

PSYC 499

Psychology Internship

***Note: All content provided in the professor's notes, course chart and course syllabus are based on the professor's opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.**

**Course Syllabi
Course Charts
Professor's Notes**

PSYC 499—Psychology Internship
Professor's notes*
As of July 7, 2007

***Note: All content is based on the professor's opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.**

**From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the overall level of difficulty of this course?**

Level of demand = 5

I believe this course could be taken with one or possibly two other courses within an 8-week format. The internship covers 16 weeks; the A-term of PSYC 499 spans a B- and D-term in every Spring, Summer, and Fall. The internship is not academically difficult, but requires 125 work hours in an agency of the student's choosing.

**From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the reading requirements in this course?**

Level of demand = 3

There are documents posted in Blackboard to explain the details of each of the assignments, but no course textbook or lessons. This course relies heavily on interaction within the internship agency; grading is accomplished through the reporting of this interaction.

**From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the lecture requirements in this course?**

Level of demand = 2

There are no lectures or formal lessons. Student-faculty interaction is heavy in the prior selection and approval of internship sites. In a Questions area of Blackboard, there is required and frequent interaction with the instructor and classmates. Internship sites are diverse and unfamiliar, so there is much questioning and clarification of appropriate professional interactions.

**From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the online exam requirements in this course?**

Level of demand = N/A

This course contains no exams. The experience is recorded in a daily log and interpreted by means of the theories from prior courses in the Psychology program. These experiences and interpretations are reported in a Reaction Paper.

**From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the discussion board requirements in this course?**

Level of demand = 5

This course contains four online graded areas in the Discussion Board. All students must post an early Question, followed by reporting and classmate responses at the points of ¼, ½, and End completion of internship hours worked. The requirements are clearly stated and defined in the Discussion Board areas and in the explanation documents posted in the Assignments area of Blackboard.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?

Level of demand = 6

This course contains one written Reaction Paper. The Reaction Paper is not a research paper, but must follow the formal writing standards of APA style. This paper includes an introduction to the agency work, benefits and suggestions related to the agency, and reported behavior patterns interpreted by theories from prior coursework. The other graded assignments are the daily log, a Supervisor's Evaluation, and a reporting of five professional Activities during the term.

Additional comments:

The application process for the internship is the most difficult aspect of the course. There are university, agency, and academic requirements to be approved in the application. The observation/interaction work in the agency is usually reported as profitable, enjoyable, and a culmination of prior coursework. It is the first application of coursework for many students, and they report being pleasantly surprised at their level of preparedness for professional work. The requirement to interpret observed behavior patterns by means of theories forces an integration of academic and practical knowledge.

Many students connect with their classmates, both personally and professionally, in the Discussion Board. The requirement to respond to classmates' postings of the ¼ and ½ completion is often increased to the level of conversation and topic discussion. The Prayer Concerns area of Blackboard provides encouragement among the members of the class.

There are many opportunities for spiritual and scriptural integration of biblical and professional knowledge. The students often discuss God's goodness to humans, along with desperate human needs, in relation to social issues that are observed in the agencies. Student-faculty discussions, both during the early application process and during the internship term, rely on the encouragement of God's calling of the students and His provision for their service. The students report widely varying levels of spiritual maturity, different spiritual backgrounds, and diverse internship agencies/supervisors. The ministry opportunities abound, from the instructor to the students, among the students, and from the students to their internship colleagues.

LIBERTY UNIVERSITY
Department of Psychology
AGENCY PLACEMENT PRACTICUM

PSYC 499
mlgadoms@liberty.edu

Dr. Marilyn Gadomski
Telephone: (434) 592-4036

***Note: All content is based on the professor's opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.**

COURSE DESCRIPTION & PURPOSE

The Practicum is an experiential application of the research and theories from the previous Psychology courses. For three credit hours, Junior and Senior Psychology majors are assigned to a community facility for 125 hours (3 credit hours) of observation and participation. The requirements of the facility are carried out and documented in a detailed daily log of activities. The log, along with personal reactions to the set of experiences, forms the basis for a position paper of 10 typewritten pages. The course provides direct experience in helping persons with special needs, enhances awareness of the responsibilities and skills needed for professional employment in the psychological services, and requires a synthesis of human development in spiritual, social, emotional, and cognitive behavior patterns. An understanding of the behavior and learning potential of clients who are different in some way can be an effective tool for intrapersonal and interpersonal Christian growth.

