PSY 196: Capstone Senior Internship in Psychology
Thursdays, 3:15 – 5:15, WH331

CONTACT INFORMATION
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www.DrAndreaGurney.com

Office Hours: Winter Hall
Room 332
Tuesday 10 –11:00 & Thursday 1:15–3:15

REQUIRED TEXTS

RECOMMENDED RESOURCES

COURSE PREREQUISITES
♦ Abnormal Psychology
♦ Fundamentals of Clinical and Counseling Psychology

COURSE GOALS AND CORRESPONDING LEARNING STANDARDS
The Capstone Senior Internship in Psychology was developed to provide a supervised, practical experience that relates to students’ area of concentration within the Psychology major at Westmont. It is designed to complement regular instruction with first-hand application that will assist the student in greater understanding of his or her field.
As one of the Department’s two senior capstone courses, the Internship course provides an integrative experience for students majoring in Psychology (Critical-Interdisciplinary Thinking Standard). Class presentations, readings, and writing projects focus on integrating skills and knowledge from a wide variety of Psychology courses with students’ field experience at their specific Internship sites (Written and Oral Communication Standard). As an internship opportunity in a helping field, this course also provides an opportunity for students to explore the meaning of service and justice through hands-on participation at their field site and reflection with a licensed clinical psychologist and fellow students in weekly classroom meetings (Active Societal and Intellectual Engagement Standard). PSY 196 is one vehicle in which students learn “to examine their own presuppositions and to develop their skills in the exercise of charity and compassion” (Westmont GE document). Approved internship sites introduce students to a variety of psychology-related social issues and needs.

It is expected that the student will approach the Internship experience with the highest levels of responsibility and professionalism. This involves realizing that site supervisors are giving their time and expertise in order to help students experience real-life situations involving practical application of counseling and/or clinical skills at an introductory level. It is also expected that students will actively seek and utilize opportunities to explore ways in which their faith, values, and Christian liberal arts education impact behaviors, thoughts, and feelings (Christian Orientation Standard).

SITE GUIDELINES

Each student is required to invest a minimum of 100 hours at your individual internship site during the course of the semester. You should begin logging hours at your site by the 3rd week of class at the latest (ideally you should begin the 2nd week of class) and continue at your site through the last week of classes. If you have not begun at your internship site by the 3rd week of class, you are at risk for being dropped from the course and will have to reenroll the following semester. In conjunction with your site supervisor, you are expected to establish and maintain a consistent weekly schedule. You are not responsible for being at your site during finals week, unless you have not completed the 100 hours.

It is your responsibility to promptly inform me of problems at your site (e.g. too much or little work, inadequate supervision, etc). The goal is for you to have an educationally profitable internship experience. Please realize, therefore, that you must exercise initiative in communicating feedback to me, and I will be in touch with your site supervisor as needed in order to effect necessary or appropriate changes. I will contact your supervisor at both the beginning and end of the semester, and I will also schedule one visit to your site during the semester. Should there be other concerns that come up, please let me know so I can contact your supervisor accordingly.

CLASS CONTENT

We will discuss some advanced clinical issues and the readings for each week, but the nature of this course is intended to be more supervisory and discussion-oriented rather than based on lectures, so the majority of class content will involve checking in with students about their
internship experience that week, discussing any reactions or questions that arise, and sharing ideas with other class members about their experiences.

COURSE ASSIGNMENTS

1. **Class Readings (preparedness)**

   Students are expected to read the assigned chapters prior to attending class. Students are also expected to **come prepared to class with at least 2 questions or comments** that should ideally emerge from the reading, but they may also relate to questions or concerns you have in your internship experience or readings assigned by internship supervisors. **Please write these questions in your journal (see below) and also bring them to each class.**

2. **Personal/Professional Journal**

   You are to keep a journal for this course, bearing in mind the goals of personal and professional growth over the course of the semester’s internship experience. The first and last journal entries are different from the rest (see below). **Note:** You are also expected to keep a running total of your hours, updated with each journal entry. In other words, at the end of each journal entry please write the dates and times you were at your site for that week, as well as total cumulative hours so far.

