

HSP 341 • Practicum & Seminar II

Bellingham • Summer 2010

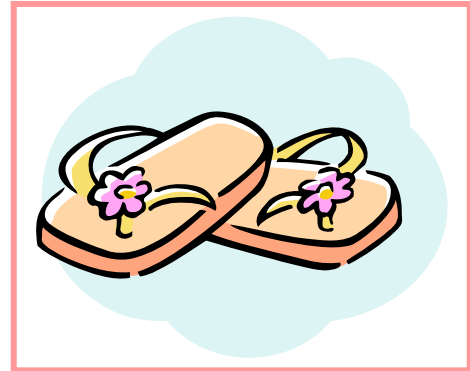
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Class Day/Time: Thursdays – 3:00 p.m. – 3:50 p.m. June 24th – July 29th face-to-face
July 30th – August 19th online



CATALOGUE DESCRIPTIONS

Practicum learning and accompanying seminar, with an emphasis on establishing client/professional relationships; understanding and following agency policies, procedures, and protocol; and professional growth through observation and reflection. Includes supervised field experience. S/U grading.

EXPECTATIONS

- It is expected that students will spend 2 hours each week, in addition to the one hour we spend in class, completing readings and assignments for this class.
- Refrain from using laptop computers and cell phones during our class sessions. Be sure to turn off your cell phone before class begins.
- I will do my best to start classes on time each session. It is expected that you will do your best to on time for each class session.
- It is important for us to create a safe learning environment for everyone in this class. A part of learning is exploring thoughts, concepts, ideas, and feelings that are new or unfamiliar to us. Let us commit to respecting each other's learning journey.

CSHSE Standard & Indicators	Outcomes	Learning Activities	Assessments
# 17 Learning experiences shall be provided for the student to develop his or her interpersonal skills.			
<ul style="list-style-type: none"> Clarifying expectations Establishing rapport with clients Maintaining behavior that is congruent with expressed values 	<ul style="list-style-type: none"> Students will demonstrate ability to establish professional relationships and maintain professional boundaries 	Sweitzer and King text	Practicum II Student Evaluation Field Visit Experiential Critical Analysis Papers
#19: The program shall transmit the major human service values and attitudes to students in order to promote understanding of human service ethics and their application in practice.			
Integration of ethical standards as outlined by NOHS and CSHSE	<ul style="list-style-type: none"> Students will apply knowledge of ethical standards to professional practice 	<ul style="list-style-type: none"> CSHSE/NOHS ethical guidelines (re-read and apply) 	In-class (problem-based learning application with practicum experience)
#20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.			
<ul style="list-style-type: none"> Conscious use of self Reflection on professional self Clarification of values Awareness of diversity 	<ul style="list-style-type: none"> Students will reflect on the development of professional knowledge, skills, and dispositions with applications to cultural competence. 	Cultural competency readings and activities	Content of Field Visit Experiential Critical Analysis Papers Summative Observation and Final Experiential Critical Analysis Papers
#21: The program shall provide field experience that is integrated with the curriculum.			
<ul style="list-style-type: none"> Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program. 	<ul style="list-style-type: none"> Students will work in a supervised practicum setting for a total of 120 hours. Students will coordinate a field visit between the student, field supervisor and university instructor. 	WWU Human Services Practicum and Internship Manual	Practicum II Student Evaluation due from field supervisors during weeks 10 Field Visit

BENCHMARK ASSESSMENTS

- Successful completion of 120 hours working in a supervised internship placement.
- Demonstration of professional and ethical behavior as documented by a satisfactory evaluation on the Field Supervisor's evaluation of student performance (Form 6)
- Satisfactory completion (at 70%) on all assignments in the seminar component of HSP 341, including the Student Self Reflection of Learning.

RECOMMENDED PORTFOLIO CONTRIBUTIONS

- Student Self Reflection of Learning that describes learning in the areas of personal and professional knowledge, skills, dispositions, and application to cultural competencies
- Field supervisor's end of quarter evaluation

REQUIRED TEXT AND OTHER RESOURCES

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, D.C.: Author.

Human Services Program. (2010). *Practicum & internship manual*. Available online:
<http://www.wce.wvu.edu/Depts/HS/Forms/>

Sweitzer, H. F., & King, M. (2009). *The successful internship: Transformation and empowerment*. Belmont, CA: Thomson-Brooks/Cole.

ASSIGNMENTS

1. **Attendance** Students are expected to attend all face-to-face class sessions, arrive to class on time and remain for the duration of the class session. Partial credit will be given if a student is late or needs to leave the class session early. If you miss a class session, or part of a session, it is your responsibility to contact a fellow student and inquire about the information covered during the missed session.

