SUU SOUTHERN UTAH UNIVERSITY

College of Humanities and Social Sciences

Department of Psychology
Psychology 4891: Internship Capstone (31755)
March 16, 2021
Fall Semester 2021

The Southern Utah University Psychology Department values our students irrespective of race, age, gender, sexual orientation, culture, religion, nationality, capabilities, or disabilities. Our faculty and staff are committed to the intellectual, physical, and emotional health of all members of the campus community. Should anyone experience problems or issues with depression, anxiety, grief, discrimination, alienation or marginalization, helplessness or hopelessness, or thoughts of suicide, we implore you to seek us out. Our commitment is to listen, and help you find the resources you need.

I. Faculty Information

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II. Course Description

Psychology Internship Capstone is a culminating and integrative experience that provides students with the opportunity to receive academic credit for supervised, professional-level service and work experience. To qualify as a Capstone experience, students are required to complete at least three credit hours (but may earn up to 12) of internship in a single agency or organization. Three PSY 4891 Credits may count as Capstone hours; the remainder will count as University upper division elective credits.

III. What is an Internship? An internship is a specialized applied learning experience with an intentional and structured learning agenda incorporated into pre-professional work activities in a way that mutually benefits the student-intern and the agency or placement site. Student interns have gleaned, from their academic experiences, foundational knowledge and skills that they can contribute to the work setting. Internship placement sites provide students with a list of expectations, duties, and performance goals, along with consistent supervision with feedback about their performance.

IV. Types of Internships

- ***Applied/Professional.*** This category includes placements in human service agencies, clinical settings, educational institutions, industrial/organizational settings, sports and health psychology programs, forensic, psychology consultation services, human resources and personnel offices. Applied/Professional Internships encompass applications of psychological principles in myriad different settings.

- ***Research.*** The Psychology Department's independent research courses normally provide the opportunities and credits for student research projects. Occasionally, students who have completed research projects under the structure of those courses desire to conduct, and receive credit for, additional research. When this occurs, students can take internship as a means of receiving credit for their additional research work. Students may also wish to serve as research assistants for department faculty or join in a group research project. Internship provides the credit-granting instrument for this type of educational and service experience as well.
- ***Teaching.*** Internship can also serve as a structure for granting academic credit to students who serve/work as teaching assistants.

V. Academic Prerequisites

As per SUU Policy 6.3, B-1, Student wishing to complete the Internship Capstone, must have completed (with a C or better) 90 hours of coursework, including 24 credit hours of psychology coursework (beyond PSY 1010) and successful completion (C or better) of relevant prerequisite courses, including PSY 3800 for Applied/Professional Internships, PSY 3410 and 3415 for Research Internships, and other specific courses for Teaching Internships. ***All students must meet with, and obtain permission from the Department Internship Coordinator prior to enrolling in the internship course.***

Note: Some agencies require you to undergo fingerprinting and a Federal Criminal History background check. The fingerprinting fee is $10.00 and can be done at the University Police (T,W 2:00-5:00 p.m., by appointment only) or through the Cedar City Police Department (Th 2:00-4:00 by appointment) or by the Iron County Sheriff's Office (T,W, Th Mornings by appointment). The Federal Background Check has an added cost, and must be arranged by the agency.

VI. Assignments for the Capstone Internship

A. ***Internship Objectives Plan.*** Before engaging in internship activities, interns must write and receive approval from the Department Internship Coordinator, an Internship Objectives Plan to include the following:

1. A general but brief description of the program or context in which the internship is going to occur. This includes the agency or program name, immediate supervisor's name and contact information (phone number, e-mail address, etc.), and the mission statement of the agency. Include how this placement relates to psychology (the scientific study of behavior and mental processes). You will also need to add your name, email-address, T-Number, and for how many hours you wish to enroll in which semester. Finally, you will need to verify you have enough university credits, psychology credits and the appropriate GPA to qualify for an internship, and that you have completed the necessary prerequisite course(s) for this internship experience. Include all of this information into your plan.