   *Journal Entry #1:*
   The first journal entry is a way for you to address your personal interests and goals. Begin your journal with a personal statement addressing some of your ideas regarding what you wish to take from this course, how it can be applied to your future, and even what hopes and fears you have about starting at your internship site. If you want, you can discuss how you have come to your particular goals (e.g., influences by certain people and/or experiences, how these experiences have affected your self-image, patterns you have developed in relating to others, your ability to develop intimacy with others, etc.) and the struggles and successes you anticipate at your internship site.

   *Last Journal Entry:*
   Your last journal entry should be used to explore your thoughts about your future career goals. How did your internship experience shape your professional interests? In a sense, you should write about how your career interests have changed or been confirmed now that you have had this internship experience. Also, discuss what you learned about your particular strengths and weaknesses in the clinical setting, and how these strengths and weaknesses impacted or interfered with your clinical work.

   *Remaining Entries:*
   For all other weekly entries, your journal is your space to reflect upon experiences at your site, your reading of Love’s Executioner and Man’s Search for Meaning, personal reflections and classroom discussions. You are encouraged to write about your personal reactions and feelings, professional questions, hesitations, observations, etc. You can also use it to discuss new knowledge or learning gained (e.g., particular mental disorders or treatment options), as well as your own personal processes (e.g., the meaning of human suffering, ethical issues,
Christian concerns and viewpoints, relevant ethnic and cultural factors in understanding/conceptualizing and treating clients, etc.).

General Points:
It is expected that there will be weekly journal entries, although it is certainly not limited to one entry per week. A week’s worth of journaling will be at least 3 pages in length and will end with the two questions presented above. Please date each entry and bring them to class on the dates assigned in the course schedule.

3. Reflection Paper: Man’s Search for Meaning
In this assignment, write an 8-10 page reaction paper to Frankl’s book discussing things such as the concepts that stood out to you, the ideas that you agreed with, and the arguments that troubled you (if any). In your reactions, be sure to use your internship experience to support and enrich your thoughts, such as discussing the applicability or relevance of Frankl’s ideas to the work you are doing and the clients with whom you are working. You are also welcome to reflect on how this book interacts with the Christian faith, your own professional and career interests, and your own transition out of college.

4. Case & Clinical Presentation
Each student participating in this course will be responsible for a presentation in the seminar based upon a specific case of a client you are working with at your site. This presentation has two main elements, which can be integrated together in your presentation:

a. Information on your client: Presenting Problem; Background; Goals and Progress in Therapy (including therapeutic orientation if you know this); Personal Evaluation of Work Together (strengths and weaknesses); Questions for the Group.

b. Information on a clinical topic of choice: This topic should be related to your client and your internship site (e.g., attachment disorder, ADHD, schizophrenia, addictive personality, traumatic brain injury etc). This portion of your presentation will review the literature regarding relevant clinical issues, including diagnostic indicators, symptoms and clinical presentation, etiology, intervention and treatment strategies, and effectiveness of interventions. You are also welcome to discuss public policy and economic issues related to the issue.

This presentation should be in Powerpoint or Prezi format and should take approximately 45 minutes total. Please email me your presentation in advance of class. Each presenter should approach this as a formal presentation, as if you were presenting to a treatment team or your internship site, so dress professionally and be accurate in your research, and make sure all of your audiovisual equipment is working prior to your presentation (this includes ensuring you have the necessary adapter(s) for your laptop). You should also be prepared to facilitate a class discussion regarding your topic following your formal presentation. You will be expected to hand in your a list of your references, which should be comprised mostly of journal articles (as opposed to books).
PERFORMANCE EVALUATION

Your grade in this course will be based upon following course requirements:

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<thead>
<tr>
<th>Assignment</th>
<th>Percent of Total</th>
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<tbody>
<tr>
<td>Evaluation from site supervisor</td>
<td>40%</td>
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<tr>
<td>Journal</td>
<td>20%</td>
</tr>
<tr>
<td>Case and Clinical Presentation</td>
<td>30%</td>
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<tr>
<td>V. Frankl Reflection Paper</td>
<td>10%</td>
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Course grades will be assigned on the basis of this total score, using cut-point scores of 90, 80, 70 and 60 for grades of A, B, C and D, respectively (+ and – grades will be assigned at the instructor’s discretion). Factors evaluated by both site supervisor and course professor include motivation and attitude, prompt completion of assignments/fulfillment of hours, active participation in class (discussions and presentations), and regular attendance.

