written reaction: World Views
WEEK 13		
11/16	Diversity (cont'd)	Assignment due: 2-page written summary of how some aspect of diversity might affect a client's help-seeking, use of therapy, and interpersonal behaviors (and must be prepared to present the summary orally to the seminar on 11/16, 11/18, or 11/30)
11/18	Diversity (cont'd)	Oral presentations (cont'd)
WEEK 14	Thanksgiving Week - No class	
WEEK 15		
11/30	Diversity (cont'd)	Oral presentations (cont'd)
12/2	The Future: Work in the Helping Professions	Reading: Kramen-Kahn & Hansen (1998) article
WEEK 16		
12/7	The Future: Work in the Helping Professions	Assignment due: Career Research Project
12/9	Taking care of ourselves	Reading: Mahoney (1997) article, Brown & O'Brien (1998) article, and Norcross (2000) article Assignment due: Update your CV based on internship experiences and feedback from beginning of semester
FINAL	Monday, December 13, 3:10p.m.	Assignment due: 2-page reaction paper: Recognizing and Preventing Burnout (due at the start of the final exam period)

Assignment Instructions

Internship Goals (15 points)

Internships can be great learning experiences. Sometimes interns even find that the numerous opportunities for learning are overwhelming. For that reason, it is helpful to be as clear as possible about what you'd like to accomplish or learn on your internship. Having specific goals will help you focus your attention and energy on what is most important to you.

Spend some time thinking about possible internship goals for yourself. The Brooks et al. (1995) article may give you some ideas about goals you have not yet considered. When setting goals, try to be realistic about what is possible to achieve in a fairly short amount of time, keeping in mind that your internship experience lasts for only one semester. Also, make sure your goals are ones over which you have control. For example, since you don't have control over clients' perceptions, setting a goal of having all clients like you is likely to lead to frustration. However, you do have control over your own behaviors, so setting the goal of trying very hard to

convey empathy to each client is more reasonable. Finally, after thinking about your goals, please make certain they are consistent with the expectations your internship site has for you (consult your supervisor if you are uncertain about this). The Walter and Peller (1992) chapter will help you identify other characteristics of effective goals. Note that although the Walter and Peller chapter is written for practitioners who will be helping clients, you may use the criteria for your own goal-setting as well.

In a two-page, double-spaced paper, please identify what you see as your two most important goals as an intern. Then describe very briefly what would help you accomplish those goals. Finally, describe how you will know, at the end of the internship, if you have successfully achieved the goals. To receive the maximum points for this and other assignments, it must be clear from your summary that you have read the assigned readings.

Developing a Résumé/Curriculum Vitae (10 points)

It is not uncommon for interns to wonder what kinds of knowledge and expertise they have to offer clients. Unless we are specifically prompted to do so, it is easy to overlook specific course work or work experiences that may help us in our roles as helping professionals. Reflect on all the courses you have taken as a college student, and reflect on all the work experiences you have had. Then, develop a one-page draft of a résumé (or a longer curriculum vitae if you have had lots of prior work experience) that highlights the experiences that might be relevant to the work you will be doing as an intern. It would be appropriate to list on your résumé current contact information (name, address, phone, e-mail), your educational history, relevant course work, your work history (emphasizing duties that are most relevant to the current internship), any relevant volunteer or other experiences, honors and awards, and references. You may think of other categories of information that would help illustrate your qualifications as well.

Diagram of Agency Personnel (5 points)

As an intern, there will likely be many staff persons for you to meet. It is helpful to know the responsibilities of each so you'll know where you fit into the agency and whom to approach with specific questions. As best you can, draw a one-page diagram of the structure of the agency in which you are doing your internship. Begin with yourself as an intern, and then illustrate your relationship to your supervisor. Then illustrate your supervisor's relationship to others in the agency, all the way up to the director of the agency, if possible. If there are separate work groups (e.g., a group of substance abuse specialists and a group of researchers), indicate somehow the way(s) these individuals fit together. Don't worry if you aren't able to form a complete diagram right now. Illustrate what you know now, and the parts you are uncertain about will be good areas to investigate in the next few weeks.

Role of the Intern (10 points)

You will encounter many new people in your work as an intern. Sometimes these people may react to you based on their expectations (realistic or not) of what interns are like. Giving some thought to this beforehand may help you better understand the different relationships and reactions you will encounter during your internship.

Write a two-page, double-spaced summary about the role of an intern as viewed from several different perspectives. For example, what expectations and views do you think each of the following might have of interns: Supervisors? Other professional staff? Clients? As you think about these perspectives, ask yourself what positive *and* negative ideas each group might hold about interns.