2. Describe the responsibilities you will be carrying out at your placement, including what a typical shift would look like. Describe how your internship relates to psychology (the scientific study of behavior and mental processes). As a student of psychology, what skill set do you that will contribute to the agency. From what courses have you developed those specific competencies or skills.

3. A brief description of the major learning goals for the internship. What do you hope to learn in this position, including skills and abilities?
    a. Include source materials you plan to review for the internship
    b. Include a description of the content knowledge and SUU courses you intend to draw from to carry out your internship

4. Based on #3 above, develop four to five specific learning objectives written out in bullet-point format. **Each** specific learning objective **MUST** include, (a) **one intended outcome**, (b) the **plan by which to accomplish that outcome**, and (c) a **method for evaluating accomplishment of the intended outcome**.

5. If you are doing and internship at a site where you are employed, include a discussion of the job duties and responsibilities you will perform over and above your normal work duties (See section X below). Make sure you work with your supervisor in developing this plan.

A well-conceptualized and well-written IOP typically requires three to four, double spaced pages – which does not include the title page. Each number above should represent a different section with an appropriate section heading. Be thorough, or the plan will not be approved.

B. Internship Agreement Form. The SUU Internship Agreement Form is a document that explains the roles and responsibilities each party involved in an internship have. The document is a formalized agreement between SUU, the student intern, and the agency in which the internship will take place. Before you begin any internship activities, the Internship Agreement Form must be completed, signed, and dated by the intern, a representative of the agency, and the department internship coordinator. Once signed, return the form to my office, either electronically or in hard copy.

C. *Field Placement Hours.* Consistent with the university's internship policy (SUU Policy 6.3), the Psychology Department specifies a 45:1 ratio between clock hours and academic credit as the norm. The intern and internship coordinator will negotiate the actual ratio considering such factors as proportion of paid hours that are educational and difficulty level of the internship service. *Your supervisor will need to sign off on your hours at the end of the semester* on the Field Supervisor Evaluation.

D. Reflective Papers (All due dates are listed in Canvas). Students will write the following reflective papers, and submit through Canvas.

1. *Four Week Check In*:
1. Describe at least five differences between your role as a college student and your role as an intern.
2. What was your transition from college student to Intern like? Were there unexpected challenges or issues that took you by surprise?
3. Describe the supervision you are getting in your internship?
4. Explain how you are progressing on your outcome objectives that you created in your Internship Objectives Plan?
5. From your observations and experiences, what are the main challenges faced by your intern agency achieving their goals as outlined in their Mission Statement?

2. *Midterm Report*:

1. Describe progress on your Internship Learning Objectives?
2. Talk about what you yet lack in order to complete Internship Learning Objectives?
3. Discuss what changes you have made toward becoming more professional?
4. List and describe three specific skills you have developed in your role as an internship.
5. Give one instance in which you handled conflict in a productive and professional manner.
6. Give one instance in which you handled conflict in a less than ideal manner.
7. Outline your educational/occupational plan from this point forward.

Make the report about 4-8 pages in length.

3. *Termination Assignment*:

As you begin to wind down your internships, how you end your experience is almost important as how you conducted yourself during the semester. The process of ending a professional relationship is called "Termination". Successful termination leaves your clients, coworkers, supervisors, etc. empowered and enabled. Successful termination leaves you satisfied and confident in your abilities. Simply ending the internship with no transition amounts to "abandonment" and is strictly prohibited within the APA Ethical Guidelines. Here are some tips for successful termination:

Discuss termination with your clients, coworkers, supervisors, etc. early on in the Internship.

Establish clear goals with your clients, coworkers, supervisors, etc. so that progress toward those goals can be recognized and completion of those goals is apparent.

Respect your client/agency's desire to terminate, but be confident in expressing concerns if you feel termination may be premature.

Keep your relationship professional and do not let it stray into the realm of friendship.

Allow clients/agencies to discuss feelings of loss surrounding termination and process your own feelings surrounding the process, as well.