<u>COURSE OBJECTIVES</u>	<u>METHOD OF ASSESSMENT</u>
Integrate Christian principles throughout the Curriculum.	<i>Paper, Course evaluations</i>
Develop a conceptual framework that embraces relevant facts and concepts of human behavior PDO 1 (Psychology Department Objective 1).	
Analyze the major theories— Behaviorism, Cognitive Development, and Psychosocial—covered in this course.	<i>Paper</i>
Learn to think critically about the self, about differences and similarities with others, and about how gender, race, ethnicity, culture and class effect all human perspectives and experiences (PDO 3).	<i>Paper</i>

Apply the theoretical concepts in human lives.	<i>Log documentation</i>
Evaluate a specific human concern using the course concepts.	<i>Paper</i>

EVALUATION

The final grade will be based on the following criteria, for 3 credit hours, on a 10-point scale:

Supervisor's evaluation of the attitudes and skills demonstrated;	10 points
High personal ethical and professional conduct;	10 points
Participation in four meetings on Blackboard;	10 points
Documentation of 5 activities @ 2 points each	10 points
Log documentation of at least 125 hours (42 hours/ credit hour), with noted patterns of behavior;	10 points
Personal reactions with noted benefits and suggestions (10 points), in a 10-page--3 1/2 pages/credit hour (20 points) reaction paper with a theoretical explanation of behavior patterns (20 points).	50 points

All of these requirements must be completed to receive a grade. All of these requirements must be completed to receive a grade. The Honor Code is in effect; any breach of the Honor Code, including plagiarism, will result in a grade of 0% for that piece of work and possibly a grade of F for the course.

Blackboard Communication/Meetings

Before logging internship hours	Placement confirmation. Contact the agency and set a schedule to begin to accumulate hours.
After ¼ hours	Progress, Statistics on behavior patterns. Keep a record of the frequency of some behavior.
After ½ hours	Progress, Theories of behavior patterns Choose cognitive development (Piaget), social modeling, and/or Behaviorism as an explanation for the behavior.
End of Internship hours	Reactions to observed patterns; log and paper due. What do you now believe/feel about the treatment patterns in your agency of Internship?

PSYC 499 Paper Evaluation

Supervisor's Evaluation	10 points	
Professional Ethics	10 points	
4 meetings on Blackboard	10 points	
Documentation of 5 activities @ 2 points each	10 points	
Log of 125 hours/3 credit hours	10 points	
Paper Benefits, Suggestions	10 points	
10 pages/3 credit hours	20 points	
Patterns (10), Theory (10)	20 points	

Instructions for Paper

Include the evaluation form with the completed assignment.

The following are some common mistakes that you will avoid. Most are according to the standards of appropriate formal writing; some are especially applicable to scientific thought and writing in APA style.

Technical writing

- Use third person references. Avoid “you” or “I” except in the case of personal experience examples.
 - Use formal language--no contractions or informal terms ("a lot", "thing", "hyper").
 - Use past tense verbs to describe all findings—the events have already happened.
 - Match nouns, pronouns, verbs for singular/plural form, even though it is sometimes awkward to avoid gender issues (he/she, themselves). Try using all plurals or alternating the singular gender reference.
 - Edit carefully for punctuation and grammatical constructions. Christians must be articulate in order to be influential and persuasive.

Style

- Include a title page with the name of the paper and your name, and the agency name.
- Put a References page at the end if you have cited any sources.
- Cite sources in the form (author, year). Every source cited in the Paper must be in the References; every entry in the References must be cited in the Paper.
- The paper may be a chronological account of your experience, a focus on a particular area of interest from the experience, or an analysis of how the experience has affected your perception of these clients. Be careful to adequately cover all areas in the Paper Evaluation.

Liberty University
Department of Psychology

**SUPERVISOR PRACTICUM EVALUATION
(PSYC 499)**

Name: _____

Dates: _____

Place of Practicum: _____

Description of Duties:

- I. Theoretical preparation:
- II. Competence (ability to perform assigned duties with understanding, skill and confidence).
- III. Cooperation with Staff:
- IV. Professional Behavior:
 - A. Attitude:
 1. Positive:
 2. Non-defensive:
 3. Helpful:
 1. Creative:
 - B. On time for all assigned duties:
 - C. Fully discharges time agreement:

D. Meets administrative requirements:

1. Meetings
2. Reports:

E. Utilizes professional growth resources:

1. Workshops, training sessions:
2. Journals and books:
3. Academic work, workshops, etc.

V. Strengths:

VI. Improvements needed:

VII. Comments:

Supervisor signature : _____

Date signed: _____

PLEASE MAIL TO:

Dr. Marilyn Gadowski
Department of Psychology
LIBERTY UNIVERSITY
1971 University Blvd.
Lynchburg, VA 24502-2269

ACTIVITIES

Complete one chart for each event and for each course in 2-3 sentences per box

Name	Theme/Purpose and Summary
Benefit to Profession	Value/Relation to life plans
Event	Question(s) for speaker/leader
Date/Time/ Location	Suggestion for improvement or for future events

MGadomski PSYC 499

Complete one chart for each event and for each course in 2-3 sentences per box

Name	Theme/Purpose and Summary
Benefit to Profession	Value/Relation to life plans
Event	Question(s) for speaker/leader
Date/Time/ Location	Suggestion for improvement or for future events

MGadomski PSYC 499