

**Psychology 4900 Advanced Interventions for Adolescents**  
**Psychology 4380 Practicum**  
**Tuesdays: 1:30-3:00 (Room 349)**  
**Weber State University – Fall 2011**  
**Syllabus and Course Outline**

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**SPECIAL NOTE TO THE STUDENT:**

Please note that this syllabus is a contract between you and the instructors of this course. Your decision to stay in this course is a statement that you are agreeing to abide by the policies described in this syllabus. If you don't agree with these policies, or you think that you cannot conduct yourself according to them, you are strongly encouraged to discuss this with the instructor(s).

**PURPOSE:**

The primary purpose of this course is to give you the opportunity to apply previously learned coursework to working with students and teachers in an alternative high school setting. Specifically, we will be working to help students improve in the areas of academics, social skills, and career planning. We also hope to include a parental involvement component to this experience.

Additionally, we want to help you develop and strengthen your skills as you consider and pursue careers in psychology. This will include focus on oral and written communication skills, ethical and professional conduct, collecting data in the schools, and topics specific to working with adolescents.

**GRADING:**

All students have the potential to earn an "A" in this course. There is no effort by your instructors to grade according to a "bell curve." All students will be graded according to the following point system:

<b>Modality</b>	<b>Point Value</b>
Class Attendance	100
Attendance at WHS	100
Weekly Journals (13)	130
Completion of the Preparing to Serve Training Modules	50
Research & Write Article for Parent Newsletter	100
Reflection of Experience	50
Submit Abstract for WSU Day at Capitol	50
Poster Presentation	100
<b>Total</b>	<b>680 points</b>

<b>A= 93-100%</b>	<b>C+= 77-79%</b>	<b>D-=60-62%</b>
<b>A-=90-92%</b>	<b>C = 73-76%</b>	<b>E= 59% &amp; Below</b>
<b>B+= 87-89%</b>	<b>C-= 70-72%</b>	
<b>B= 83-86%</b>	<b>D+= 67-69%</b>	
<b>B-= 80-82%</b>	<b>D= 63-66%</b>	

### **Weekly Journals**

We will want you to keep a weekly journal of your experience with WHS. Areas to address in these journals include: hours/dates you were on site, brief description of what you did, names of students with whom you worked, whether you feel your time is being utilized well. These journals will be turned in on a weekly basis starting with Week 2. Format is attached.

### **Training Modules**

The Community Involvement Center has created modules to help prepare university students for service. You will want to complete these modules by **Sept. 6th**. When you complete the modules you will receive a certificate of completion. Print out the certificate (at least one of them) and turn it in by September 6<sup>th</sup> so you can receive credit. The modules address the following topics: professionalism, cultural sensitivity, ethics, introduction to tutoring and mentoring, pre-college knowledge, FERPA. You can access the modules at: [http://www.weber.edu/communityinvolvement/preparing\\_to\\_serve.html](http://www.weber.edu/communityinvolvement/preparing_to_serve.html).

### **Reflection of Experience**

On the last day of class, **Nov. 29<sup>th</sup>**, you will turn in a reflection paper that describes your experience with the practicum.

**Guided Reflection Questions** (Choose questions that will guide your response).

Give details about your practicum experience including what your role was.

What did you learn through this experience?

What were your strengths as a practicum student?

What would you do differently if you repeated the experience?

How have you changed as a result of this experience?

How does what you learned relate to the content in your other psychology classes?

Did your assistance at the school make a difference?

What was the most challenging part of this experience for you?

How have your perceptions of students attending alternative school settings changed as a result of this experience?

How has this experience influenced your goals and future career plans

**Poster Presentation at State Capitol**

In order to further develop your public speaking skills, each student is required to submit an application to present a poster at Weber State University Day at the Capitol. The application deadline is January 10, 2012. Since the class will be ending before January we will ask that you submit the application earlier (Prior to November 29<sup>th</sup>). Students will submit and present their poster in groups of 2 or 3. We will allow you to choose your topic and divide into groups based on your personal preferences. Some possible topics may include: teaching social skills, facilitating parent involvement, motivating students, career development, mentoring etc. We will show you examples of posters presented at last spring's Service Symposium to help you generate ideas.

The Weber State Day at the State Capitol will be held on February 2, 2012. As part of the requirements for this course you will submit a poster prior to November 29<sup>th</sup>. This will ensure that you have a poster completed should your application be selected.

This should be a great opportunity for you to practice public speaking skills and to share the great work that you are doing with others. Presenting will also look good on a resume!

**Group #1:**

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**Group #2:**

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**Group #3:**

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**Group #4**

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**Parent Meetings & Newsletter**

Washington High School holds parent meetings on Saturdays mornings once per month (September, October, & November). We will want to attend these meetings so that we can share what we are doing with interested parents. On the first meeting, we will want obtain information about parent interests so that we can address these topics in a newsletter that will be sent to parents. There will be more information to come on this topic.

