

Psychology 558/559: Field Services Seminar and Psychological Field Service
Tuesdays, 4:10 – 5:55 p.m., Thorton Hall 428
Spring 2016

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Office Hrs.: Tues. 2:30-3:30, Wed. 2:30-4:30 & be appt.

Course Description and Objectives - The field services seminar and accompanying field service are intended for psychology majors with advanced standing who are interested in gaining experience in the application of psychological knowledge in field service settings. Students in the course will gain:

- Skills and experience in human service delivery
- Knowledge of current standards of practice, professional roles and responsibilities, and ethical and legal issues in human service delivery
- Understanding and appreciation of complexities of working with socially and culturally diverse groups

Psych. 558 Course Requirements - Students are expected to:

- 1) Actively participate in class discussion (20 points). To receive all 20 points, students can have no more than two excused absences. Three points deducted each for each additional absence.
- 2) Co-facilitate class discussion of required readings for class - see handout for guidelines for co-facilitations (20 points).
- 3) Participate in a group presentation on a topic related to fieldwork - see handout for guidelines for group presentation (30 points).
- 4) Write a final report describing the field placement agency and the outcomes—both positive and negative—of the field placement experience (30 points). Reports are to be 3-5 pages, typed, and double spaced. Note: These reports are also used in the grading of 559. **Final reports are due May 17, 2016.**

Psych. 559 Course Requirements - Students are expected to:

- 1) Secure a field placement and have supervisor sign a Psychology Department Field Placement Agreement form. **Agreement forms should be completed by March 1 at the latest.**
- 2) Spend 4 – 12 hours per week at their field placement (4 hours if 1 unit of 559; 8 hours if 2 units; 12 hours if 3 units).
- 3) Maintain a journal reflecting experiences in the field - see handout for guidelines for journal entries (20 points). Journals entries **must be typed and double spaced. Journals are due the third Tuesday each month, except in Feb. when they are due the 4th Tuesday (Feb. 23, Mar. 15, April 19, May 17).**
- 4) Turn in the SFSU Psychology Department Final Evaluation of field placement performance, completed by supervisor (30 points). **Evaluations are due by May 17, 2016.**

Grading - Final grades for 558 and 559 will be determined as follows:

	558	559
Attendance and participation	20%	Attendance and participation
Class Facilitation	20%	Journal
Group Presentation	30%	Supervisor evaluation
Final paper	30%	Final paper

Additional Fieldwork Opportunities/Extra-Credit - To round out hours for field work, and/or to earn up to 5 points of extra credit, students may participate in research related activities and/or outreach activities with student organizations. Documentation of participation is required, and should include the research study or organization name and the number of hours of participation, signed (or emailed) by a research assistant or PI.

Required Readings –

A selection of readings on key issues in providing field services, listed below, will be the basis of class facilitations and discussion. The readings will be available on **eReserves**, which can be accessed through iLearn. A list of the required readings:

- Baird, B. N. (2002). Preparation. Chap. 1 in *The internship, practicum, and field placement handbook* (pp. 1-17). Upper Saddle River, NJ: Prentice Hall.
- Kennedy, E., and Charles, S. C. (2001). Emotional involvement. What is it like to be real? The self as an instrument in helping others. Chaps. 2, 7 & 8 in *On becoming a counselor. A basic guide for nonprofessional counselors and other helpers (Rev. ed.)* (pp. 11-19 and 57-72). New York: Crossroad.
- Brammer, L. M., & MacDonald, G. (1999). Helping: What does it mean? Chapter 1 in *The helping relationship. Process and skills* (pp. 1-25). Boston: Allyn and Bacon.
- Kottler, J. A. (2000). Helping relationships. Chap. 4 in *Nuts & bolts of helping* (pp. 45-56). Boston: Allyn and Bacon.
- Martin, D. (1998). Basic skills. In D. G. Martin & A. D. Moore (Eds.) *Basics of clinical practice. A guidebook for trainees in the helping professions* (pp. 2-18). Long Grove, IL: Waveland.
- Hays, P. A. (2008). Looking into the clinician's mirror. Cultural assessment. Chap. 3 in *Addressing cultural complexities in practice, 2nd. Ed* (pp. 41-61). Washington, DC: American Psychological Association.
- Welch, I. D. (2003). The ethics of listening and responding. Chap. 10 in *The therapeutic relationship. Listening and responding in a multicultural world* (pp. 99-111). Westport, CT: Praeger.
- Moursund, J. (1993). The client in crisis. Chap. 7 in *The process of counseling and therapy*, (3rd ed., pp. 110-133). Englewood Cliffs, NJ: Prentice Hall.
- Brem, C. (2001). Self-care skills. Chap. 3 in *Basic skills in psychotherapy and counseling* (pp. 70 – 97). Belmont, CA: Brooks/Cole.