Most Interns are not proficient at termination/ending relationships. For this assignment, I would like you to write a one-page paper outlining your tendencies and past history with ending professional relationships. The paper should contain three sections:

For this paper (this applies to all types of Internships), please address the following:

Section #1- Reflect on the type of termination tactics you most frequently employ. Do you tend to end things abruptly to avoid awkward interactions or sad feelings? Do you tend to hang on to these relationships, often times making promises of ongoing contact that you realistically cannot keep? Do you intentionally do something to make the person with whom you are terminating angry with you, so the termination is easier? Outline some of the unintended negative consequences to your traditional style.

Section #2- Talk about why professional termination might be difficult for you. Are you afraid of harming clients or others with whom you regularly interact? Are you doubtful of the impact you have had on your clients, supervisors, fellow researchers, etc.? Are you going to miss the interactions personally?

Section #3 -Include in your paper a plan for termination that is mutually beneficial for you and your clients, supervisors, research team members, students, etc.

*Students completing their Internship Hours in Summer Semester, but who are registered for credit Fall Semester, should complete these reflective assignments while they are doing the internship hours, and then submit them for credit during the Fall Semester.

E. *Field Supervisor Evaluation*. Unless extenuating circumstances allow for an exception, a favorable, written evaluation from the field placement supervisor is a condition for receiving a passing grade for internship. *Students should prompt the Department Internship Coordinator to provide their supervisor with the form early enough to allow time for the supervisor to complete the form.* Students should then review the evaluation with their supervisor(s). **The student OR supervisor will then turn the form in to me either electronically, or in person at my office (Room 308-K).**

F. *Final Perspective Paper.* For this five-page (minimum) assignment, divide your paper into four sections with four section headings and address the series of questions below.

1. **Personal Experiences**
   - Comment on your experiences with this placement.
     - What was your day-to-day work like?
     - Was it better, worse or about the same of what you expected?
     - What aspects of the placement have you enjoyed thus far? Was there anything that never got tiring?
     - What aspects of the placement have you found more challenging? Was there anything that got tiring quickly?
2. **Placement Evaluation**
   - Comment on the techniques, practices and philosophies being utilized at this agency.
     - What is the mission statement? What are the primary techniques and approaches used at this agency?
     - Does this agency do what it sets out to do (i.e., fulfill the aims of its mission statement)? Do these techniques work and why or why not?
     - Anything else that is going well or could be improved?
     - What potential ethical dilemmas could this agency encounter?
3. **Professional and Personal Growth**
   - What new skills or ideas have you developed thus far as a professional?
   - Based on your experience, where do you think you need to grow as a professional?
   - How about personal growth? How have you grown as a person from your experiences thus far and/or what personal insights have you developed?
4. **Career Path**
   - What is the impact this placement has had so far on your future career choices? How does this experience solidify your previous career assumptions or have they led you to consider different paths?
   - How does this impact the population you would like to work with or the techniques you would like to use in the future?

G. Comprehensive Educational and Occupational Plan For this 7 to 10-page assignment; students devise a comprehensive occupational and/or educational plan that addresses the following topics. Due date will be on Canvas.

Undergraduate Education

- Review the process of your undergraduate education.
  - What was/were your academic major(s)?
  - What institution(s) did you choose for your education and why?
  - What factors lead you to declare that/those major(s)?
  - What courses did you find particularly formative for you?
  - What extracurricular activities were meaningful to you personally and professionally?
  - What lessons/principles have had the most impact on you? Be sure to include a listing of the most impactful classes you took, and what made them resonate with you.

Professional Training

- Review any formalized professional training you have had to this point.
  - Include training you received while in school, before you attended school, or plan to receive immediately after your degree is complete

Graduate Education

- What graduate degree/program is required for you to fulfil your occupational goal?
  - What schools offer the program?
  - What are the admission requirements?
  - What do you need to accomplish to make yourself a viable candidate?

Licensure

- Is there a national certification or state license required for you to perform these occupational duties?
  - How does this impact the population you would like to work with or the techniques you would like to use in the future?

Occupational Goals

- What is the impact this placement has had so far on your future career choices? How does this experience solidify your previous career assumptions or have they led you to consider different paths?
- How does this impact the population you would like to work with or the techniques you would like to use in the future?