**Attendance:**

**It is critical that you attend class and go to WHS when you are expected to go.** If an emergency arises, you will be expected to contact Ms. Wurm and Melinda Russell-Stamp immediately. Previous practicum students have worked hard to establish a positive

relationship with the high school and it is important that we maintain it by consistently showing up at our scheduled times. Because much of your work will be interdependent, it is important to be reliable because your class-mates are counting on you. Seventy percent of the students at Washington High School attend the program because they have had difficulty with school attendance. Therefore, it is essential that we model good attendance practices **Students who do not show up to meetings and to the school will be terminated from the practicum.** On the first day of class you will be registering with the Community Involvement Center so that you can track your hours (form enclosed). Tracking your hours and registering at the community involvement center will enable you to be eligible for the Excellence in Service recognition at graduation (see attached form).

#### **LATE POLICY:**

Your instructors believe that it is vitally important to adhere to all deadlines noted in the course outline. Making a regular practice of respecting deadlines will go a long way toward success in the various areas of your life. However, your instructor recognizes that emergencies do occur and that they can interfere with even the most serious intent to respect deadlines. Therefore, your instructor expects that we will adhere to the following:

1. If you are sick, please stay home until you are no longer contagious. Generally, the standard is going 24 hours without a fever. Your instructor and classmates do not want to be infected with whatever illness you might have.
2. If an illness or other emergency occurs, it is your responsibility to notify Ms. Wurm and Melinda Russell-Stamp as soon as it is realistically possible. If you are teaching the class that day, you will need to contact your partner so that they are aware that you will be absent. It is also your responsibility to keep your instructor updated. If you do this, your instructor will work with you with exam and assignment deadlines. Please note that your instructor will be trying to balance your needs with the upcoming demands of the course. Therefore, while you may get an extension, you will need to complete the exam or assignment within the parameters set by the instructor.
3. If you are unable or otherwise fail to contact your instructor in the manner described in #2, you **MUST** provide documentation in order to get an extension without a penalty. This documentation will need to adequately why you need an extension and why you were unable to contact me in a timely manner. **YOUR INSTRUCTOR WILL BE THE ONE TO DETERMINE WHAT IS SUFFICIENT DOCUMENTATION.** Generally speaking, the penalty for late submission of an exam or assignment will be 20% if it is submitted within 2 business days of the deadline. After 2 days, the score becomes a zero

#### **MISCELLANEOUS:**

While every effort will be made to adhere to the course outline, all times, topics, and subjects covered will be at the professor's discretion and could change at any time. Advance notice will be given if a change is necessary.

From time to time, your instructor may need to be absent to participate in a professional conference. Please note that such participation is part of your instructor's job. If such an absence is necessary, you will be notified of it and any changes to the course schedule as soon as possible.

It is the instructor's expectation that the work you submit is in fact your work. Cheating on exams or plagiarizing work on papers or presentations will result in immediate failure of the course, as well as other possible disciplinary action. Plagiarism is representing the work of someone else as your own by taking sentences, paragraphs, or sections from other sources

without using quotation marks or appropriate references. Please consult the instructor if you have any questions about appropriate referencing of material.

Appropriate classroom behavior is vital to a productive learning environment. Behaviors such as a) arriving late, b) leaving early, c) holding private conversations, d) sleeping, e) reading other material, f) playing games with or communicating via cell phone or PDA, or g) doing other work are very rude and distracting to the instructor and your peers. The same principle holds true for cell phones and pagers going off in class. The instructor will intervene with such behaviors as appropriate. If they persist, offending students will be encouraged to drop the course.

**Disability Notice:**

Any student needing accommodations or services due to a learning disability must contact the Services for Students with Disabilities (SSD) at 801-626-6413. The office is located in Room 181 of the Student Services Center.

### Course Calendar

Week Of	Chapter	Material	Activity
Aug. 23	1	Discussion of expectations & class format; Information exchange; School Culture & Demographics; Register at Community Involvement Center	WSU students do criminal checks; <b>Confirm Schedule for WHS; Start working on training modules; start exploring Utah Futures.org.</b>
Aug. 30	2	Discuss & process observations; Class format; grading, data collection.	Weekly Journal
Sept. 6	3	Discussion & Processing; Classroom Management, motivation; 100 Strong Program	Weekly Journal; Training Modules Due
Sept. 13	4	Discussion & Processing; High School Student Mentoring	Weekly Journal
Sept. 20	5	Discussion & Processing;	Weekly Journal
Sept. 27	6	Discussion & Planning	Weekly Journal
Oct. 4	7	Discussion & Planning	Weekly Journal
Oct. 11	8	Discussion & Planning	Weekly Journal
Oct. 18	9	Discussion & Planning	Weekly Journal

Oct. 25	10	Discussion & Planning	Weekly Journal
Nov. 1	11		Weekly Journal; Submit application for Posters at State Capitol
Nov. 8	12	Discussion & Planning	Weekly Journal; Electronic Version of Poster (Draft 1)
Nov. 15	13	Discussion & Planning	Weekly Journal
Nov. 22	14	Discussion & Planning	Weekly Journal; Electronic Version of Poster
Nov. 29	15	Wrap-Up	Reflection Due; Weekly Journal; Community Involvement Tracking Form