Due: Each class session

2 points possible for each

2. **Experiential Critical Analysis: Integrative Processing** – As you know, reflecting and analyzing the experiences you have in the internship setting is essential to the learning process. The learning you acquire through your internship is greatly enhanced when to take the time to reflect on what happened each day AND analyze your experiences. This quarter we will use a slightly modified version of Kiser's (1998) Integrative Processing Model to do this reflection and analysis. Here are the steps you will follow to complete this assignment:
 - **Describe** an experience – Choose one experience you have had in you internship setting during the week to focus on. Make sure the experience you choose is one in which that is the potential for deep professional learning. In this section, describe the experience as objectively as possible. Include useful details and subtleties of your actions and the actions of others.
 - **Analyze** and reflect – The focus of this section is to analyze and reflect on the experience. The analysis must demonstrate your awareness of personal

- assumptions/biases and to make connections between what occurred and your personal history or values.
- **Connection** to knowledge/theory – In this section connect your experience and your analysis to theories and/or knowledge you have gained through human services class (or other related classes). Identify at least two relevant concepts or bodies of knowledge and apply them to your experience. The purpose of this section is to find multiple ways to make sense of your experience. You may find the Switzer and King (2009) text useful for this section as they discuss the internship experience in detail.
 - **Dissonance** – In this section identify and describe the areas of complexity, difficulty, and/or conflict related in the experience you described in the first section. Grapple with the complexity/difficulty/conflict in an authentic and thoughtful way.

Using the categories as described above write a 1.5-2 page (not including the reference page) experiential critical analysis paper each week (weeks 2-5). Use APA formatting for in-text citations, quotations, and your reference page (this relates to the 'connection to knowledge/theory section of the paper). You will use these writings to inform your final analysis paper. Also, we will use these papers as a basis for our discussion in class (you may want to bring a copy of your paper to class).

Due: July 1, 8, 15, & 22 **Points Possible:** 5 each **How:** Blackboard Dropbox
3:00 p.m. (WWU time)

3. **Field Visit:** As you may know, quarterly site visits are required in this program. Each student and field supervisor is expected to set aside approximately 45 minutes of their time for this visit. Students are responsible for setting up the field visit (coordinating the schedules), creating the agenda, and facilitating the meeting. Arrangements for the meeting day/time must be complete no later than July, 1st. When developing the agenda, include the following:
- A general overview of the work you do
 - A general overview of the work your field supervisor does
 - A review of your learning objectives (include a discussion on what you have learned so far and what you would like to learn as the quarter progresses)
 - A time for your field supervisor to evaluating your performance so far (this should include things you are doing well and things you need to strengthen as the quarter progresses)
 - Additional items that you and/or your field supervisor would like to discuss

Remember, this meeting should last approximately 45 minutes. As you create the agenda make sure there are enough items for discussion. As you facilitate the meeting make sure we don't go over time.

***Note: If you have signed up to take HSP 440 with Jackie Baker-Sennett during fall quarter she will be doing your field visit this summer.

***Note: I will be doing all other field visits. The following days/times are available: Monday, July 12th (noon-12:45, 1-1:45, 2-2:24, 3-3:45, 4-4:45); Friday, July 16th (10-10:45 a.m., 11-11:45, 12-12:45; 1-1:45; 2-2:45) and Wednesday, July 21st (noon-12:45, 1-1:45, 2-2:24, 3-3:45, 4-4:45).

Due: Times will vary **Points Possible:** 10 **How:** At Your Practicum Site

4. **Paperwork:**

↳ **Part One** –By **July 1st** the following documents are due:

- a). Student Placement Agreement (Form 2 in the practicum/internship manual)
- b). Practicum II Weekly Schedule (Form 3 in the practicum/internship manual)
- c). Learning Contract (Form 4 in the internship manual) – Review the comments made by Kristi (if any) and make adjustments.
- d). Acknowledgement of Risk (Form 11 in the practicum/internship manual)
- e). Professional Performance (Form 12 in the practicum/internship manual)

↳ **Part Two** – The following paperwork must be completed by **July 29th or August 19th**:

- a). Time Sheet (Form 5 in the internship manual)– All hours must be completed by the end of summer quarter unless otherwise arranged.
- b). Field Supervisor’s Evaluation (of your progress) (Form 6)
- c). Student Self-Assessment of Practicum Learning (Form 7 in the practicum/internship manual) – we will discuss the specifics of this requirement at a later date.