Ethics Project (30 points)

As an intern, you are expected to adhere to ethical and legal standards of the profession. Therefore, it is very important to be familiar with these standards. Read the APA (2002) *Ethical Principles of Psychologists and Code of Conduct* in its entirety, as well as the Biaggio et al. (1998) article, and respond to the following ethical dilemma by answering the questions, using as much or as little space as you need. This project is to be completed individually, without consultation with any other person (except me).

A therapist who specializes in work with geriatric clients also serves as head of a charitable organization. After a meeting of the organization, the therapist is approached by a woman who is both a personal friend and who serves as vice chair of the charity's executive board. The woman is having problems with her 15-year-old daughter who has been skipping school and has been moody and depressed around the house. Because she trusts her, the woman asks the therapist to see the girl for therapy. The therapist agrees to do so without charge and suggests it would be less threatening to the girl if she stopped by the therapist's house and they talked. The girl comes to visit at the appointed time, but her mother has not told her the visit is for therapy, and the therapist simply says it had been a long time since she'd seen the girl and just wanted to talk. While talking, the girl tearfully and rather abruptly confides that she thinks she may be pregnant but is ashamed to tell her mother. The therapist listens empathetically and offers emotional support; then after the girl has left she calls the mother to tell her what happened in therapy.

1. Which Principle(s) and/or Ethical Standard(s) have been violated and/or compromised in this situation? Why? Explain your rationale for citing any particular code.
2. What could the psychologist have done differently to avoid these ethical problems?
3. If you were a psychologist who independently learned of this situation, what, if any, steps would you take to address the dilemma?

Mandated Reporting (15 points)

As a psychology intern, you are a mandated reporter for child and elder abuse and neglect. It is important to be familiar with what this means and with what you would do if you learned of such abuse or neglect occurring. It is also important to consider the ramifications of being a mandated reporter on your work with clients and/or their families. In approximately a two-page, double-spaced paper, please describe how you would feel about working with a parent who has recently admitted to you that she is physically abusing her children. How might she feel about working with you after you've reported the incident to the Department of Children and Family Services? What steps could you take before and after learning of such an occurrence that would maximize the likelihood of maintaining a productive working relationship with the parent?

Working with Potentially Dangerous Clients (15 points)

Many interns and new professionals report that the idea of working with clients who pose a threat to themselves or others is daunting. This is perfectly natural. It may help, however, to have identified exactly what it is that is most of concern and then to develop a constructive plan for dealing with the fears or concerns. In approximately a two-page, double-spaced paper, please discuss two specific concerns you might have about working with potentially dangerous clients and what exactly you could do to manage these fears or concerns. Be as specific as possible. Your strategies could involve coming up with a specific plan about what to do if believe a client is potentially dangerous, they could involve things you would say to yourself to minimize anxiety, or they could involve anything else that might be effective for you.

Written Summary and Oral Presentation: Using Psychological Theories to Conceptualize Client Issues/Behaviors (summary 25 points, presentation 20 points)

Think of a particular client you have (or know of) that you would like to understand more about. Then, choose a psychological theory that might help explain something about this client's behavior, presenting problem, personality, etc. Any psychological theory you have encountered in your previous course work or reading would be fine to use. Examples include--but are not limited to--Maslow's theory of needs and self-actualization, learning theories (e.g., classical or operant conditioning), Freud's psychoanalytic theory, Rogers' Humanistic Theory, Erikson's theory of psychosocial stages of development, Piaget's theory of stages of cognitive development, etc. You may find it useful to look through an introductory psychology textbook to remind yourself of various theories to choose from. It may also be useful for you to speak with your supervisor and/or your instructor about other possibilities as well.

Find two resources (e.g., book chapters, articles) that describe the theory you chose. Read the resources carefully, making sure you understand the theory well. Then summarize the theory's main points in approximately one to two double-spaced pages (be sure to cite your sources appropriately so that you're not plagiarizing). If the theory is grand and broad in scope (e.g., Freud's), it may be appropriate for you to focus only on specific parts of the theory. Finally, apply the theory to the client you chose (aim for a two-page double-spaced explanation here, and don't include the client's real name or any other information that reveals the client's identity). Explain how the theory might help us understand something about the client's behavior, presenting problem, personality, etc. Also explain whether the theory falls short in any way (i.e., cannot account for some aspect of the client's behavior or experiences).

Your written summary will be evaluated by the instructor. You will also share the contents of your paper with the seminar in an oral presentation. In the presentation, I will ask you to summarize the key parts of the theory you chose, explain how you applied it to a client, and respond to questions or feedback from the audience.