Tentative Class Schedule (Subject to Change)

Date	Topic	Reading
2/2	Introduction to the course	Handouts: Finding a Placement; Guidelines
2/9	Preparing to work in the field Issues in finding a placement	Baird - Preparation
2/16	Being a helper; Use of the self in helping others	Kennedy & Charles - Emotional involvement. What is it like to be real? The self as an instrument in helping others.
2/23	Understanding what it means to be a helper <u>Journals due</u>	Brammer & McDonald – Helping: What does it mean?
3/1	Building a helping relationship Co-facilitators: <u>Last day to turn in completed Field Agreements</u>	Kottler – Helping relationships

3/8	Identifying key skills in helping Co-facilitators:	Martin – Basic skills
3/15	Cultural awareness Co-facilitators: <u>Journals Due</u>	Hays - Looking into the clinician's mirror
3/29	Legal and ethical considerations Co-facilitators:	Welch – The ethics of listening and responding
4/5	Crisis intervention Co-facilitators:	Moursund – The client in crisis
4/12	Self care Co-facilitators:	Brem – Self care skills
4/19	Next steps and Group Presentation preparation <u>Journals Due</u>	
4/28	Group Presentations	
5/5	Group Presentations	
5/12	Group Presentations	
5/17	Class wrap-up; <u>Journals & Final Reports Due</u> <u>Evaluations Due</u>	

Additional Course Information

Accommodations. Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email (dprc@sfsu.edu).

Plagiarism is a form of cheating. It occurs when someone misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text written by another without appropriate acknowledgment or references. It may also include employing or allowing another person to write or alter work that a student then submits as his or her own. Plagiarism reflects an absence of academic integrity, and will not be tolerated in this class. Any student who engages in plagiarism will receive an “F” for that assignment, and may be subject to discipline. Plagiarism will be reported to the Department Chair and College Dean, and may be reported to the University Judicial Affairs Officer for further action. Students are responsible for knowing the SFSU regulations concerning

plagiarism and student conduct, found in the University Bulletin and online at:
<http://www.sfsu.edu/~helpdesk/docs/rules/conduct.htm>

Statement on Religious Holidays

- □ The faculty of San Francisco State University shall accommodate students wishing to observe religious holidays when such observances require students to be absent from class activities. It is the responsibility of the student to inform the instructor, in writing, about such holidays during the first two weeks of the class each semester. If such holidays occur during the first two weeks of the semester, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

Some Important Dates for Dropping, Withdrawing, or Changing Grading Options:

Students are encouraged to check their official semester schedule near two **dates**: **before Feb. 28** and **before April 28** to confirm they are either ADDED or WITHDRAWN from their desired courses.

First day of Instruction		27 January (W)
Faculty DROP deadline	Week 2	8 February (M)
Student DROP/AUDIT/ADD deadline	Week 2	9 February (T)
Last ADD (by exception) deadline	Week 4	28 February (T)
CR/NC deadline. ✓ Do not select CR/NC if a course is required for your major. ✓ CR/NC petitions after Mar. 20 seldom granted. Retroactive petitions (CR/NC to letter or vice versa) not permitted.	End Week 7	20 March (Su)
Withdrawal for “serious & compelling reasons”.	Week 3-12	10 February (W) – 26 April (T)
Withdrawal (by exception) (Serious & compelling; documentation required). <i>NO WITHDRAWALS permitted after May 17.</i>	Week 13-15	27 April (W) – 17 May (T)
Last day of Instruction.	End week 15	17 May (T)
Final exams		18-25 May
Spring Recess (no classes, campus open)	Between wk 7-8	21 March (M) – 26 March (Sa)
Cesar Chavez Day (no classes, campus closed).	Week 8	31 March (Th)