



**Master of Applied Psychology (MAP)  
Graduate School of Applied and Professional Psychology (GSAPP)  
Rutgers University  
New Brunswick, New Jersey  
Spring 2021  
Professional Practicum II 18:844:516:02  
Credits: 3  
Level: Graduate**

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**Office Hours** by appointment

## **1 COURSE INFORMATION**

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### **1.1 COURSE DESCRIPTION**

Professional Practicum II provides the opportunity to further develop clinical skills in applied psychology under the direct supervision of a state licensed mental health professional or Board Certified Behavior Analyst. The course involves the second semester of a supervised placement in a clinical or research setting for a minimum of 225 hours per semester (average of 15 hours per week). The purpose of the practicum placement and course is to provide students with the opportunity to continue to integrate professional knowledge with clinical and professional skills. The class will meet monthly to reinforce professional competencies, i.e., integrity, professional behavior, accountability, concern for the welfare of others and professional identity. Individual concerns related to practicum will be addressed by appointment.

### **1.2 COURSE OVERVIEW**

Professional Practicum II focuses on meeting behavioral goals set for clinical training. 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. Through supervision, applied practice and class, students will complete their practicum experience with a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their professional career development.

### **1.3 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 develop a professional identity.

### **1.4 RECOMMENDED READINGS:**

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, pg 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 met from 5:45 pm-6:45pm on Wednesday on a monthly basis through Zoom invitation. All readings are subject to change; changes made to the schedule or assignments will be announced in advance on canvas.

January 27<sup>th</sup>, February 24<sup>th</sup>, March 31<sup>th</sup>, April 28<sup>th</sup>

The following activities will be accomplished over the semester:

Dates	Topics	Recommended Reading Assignments
January 27 <sup>th</sup>	Professional Practicum II Goals	Articles Posted
February 24 <sup>th</sup>	Identified Growth and Perceived Challenges	Articles posted
March 31 <sup>th</sup>	Case Conceptualization	Articles posted
April 28 <sup>th</sup>	Wrap up and Review	Articles posted Submit Hours Log on Canvas Submit Supervisor Evaluation

**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 externs for discussion. Between meetings, students will remain in contact with the instructor via email or telephone. All of the 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 (225 hours are required)

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

## 2 EXPECTATIONS FOR PARTICIPATION

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**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 the Zoom class 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 that 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.

### **Academic Integrity**

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

### **Student Resources**

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

### **Accommodations due to Disability**

If you seek accommodations due to a documented disability, you may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; [dfoffice@rci.rutgers.edu](mailto:dfoffice@rci.rutgers.edu) or you can visit: <https://ods.rutgers.edu/students/documentation-guidelines>.

**Title IX:** <http://compliance.rutgers.edu/resources/resources-for-facultystaff/>

**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 a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, please reach out to the instructor privately.

## **3 PROGRAM INFORMATION**

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**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.