***VII. Comprehensive Examination*.** Before the internship is allowed to count as a capstone requirement, Interns will pass, with 75% proficiency, a comprehensive, licensure-type 100-question multiple-choice examination. Questions will be drawn from several areas of psychology and will relate to the primary learning goals and objectives outlined in the Psychology Department mission and vision. The exam will be available two weeks before the end of the semester.

VIII. Other Course Requirements

1. ***Discussion Assignments*.** Interns may be required to contribute ideas and thoughts to at least 4 on-line discussion topics, including a 4-week check in, a mid-internship assessment,

a discussion on closure and transitions, and a wrap up discussion. There may be literature to read that guides the discussions. These discussion topics and written literature will be available on Canvas. Failure to respond to the discussions could lead to a non-passing grade.

2. ***Ethical Standards.*** Interns should familiarize themselves with and follow the most recent version of *Ethical Principles of Psychologists and Code of Conduct* published by the American Psychological Association. They should also take the initiative in clarifying any ambiguities, ethical conflicts, or questions.

3. ***Meetings with the Internship Coordinator.*** The field placement supervisor provides the ongoing supervision of the intern's services. The internship coordinator (Dr. Barney) may check with the field placement supervisor during the internship, but does not provide direct supervision to the intern. Once the internship is structured, the internship coordinator and intern meet on an as-needed basis. At minimum, this is around the time of the mid-internship report and the final perspective paper due date.

IX. Grading and Academic Credit

By Southern Utah University policy, grading for the internship is on a pass-fail basis. Students who responsibly fulfill the requirements listed above receive "P" grades. (The "P" grade does not affect a student's grade point average.) Internship credits beyond the maximum number allowed by the department toward a major or minor in psychology fulfill general upper division credit requirements.

X. Waiver of Liability and Legal Clearances

Real-world learning, as compared to classroom instruction, increases exposure to potential harm. Thus, the University requires that interns sign a Waiver of Liability form.
Some agencies, especially those serving minors and vulnerable adults, require a criminal background investigation (CBI) clearance for staff, volunteers, and interns. Such background checks typically take from one to four months, depending on the number of states in which a student has lived. Students wishing to do a placement in an agency requiring a CBI should submit their applications well in advance of the beginning date of the internship.

XI. Internship Sites

With more than 80 established field placement sites, placement approval is automatic for most students. For sites not in the established list, Dr. Barney needs to approve the field placement site and supervisor. To view the established sites, go to http://www.suu.edu and then click successively on Academics, College of Humanities & Social Sciences, Department of Psychology, Practicum/Internships.

XII. Rules Regarding Using Employment Site for Internship

Student education and professional preparation constitute the main goals of an internship. In contrast, a fair exchange principle governs the employment relationship; that is, the employee owes an employer service in return for money. Thus, paid time used for internship credit involves an inherent role conflict. Nevertheless, students can use employment settings for internships provided the internship component is clearly identified within the Internship Objectives Plan and is somehow **different than normal work duties** (i.e., plan and conduct

educational classes, work with therapists, attend case consultation meetings, etc.). Custodial time, (e.g. night shifts while clients are asleep) does not count as internship hours.

XIII. Agency Requirements

The requirements summarized in this syllabus represent academic expectations. Host agencies may impose their own requirements. Before agreeing to a placement, students should inquire regarding agency expectations.

XIV. Academic Integrity

Students who struggle with issues such as cheating, dishonesty, or general lack of integrity should not be in a field placement. Role modeling may stand as the number one curative factor for clients served by Internship students. Falsifying records, claiming credit for work not performed, or any other acts of dishonesty will be addressed. Such acts may result in expulsion from the course with a grade of "F" and referral to the department chair, college dean, or university provost for further action. As with all other courses, students are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities, rights, and on-campus code of conduct.

XV. Students with Disabilities

Students with medical, psychological, learning, or other disabilities desiring academic adjustments, accommodations, or auxiliary aids need to contact the Southern Utah University Coordinator of Services for Student with Disabilities (SSD) in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

XVI. Changes in the Syllabus

Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

Campus Resources and Services
Visit this website for a listing of campus resources and services.
https://www.suu.edu/facultycenter/pdf/campusresourcesandservices.pdf

Required Statements in the Syllabus