



Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University
New Brunswick, New Jersey
Fall 2021
Professional Practicum I (18:844:505:01 and 18:844:505:02)
Credits: 3
Level: Graduate
Location: Remote

Instructor: Yulema Cruz, PhD, BCBA-D
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Phone: TBD
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Office Hours: By appointment
The instructor will make every reasonable effort to meet with students whenever necessary.

Course Information

Course Description

Professional Practicum I provides the opportunity to perform clinical activities in applied psychology under the direct supervision of a state licensed mental health professional or Board Certified Behavior Analyst. The course involves a supervised placement in a clinical or research setting for a minimum of 225 hours per semester or about 15 hours per week. The purpose of the practicum placement and course is to provide students with the opportunity to integrate professional knowledge with clinical and professional skills. The class will meet monthly to focus on developing and reinforcing professional competencies, i.e., integrity, professional behavior, accountability, concern for the welfare of others and professional identity. Professional issues related to self-awareness, diversity awareness, ethics and self-care will be targeted and discussions of general issues that may arise in the practicum setting will take place in a safe forum. Individual concerns related to practicum will be addressed by appointment. Successful completion of this course is necessary to enroll in Professional Practicum II.

Course Overview

Professional Practicum I focuses on setting goals for clinical training and clarifying behavioral anchors to achieve these goals. Students will document their experiences and reflect on their clinical experience in the process. The professional practicum is often a demanding and rewarding training experience. Professional identities are developed as students link theory, content, and process with real life clinical experiences. Through supervision, self-reflection and openness to feedback, students will learn more about themselves and grow as new professionals.

Objectives for the course:

The practicum is an opportunity to gain work experience in applied psychology in a mental health setting. At the completion of the course:

1. Student will acclimate to the practicum experience.
2. Student will identify the key clinical competencies for graduate health service psychology and begin to monitor and self-assess development of these clinical competencies.
3. Student will actively seek supervision and demonstrate openness to feedback, thus becoming an educated consumer of clinical supervision.
4. Student will enhance the ability to self-reflect as on the experience of offering psychological services in an applied setting.
5. Student will become an educated consumer of research and learn to apply research and theory into the practicing of helping relationships.
6. Student will understand and apply ethical and legal principles to the practice of psychology, adhere to ethical and legal standards of clinical mental health professionals and practice ethical problem solving.
7. Student will think about presenting problems in the context of human growth and development.
8. Student will work on developing skills in assessment and evaluation.
9. Student will increase self-awareness and understand the importance of self-care strategies for the helping professional.
10. Student will begin to develop a professional identity.

Recommended Readings

Baird, B. N., & Mollen, D. (2019). *The internship, practicum, and field placement handbook: A guide for the helping professions*. Routledge.

Falender, C. A., & Shafranske, E. P. (2012). *Getting the Most Out of Clinical Training and Supervision: A Guide for Practicum Students and Interns*. American Psychological Association.

Journal Articles will be posted in Canvas.

In 2015, the Standards of Accreditation for Health Service Psychology (APA/COA, 2015) were approved by the American Psychological Association and came into effect in 2017. These standards guide graduate health service psychology training programs, including internships and, among other things, specify that students must demonstrate competence in the following areas (Baird & Mollen, 2019, p. 12):

- i. Research
- ii. Ethical and legal standards
- iii. Individual and cultural diversity
- iv. Professional values, attitudes, and behaviors
- v. Communication and interpersonal skills
- vi. Assessment
- vii. Intervention
- viii. Supervision
- ix. Consultation and interprofessional /interdisciplinary skills.

Class Schedule

The class will meet from **5:00 PM - 6:00 PM on Thursdays, monthly, through Zoom**. All readings and assignments are subject to change; changes made to the schedule or assignments will be announced in advance on canvas. **To accommodate any concerns this semester, we will meet twice in September.**

Meeting Schedule

9/08/2021 this is a special meeting and the only time we will meet on a Wednesday at 5:00 PM.

9/23/2021

10/07/2021

11/04/2021

12/02/2021

Students will come together with fellow practicum students to clarify professional goals, share the internship experience, explore opportunities for professional development, reflect on their clinical work, and learn from one another, to achieve these goals. The following activities will be accomplished over the semester:

Dates	Topics	Recommended Reading Assignments
September	<p>All students must submit practicum information to Dr. Yulema Cruz y.cruz@rutgers.edu at the start of the semester.</p> <ul style="list-style-type: none">• Site name and address• Name and email of the supervisor• Is this a paid or unpaid placement <p>I will initiate Affiliation Agreements with any non-Rutgers sites.</p>	Syllabus and review documents on Canvas
September 23 rd	<ul style="list-style-type: none">• Practicum/supervision Contract• Documenting hours• Liability Insurance• All students must review, sign, and submit Ethical Guidelines (this must be co-signed by your supervisor).• Emergency guidelines	Baird & Bollen Ch. 2 and 4 Articles posted
October 7 th	<ul style="list-style-type: none">• Professional values, attitudes, and behaviors• Using supervision	Baird & Bollen Ch. 3 and Ch. 5 Articles posted