Due: Part one – 7/1

Part two – 7/29 or 8/19

Points possible: 5

Points possible: 10

How: Bring hard copy to class

How: Drop off at Misti’s office or send it via snail mail

Summary of Assignments

Assignment	# of Points	Due Date
Attendance	12 total	Each class session
Experiential Critical Analysis Papers	5 per paper	July 1, 8, 15, 22
Field visit coordination	2	July 1 st
Field visit agenda	2	Times will vary
Field visit facilitation	6	Times will vary
Paperwork part 1	5	July 1 st
Paperwork part 2	10	July 29 th or August 19 th

GRADING

This course is graded as S/U. Students' must receive a score of 70% or higher on **all seminar assignments** in order to receive a "satisfactory" grade in this class.

LATE ASSIGNMENT POLICY

Because this is an S/U class it is important to turn in your assignments on time. It's possible for a student could receive a "U" in the 440 class just because assignments were turned in late. Remember that you must receive a score of 70% or higher on ALL seminar assignment in order to receive an "S" in the class.

Also keep in mind that you will be asking your field supervisor to complete tasks that have a due date. Please plan ahead and give your field supervisor sufficient notice about the tasks that need to be done. Make sure you review your timeline needs with your field instructor frequently.

Assignments will be considered late if they are not turned in by 3:00 p.m. on the date specified. Ten percent of the total number of points possible will be subtracted for assignments turned in within 24 hours after the day and time specified. Twenty percent of the total number of points possible will be subtracted for assignments turned in between 24 and 48 hours after the day and time specified. Thirty percent of the total number of points possible will be subtracted for assignments turned in between 3 and 6 days late. Assignments will not be accepted that are more than one week late.

ACADEMIC DISHONEST POLICY

Western Washington University students are responsible for reading, understanding, and upholding the standards of academic dishonesty as set forth in the *WWU Academic Dishonesty Policy and Procedure* (see Appendix D of the University Bulletin).

REASONABLE ACCOMMODATION POLICY

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU disability Resources for Students at 360-650-3844 or www.wvu.edu/depts/drs/

Class Calendar

Date	Session	What's Due
6.24	<ul style="list-style-type: none"> • Review syllabus • Discuss practicum 	
7.1	<ul style="list-style-type: none"> • Practicum reflections and discussion 	<ul style="list-style-type: none"> ✓Paperwork #1 due ✓Critical analysis paper
7.8	<ul style="list-style-type: none"> • Practicum reflections and discussion 	✓Critical analysis paper
7.15	<ul style="list-style-type: none"> • Practicum reflections and discussion 	✓Critical analysis paper
7.22	<ul style="list-style-type: none"> • Practicum reflections and discussion 	✓Critical analysis paper
7.29	<ul style="list-style-type: none"> • Practicum reflections and discussion 	✓Paperwork #2 (for those doing the 6 week session)
7.30 – 8.19	We will meet on Blackboard during the last three weeks (for those doing the 9 week session)	✓Paperwork #2 (for those doing the 9 week session)

Remember to keep copies of all assignments turned in. It is also recommended that you keep a backup file for all assignments that you turn in.

THIS SYLLABUS IS SUBJECT TO CHANGE

STUDENTS WILL BE GIVEN THE OPPORTUNITY TO EVALUATE BOTH THE CLASS AND THE INSTRUCTOR AT THE END OF THE QUARTER

Assignments received after 4:00 p.m. on July 29th or August 19th will not receive any credit!

Sources used to inform 341:

- Brookfield, S. D. (1986). *Understanding and facilitating adult learning*. San Francisco, CA: Jossey-Bass.
- Chiaferi, R., & Griffin, M. (1997). *Developing field skills: A guide for human services, counseling and social work students*. Pacific Grove, CA: Brooks/Cole.
- Cochrane, S. F., & Hanley, M. M. (1999). *Learning through field: A developmental approach*. Boston: Allyn & Bacon.
- Duffy, K., McCallum, J., & Price, L. (2009). Academic writing: Using literature to demonstrate critical analysis. *Nursing Standard*, 47(23), 35-40.
- Kiser, P. M. (1998). The integrative processing model: A framework for learning in the field experience. *Human Service Education*, 18(1), 3-13.
- Knowles, J., & McGloin, S. (2007). Developing critical analysis skills in academic writing. *Nursing Standard*, 21(51), 35-37.
- Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Liu, K. (2006). Annotation as an index to critical writing. *Urban Education*, 41(2), 192-207.
- Sweitzer, H. F., & King, M. A. (1994). Stages of an internship: An organizing framework. *Human Services Education*, 14(1), 25-38