

Psychology 4900 Advanced Interventions for Adolescents
Psychology 4380 Practicum
Tuesdays: 1:40-3:00 (Room 349)
Weber State University – Spring 2011
Syllabus and Course Outline

Instructors: Melinda Russell-Stamp
SS 354
801-395-3592 (Davis Office)
801-574-4405 (Cell)
melindarussellstamp@weber.edu

María Parrilla de Kokal
SS 301
801-626-8049 (Office)
801-725-4794 (Cell)
mdekokal@weber.edu

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 take this course from another professor.

PURPOSE:

The primary purpose of this course is to give you the opportunity to apply previously learned coursework material 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:

Modality	Point Value
Weekly Journals (13)	130
Completion of the Preparing to Serve Training	50
Lesson Presentation to the Class	100
Reflection of Experience	50
Poster Presentation at Service Symposium	100
Attendance at WHS	100
Class Attendance	100

Total **630 points**

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

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.

Training Modules

The Community Involvement Center has created modules to help prepare university students for service. You will want to complete these modules by **January 18th**. When you complete the modules you will receive a certificate of completion. Print out the certificate and turn it in by January 18th 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.

Reflection of Experience

On the last day of class, **April 12th**, you will turn in a reflection paper that describes your experience with the practicum. Guided reflection questions will be provided to you in class.

Poster Presentation at Service Symposium

In order to further develop your public speaking skills, each student will present at poster at the University Service Symposium (April 12th 10a.m. - 12:30 pm). This will also allow you to share with others the great work you are doing. 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. Abstracts must be submitted by March 22nd. You will be notified of your acceptance/rejection by Friday, March 26th. See attached handout.

the class. These presentations will be given throughout the semester. On the day of your article presentation, you will lead a discussion about your article and provide a hand-out to each class member that describes important aspects of the article.

Group #1:

Group #2:

Group #3:

Group #4

Social Skills Lesson

With 1-2 partners, students will develop a social skills lesson for the students at WHS. This lesson will be presented to the class for feedback and to obtain experience prior to presenting the lesson at the High School. Students should provide an outline for the instructor that will also be provided to the class. Details will be provided in class regarding what details should be included in the lesson outline. Social skills that will be focused on include: identifying strengths, goal-setting, problem-solving, making a good first impression, anger management/self-control, giving positive feedback.

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. **Students who do not show up to meetings and to the school will be terminated from the practicum.**

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
Jan. 4	1	Discussion of expectations & class format; Information exchange; School Culture & Demographics	WSU students do criminal checks; Confirm Schedule for WHS; Start working on training modules; start exploring Utah Futures.org.
Jan. 11	2	Discuss & process observations; Start discussing class format.	
Jan. 18	3	Discussion & Processing; Classroom Management, motivation	Weekly Journal; Training Modules Due
Jan. 25	4	Discussion & Processing; Parent Involvement	Weekly Journal
Feb. 1	5	Discussion & Processing; Data Collection	Weekly Journal
Feb. 8	6	Discussion & Planning	Weekly Journal
Feb. 15	7	Discussion & Planning	Weekly Journal
Feb. 22	8	Discussion & Planning	Weekly Journal
Mar. 1	9	Discussion & Planning -----	Weekly Journal

		Discussion & Planning	Weekly Journal
Mar. 8	10		
Mar. 15	11	Spring Break	
Mar. 22	12	Discussion & Planning	Weekly Journal; Abstracts Due to Community Involvement Center
Mar. 29	13	Discussion & Planning	Weekly Journal
Apr 5	14		
April 12	15	Wrap-Up	Reflection Due; Weekly Journal; Service Symposium 10 a.m. -12:30 p.m.