November 4 th	<ul style="list-style-type: none"> • Individual and Cultural Diversity • Ethical decision making 	Baird & Bollen Ch. 6 Articles posted
December 2 nd	<ul style="list-style-type: none"> • Self-care • Reflection 	Baird & Bollen Ch. 8 Articles posted

Assignments and Evaluation Method:

This course provides a home base for students during their practicum. Students meet monthly with the instructor and classmates to discuss practicum concerns, hopes, and questions. Meetings will highlight specific topics of importance to interns for discussion. Students will develop a practicum/supervision contract to specify goals, address issues related to ethical and legal issues, using supervision, keeping records and progress notes, managing time and stress, and launching a professional career. Between meetings, students will remain in contact with the instructor via email or telephone. All contact information is located on the first page of this syllabus.

To obtain a grade of Pass for this course, students must:

- √ Attend and participate in all monthly class sessions.
- √ Successfully complete the practicum/supervision contract.
- √ Document clinical hours (minimum 225 hours are required).
- √ Submit a signed evaluation of their clinical or research work by their practicum supervisor at the end of the term.
- √ Maintain contact with the instructor during the semester by attending monthly meetings and responding to emails, participating in discussion groups, or by raising issues when necessary.

Program requirement: All MAP students must achieve a grade of Pass or academic remediation will be enforced.

Expectations for Participation

Attendance and Participation:

Attendance and class participation are a major part of this class. You are expected to attend all classes and be present in Zoom on time. If you cannot attend all classes, you will be encouraged to withdraw from the class. Students who arrive to class more than 10 minutes after the class has started are considered tardy and will be marked absent if they arrive more than 15 minutes after class has started. After 2 late arrivals, an unexcused absence will be marked in your record. The only excused absences are those are serious or required (e.g., personal medical emergencies or serious illness/injury; death or serious illness in the family; military duties; jury duty). They will always require some form of documentation: Examples include a doctor's note (on letterhead and signed by the doctor); obituary or funeral program; court order/notice; etc.). You must always

supply the instructor with the original or a copy of your documentation, which will be kept on file. Only students with approved documentation can be given an excused absence.

Computer/Cell Phone Use in Class

If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. Please allow for video and stay present in video mode throughout the class. Please mute yourself unless you are speaking.

Practicum Issues

Students should make an appointment to discuss practicum related issues or concerns with the instructor.

Important Dates

Please make sure to follow the GSAPP and RU academic calendars:

<https://gsapp.rutgers.edu/about/academic-administrative-calendar>

<https://scheduling.rutgers.edu/scheduling/academic-calendar>

Academic Integrity

All Rutgers students should review and adhere to the University principles of academic integrity, available at: <http://academicintegrity.rutgers.edu>

APA Citation Style. All papers **MUST** be written using APA style (7th edition).

Student Resources

For more information, visit: <https://gsapp.rutgers.edu/current-students/important-links>

Disability Statement

Rutgers University welcomes students with disabilities into all the University's educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where they are officially enrolled, participate in an intake interview, and provide documentation (<https://ods.rutgers.edu/students/documentation-guidelines>). If the documentation supports their request for reasonable accommodations, their campus's disability services office will provide them with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form (<https://webapps.rutgers.edu/student-ods/forms/registration>).

Title IX

<https://nbttitleix.rutgers.edu/policies-and-procedures>

Counseling services

Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: <http://psychologicalservices.rutgers.edu>. They also offer several useful workshops for general

stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

Intellectual Property

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's [Academic Integrity Policy](#).

Similarly, these copyright protections extend to original papers you produce for this course. If I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor for this course, I have the responsibility to protect students' right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions is to be recorded, and such recordings *cannot be circulated outside the course*.

Program Information

Rutgers University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to

underserved populations-- professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Individuals receiving a graduate degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

MAP Statement: The program embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice, and cultural diversity. This course of study provides students with knowledge needed to understand individual and collective behaviors; develop methodological and analytic skills needed to understand the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

The MAP degree will prepare students with the requisite theoretical knowledge; critical thinking and problem-solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs, and pursue Master's level career pathways through available concentration and certificate programs (see examples of concentration areas listed below). In addition to completing the required coursework (36 credits), completion of the MAP degree will be marked by a culminating academic experience—Capstone project (either a research project/presentation (3 credits) and experiential learning activity (6-credit practicum training). In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development.