COURSE POLICIES

Confidentiality: Given that confidential material will emerge within class sessions, it is essential that we be ethical in our treatment of others and uphold the highest principles of confidentiality. Respect the trust your classmates will put in you by maintaining strict confidentiality of all discussions occurring within the class, particularly those that relate to clients at your site.

Attendance: Because students are responsible for knowing course material and announcements made during normal class meetings, it is expected that you will come on time to each class. You are allowed to miss a total of one unexcused class session during the semester. Given that this class only meets once a week, students accruing more than two absences during the course of the semester, without a valid written excuse, may be dropped from the class with an F. You are responsible for making up any work missed by excused or unexcused absences.

Late work: Assignments are due at the beginning of class on the day specified in the attached schedule. Assignments turned in after these times incur a 10% per day penalty.

Academic honesty: All students are expected to subscribe to the highest ideals of academic integrity. Any form of academic dishonesty will be dealt with as severely as allowed by the college, most likely a grade of F in the course and recommendation of dismissal from the college. “Academic dishonesty” includes, but is not limited to, plagiarism, cheating, and falsification. You are expected to know and adhere to all aspects of the College’s policy on Academic Honesty & Plagiarism:
http://www.westmont.edu/_academics/pages/registrar/academic_policies_0405/index.html
http://www.westmont.edu/_academics/pages/provost/curriculum/plagiarism

Academic Accommodations: Students who have been diagnosed with a disability are strongly encouraged to contact the Office of Disability Services as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted
for students whose disabilities have been verified by the Office of Disability Services. These accommodations may be necessary to ensure your equal access to this course.

Please contact Sheri Noble, Director of Disability Services. (310A Voskuyl Library, 565-6186, snoble@westmont.edu) or visit the website for more information: http://www.westmont.edu/_offices/disability.
COURSE & READING SCHEDULE

Please be aware that this syllabus and its contents are subject to change. The content of class topics is flexible and will largely depend on topics that need to be addressed by students.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Topics</th>
<th>Reading Assignment</th>
<th>Notes &amp; Important Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/3</td>
<td>Intro, Goals, &amp; Helping Relationship</td>
<td></td>
<td>Finalize Sites</td>
</tr>
<tr>
<td>2</td>
<td>9/10</td>
<td>Office of Life Planning: Myers-Briggs &amp; Strong Inventory</td>
<td>Yalom Ch 1</td>
<td>Journal # 1 Due</td>
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<tr>
<td>3</td>
<td>9/17</td>
<td>Supervision</td>
<td>Hayes Ch 1 &amp; 2</td>
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<tr>
<td>4</td>
<td>9/24</td>
<td>Supervision</td>
<td>Yalom Ch 2</td>
<td>Journals Collected</td>
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<tr>
<td>5</td>
<td>10/1</td>
<td>Supervision</td>
<td>Hays Chs. 3 &amp; 4</td>
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<tr>
<td>6</td>
<td>10/8</td>
<td>Supervision</td>
<td>Yalom Ch 3 &amp; 4</td>
<td>Journals Collected</td>
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<td>7</td>
<td>10/15</td>
<td>Individual Meetings</td>
<td></td>
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<tr>
<td>8</td>
<td>10/22</td>
<td>Supervision</td>
<td>Yalom Ch 5 &amp; 6</td>
<td>Journals Collected</td>
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<td>9</td>
<td>10/29</td>
<td>Supervision</td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>11/5</td>
<td>Supervision</td>
<td>Hayes Ch. 5 &amp; 11</td>
<td>Journals Collected</td>
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<td>11</td>
<td>11/12</td>
<td>Supervision</td>
<td>Yalom Ch 7</td>
<td></td>
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<td>12</td>
<td>11/19</td>
<td>Supervision</td>
<td>Yalom Ch 8</td>
<td>Journals Collected</td>
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<tr>
<td>13</td>
<td>11/26</td>
<td>Thanksgiving</td>
<td></td>
<td>Be thankful!</td>
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<tr>
<td>14</td>
<td>12/3</td>
<td>Supervision</td>
<td>Yalom Ch 9</td>
<td></td>
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<tr>
<td>15</td>
<td>12/10</td>
<td>Supervision</td>
<td>Yalom Ch 10</td>
<td>Final Journal Due</td>
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<tr>
<td>Final</td>
<td>12/18</td>
<td>Email your reaction paper on <em>Man’s Search for Meaning</em> by 5:00pm on 12/17</td>
<td></td>
<td></td>
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