Written Summary and Oral Presentation: Using Psychological Research to Address Client Issues/Needs (summary 35 points, presentation 20 points)

This project will give you the opportunity to learn about a particular kind of treatment for a specific psychological problem. Identify a client/couple/family you have or know of who is seeking help (voluntarily or not) for some concern (e.g., depression, substance abuse, anger, low self-esteem, etc.). Then, search the literature on the presenting concern to find out what kinds of treatment approaches have been used. Select an approach you'd like to learn more about, and find (a) at least one resource that describes this treatment approach in some depth and (b) two empirical articles that have examined the effectiveness of this treatment approach. Any psychologically based treatment approaches (e.g., behavioral interventions, cognitive interventions, group therapy, psychoeducation, etc.) are fine to consider for this assignment, but the treatment approach should be one that you could implement yourself with your supervisor's assistance (i.e., do not choose a medical procedure). It may be helpful to review the psychological treatments chapters of introductory psychology books or abnormal psychology books to remind yourself of some possibilities. As before, it may also be useful to talk with your instructor and/or supervisor about possibilities.

Next, prepare a written summary in which you describe the treatment approach generally (approximately 2 typed double-spaced pages), explain how this treatment approach could be applied to the specific client/couple/family you chose (approximately 2 typed double-spaced pages), and describe the methods researchers have used to evaluate the effectiveness this treatment approach and what the findings were (approximately 2 typed double-spaced pages). You will also present the contents of your summary orally to the seminar. In the presentation, I will ask you to summarize the basic treatment approach, its application to a client/couple/family, and the effectiveness of the approach.

World Views (15 points)

Read the Trevino (1996) article on world views. Spend time reflecting on your own world views and how they might affect your

understanding of clients and their concerns, as well as how they might affect the therapy process. Then, choose two characteristics (e.g., gender, race or ethnicity, age, religion, physical health, sexual orientation, economic status, physical abilities or disabilities, intellectual abilities or disabilities, etc.) and, in approximately a 2-page, double-spaced summary, please describe how these characteristics of yours may have contributed to certain beliefs about the world and how these beliefs may impact your work as a professional helper.

Diversity Project (summary 20 points, oral presentation 20 points)

Choose some aspect of diversity (e.g., gender, race or ethnicity, age, religion, physical health, sexual orientation, education level, economic status, physical abilities or disabilities, intellectual abilities or disabilities, etc.) that you would like to learn more about. Find two resources that describe the impact of this aspect of diversity on help-seeking, the therapy process, and/or clients' interpersonal behaviors. It may be especially useful to look for information about how this aspect of diversity may be associated with particular barriers to and facilitators of help-seeking for psychological issues. Then, in a three-page, double-spaced paper, please summarize what you have learned and be prepared to share this knowledge orally with the class (in a 5-10 minute presentation).

Career Research Project (15 points)

Interns often hope to use their internships to help them decide whether they would like a career as a helping professional. By now you are likely aware of the daily activities of some of the professionals at your internship agency. However, you may not be aware of all the ins and outs of their profession and what it takes to enter the occupation. This project will help you become more familiar with a career as a professional helper.

Identify someone at your agency whose career you might consider pursuing. If none of the specific occupations of people at your agency appeal to you, choose another career you would consider. Once you have selected a job title, investigate the career using on-line career resource materials (I will tell you about various possibilities in class). If possible, also speak with someone who has this specific job and ask them about what they like and dislike about their work. Then, fill in the outline with the information you have found. You do not need to type a formal report using complete sentences. Just fill in the outline.

- Title of Occupation
- Nature of the Work (List at least five job duties or work tasks performed in this occupation.)
- Training/ Licensing/ Certification and other Qualifications
 - What is the lowest level of education needed for entry into this occupation? What is the most desirable education level?
 - Is special licensing or certification required? If so, please explain.
- Advancement and Job Outlook
 - List at least three kinds of organizations that employ people in this occupation.
 - What is the projected employment outlook for this occupation?
- Salary/Benefits
 - What is the potential salary range for this occupation?
 - What other benefits are generally associated with this job?
- Working Conditions and Lifestyle Issues
 - About how many hours of work per week are expected or desirable for this job?
 - How many nights and weekends would be consumed by job responsibilities?
 - To what degree are employees in this occupation expected to travel or relocate?
 - What is the stress level of this occupation?
- Pros and Cons (List the three most significant benefits and the three most significant drawbacks of this occupation for you.)

Update your CV (5 points)

Now that you are almost finished with your internship, reflect on the skills you have acquired. What responsibilities have you had, and what do you have to offer potential employers that you might not have had at the beginning of the semester? Update your résumé/curriculum vitae based on your internship experiences and based on feedback from beginning of semester.

Recognizing and Preventing Burnout (15 points)

Although being a professional helper can be extremely gratifying, there are also risks associated with helping professions. One of the risks that we may be more likely to avoid and prevent with self-care is burnout. Read the assigned readings on burnout. Then, in a two-page double-spaced summary, please write about how you will recognize signs of burnout, the assets you have for avoiding burnout, and coping strategies you could use to avoid burnout if you were to enter a helping profession as a career.