



Department of Applied Psychology
Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University New Brunswick, New Jersey
Fall 2024 18:844:505:01
Professional Practicum Credits: 3
Class: Tuesdays 6:15p-8:45p Smithers Room 219
Instructor: Deirdre Waters, PsyD
dw585@gsapp.rutgers.edu

Rutgers University Land Acknowledgment: We acknowledge that the land on which we stand is the ancestral territory of the Lenape People. We pay respect to Indigenous people throughout the Lenape diaspora – past, present, and future – and honor those who have been historically and systemically disenfranchised. We also acknowledge that Rutgers University, like New Jersey and the United States as a nation, was founded upon the exclusions and erasures of Indigenous peoples.

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 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. Professionals receiving a doctoral 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.

Core Values: 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.

Applied Psychology Statement: The Department of Applied Psychology embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice, and cultural diversity. Our programs provide students with knowledge needed to understand individual and collective behaviors; develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

Our programs 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 level career pathways through available concentration and certificate. 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.

Course Objectives: This course provides the opportunity for students to apply learned experiences from coursework in clinical activities, laboratory research, and/or programming that promotes mental health under the direct supervision of a state licensed mental health professional or professional mental health expert. Students are enrolled in a practicum agreement with an internal or external site 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 focuses on developing and reinforcing professional competencies, i.e., integrity, professional behavior, accountability, concern for the welfare of others and professional identity. Successful completion of this course is necessary to enroll in a second semester of Professional Practicum.

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 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.
6. Student will think about presenting problems in the context of human growth and development.
7. Student will work on developing skills in assessment and evaluation.
8. Student will increase self-awareness and understand the importance of self-care strategies for the helping professional.
9. Student will begin to develop a professional identity.

Course Description: The course 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.

Readings:

1. American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders: 5th Edition Text Revision*. Washington DC: American Psychiatric Association. The online version is available through the library homepage, click “books and media” in the search function. Use the drop-down menu to select ‘title’ and enter Diagnostic and Statistical Manual and click on DSM 5 TR. <https://bit.ly/3RJKWoF> If you are off campus, you will be asked to login with your ID and password. <http://www.libraries.rutgers.edu/>
2. World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines*. Geneva: World Health Organization and World Health Organization. (2022). *ICD-11: International classification of diseases* (11th revision). <https://icd.who.int/> Posted in Canvas.
3. Readings/Articles/Instruments will be posted throughout the semester on Canvas. Please read prior to class noting that students are expected to be active and engaged participants.

Methods of Evaluation: Pass/Fail

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

- √ Attend and participate in class meetings.
- √ Document clinical hours (minimum 225 hours are required).
- √ Successfully complete all class assignments.
- √ Submit a signed evaluation of their clinical or research work by their practicum supervisor midway through the term.
- √ Submit a signed evaluation of their clinical or research work by their practicum supervisor at the end of the term.
- √ Submit a signed evaluation of their site and supervisor at the end of the term.

- √ Maintain contact with the instructor during the semester by attending biweekly meetings and responding to emails, participating in discussion groups, or by raising issues when necessary.

Date	Topic	Reading	Events/Assignments Due
Week 1: 09/03	Introductions Syllabi Review	Syllabus	Submit in class assignment during class
Week 2: 09/10	The Practicum Contract Beginning to Work with Clients First Lab	Supervision Contract	
Week 3: 09/17	The Learning Curve Informed Consent Clinical Interviewing Becoming A Therapist	Readings Posted	Submit Supervision Contract
Week 4: 09/24	Professional Development in Action	Readings Posted	
Week 5: 10/01	Ethics in Practice Mandatory Reporters Privileged Communication Technology Communications	Readings Posted	September Hour Log Due
Week 6: 10/08	Guest Lecture: Dr Christina Liparini	Introduction to Applying to Doctoral Programs	
Week 7: 10/15	Therapist Dilemmas		
Week 8: 10/22	First Lab Problems Research Errors		
Week 9: 10/29	Networking in the Field Applying to Doctoral Programs Part II		
Week 10: 11/05	Therapist/ Client Identity Variables	Readings Posted	October Hour Logs Due

Week 11: 11/12	Crisis Interventions	Reading Posted	
Week 12: 11/19	Screening Instruments	Review Instruments in Module	
Week 13: 11/26	Open Ended Questions Applying to Doctoral Programs Workshop Part II		
Week 14: 12/03	Case Presentation Research Presentation Community Programming Presentation		November Hour Logs Due
Week 15: 12/10	Practicum I Reflections Professional Growth		End of Semester Evaluation December Hour Logs Due Site & Supervisor Evaluation

Subject to change throughout the semester based on student feedback

Additional Course Information:

1. **Email communication phone access:** Email is the best way to contact the instructor (dw585@gsapp.rutgers.edu) Typically, I will respond to your emails within 48 hours (about 2 days) during the work week. If you did not receive a response within this period, please resend your message. **In cases of emergency only**, students can contact me by phone (732-581-4657). Calls will be returned as soon as possible. In addition, Canvas tools will be used for communication throughout the semester.
2. **Chosen name and identified pronouns:** All students should be referred to by the names and pronouns they use (e.g., she, he, they, ze). Please advise me of your chosen name and gender pronouns this at any point in the semester and appropriate changes will be made to class documents.
3. **Personal disclosures:** It is recommended that you do not discuss personal histories when discussing thoughts and reactions to the material presented. If anyone feels particularly distressed by anything discussed/assigned, I am requesting that you make this known to me. You can call me or contact me by e-mail. If necessary, I can make referrals for further services. However, if personal issues are accidentally revealed, it is expected that members of the class will maintain confidentiality.
4. **Reasonable Accommodation:** GSAPP is firmly committed to reasonable accommodation of disability-related needs. Students entitled to this accommodation are encouraged to request assistance from the Office of Disability Services, and to provide the department, and

instructors, with paperwork and communication from that office. See:
<https://ods.rutgers.edu/>

5. **Academic Integrity and Student Code of Conduct:** All GSAPP students are responsible for knowing, and conforming to, principles of academic integrity, as specified in: <http://academicintegrity.rutgers.edu/academic-integrity-policy/> and [University Code of Student Conduct | Student Conduct - Division of Student Affairs | Rutgers University-New Brunswick](#)
6. **Writing Assistance:** The university provides resources for students who feel they need assistance in improving their writing. It is your responsibility to make use of this help, should you need it. You can contact: Shawn Taylor, Ed.D. College Avenue Learning Center Academic Building Room 1247 15 Seminary Place 848-932-1662
sktaylor@rutgers.edu
7. **Classroom Etiquette:** Please refrain from using electronic devices for non-class related material during class. Scrolling, texting, and emailing is considered bad form and will impact your participation grade.