

**Course Syllabus
External Learning Experience**

COURSE: **Practicum-Clinical Psychology
PSYT-2264 (200)**

SEMESTER: Summer 2014
June 2– August 7

CLASS DAY & TIME: To be determined by the individual student and instructor

INSTRUCTOR: Mollie McCook-Melton

OFFICE HOURS: by appointment

OFFICE PHONE: (806) 716-4652

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PROGRAM FACEBOOK: The Applied Rehabilitation Psychology Program has a Facebook page at www.facebook.com/southplainscollegeappliedrehabilitationpsychology . In addition to the South Plains College website, this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. “Liking” the Applied Rehabilitation Psychology Facebook page is not mandatory, nor is personal Facebook accounts, in order to access this page.

BLACKBOARD: Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

“South Plains College improves each student’s life.”

GENERAL COURSE INFORMATION

COURSE DESCRIPTION

This course is an intermediate type of non-health professions work based instruction that provides basic career exploration or helps students gain practical experience in the discipline, enhance skills, and integrate knowledge. The emphasis is on practical work experience. Indirect supervision is provided by the site supervisor. A practicum may be paid or unpaid learning experience.

SPECIFIC COURSE INFORMATION

STUDENT LEARNING OUTCOMES

Students will:
Be able to write and verbally explain the components of a treatment plan.
Demonstrate a working knowledge of confidentiality and HIPPA standards and procedures.
Demonstrate a working knowledge of screening and referral procedures.
Exhibit behaviors that demonstrate dependability, adhere to established professional code of ethics, and recognize and maintain boundaries within his/her areas of expertise.
Refer to the evaluation section for designated procedures to determine if the student successfully completed the learning outcomes.

TEXT AND MATERIALS

The student will be provided a copy of the Applied Rehabilitation Psychology Clinical Handbook, which outlines practicum procedures. There is no text for this course. All course materials are located on Blackboard.

CLINICAL SITE ATTENDANCE POLICY

The student is required to attend his/her clinical site at the designated day and time, as determined by the student and clinical supervisor/affiliate for a total of 200 hours. Absences at clinical sites may be excused by calling the clinical supervisor/affiliate prior to the actual rotation time. Missed hours must be made up with the consent and approval of the clinical supervisor. Unexcused absences will affect the student's overall grade and the affiliate is not responsible for assisting the student with making up the hours. The clinical supervisor and college faculty will determine if absences are excused or unexcused. Excessive absences (3) may lead to dismissal from the clinical site.

GRADING POLICY

Grades in this course will be determined using the following criteria:

Time Log/Hours Completed	40%
Clinical Evaluations	20%
Clinical Forms	20%
Clinical Objectives Paper	20%

Please note all due dates. The expectation is that students will meet every deadline. If you cannot meet deadlines, you must contact the clinical instructor immediately. **Students are expected to maintain regular communication with the course instructor.**

EVALUATION METHODS

All documents will be evaluated and graded by college faculty and clinical supervisor(s) and maintained in the student's clinical file to be presented as part of the exit evaluation. The grade recorded for the course will be submitted according to numerical values. The student's lab folder (portfolio) will be reviewed for completion.

COURSE REQUIREMENTS

The following are required for successful completion of the course:

1. TIME LOGS of INTERNSHIP HOURS (40% of grade)

- A. Completion of 200 clinical hours at the designated clinical site(s) – meeting or exceeding 200 hours.
 1. Every 10 hours missed below the 200 hours will drop one letter grade.
 2. Three or more absences from a clinical site may result in dismissal from the clinical site.
 - a. Tardiness is defined as arriving at the clinical site 15 minutes past the designated reporting time.
- B. TIME LOG forms must be completed prior to turning them into the instructor.
 1. Signed, dated, and filled-out by the student
 2. Signed by the Clinical Supervisor
 - a. TIME LOGS will be submitted to the class instructor every month. It is the student's responsibility to ensure TIME LOGS are turned in to the instructor during designated meetings; do not turn them in to other students.

2. CLINICAL EVALUATIONS (20% of grade)

- A. Three evaluations are required; two of which will serve as verification of student progress. All evaluations are due by the designated due dates.
 - 1. PROFESSIONAL READINESS EVALUATION
 - 2. CLINICAL EVALUATION
 - a. It is the student's responsibility to ensure these two evaluations are signed by the site supervisor and turned in to the instructor during designated meetings.
 - b. If the student changes sites mid-semester or interns at multiple sites during the duration of the semester, evaluations must be completed by both or all sites.
 - 3. STUDENT EVALUATION OF THE PLACEMENT AND SUPERVISION
 - a. Completed by the student only.

3. CLINICAL FORMS (20% of grade)

- A. If the student changes sites mid-semester or interns at multiple sites during the duration of the semester, required forms must be completed by both and all sites. In other words, ALL related clinical forms must be completed for ALL agency sites in which the student interns.
 - 1. Professional Consent and Student Contract
 - 2. HIPPA Privacy Agreement
 - 3. Confidentiality Statement
 - 4. Directive to Student and Clinical Affiliate Agreement
- B. Additional required forms:
 - 1. Student Professional Resume
 - 2. Proof of CRCC Code of Ethics
 - 3. Clinical Site Intake Form/Case Conceptualization
 - 4. Signed SPC Clinical Handbook Form
 - 5. Signed PSYT 2264 Course Syllabus Form
- C. All **Clinical Forms are due by the designated due dates and it is the student's responsibility to ensure all Clinical Forms are turned in to the instructor during designated meeting.

4. CLINICAL OBJECTIVES PAPER (20% of grade)

- A. Clinical Objectives Paper is the students written summary of their overall clinical experience and is due at the end of the semester. The paper is designed to ensure that all required Course Objectives, as listed in the syllabus, have been met. Each of the 17 points listed below under COURSE OBJECTIVES may be included or addressed in the student's final paper.
- B. Typed, Arial 12 font, double spaced, approximately **2 pages**.

COURSE OBJECTIVES

At the conclusion of the course, the student will demonstrate in writing their Clinical Objectives Paper, their ability to:

- 1. Exhibit behaviors that reflect dependability and responsibility by being punctual, attending clinical according to program policies, and completing course assignments. (F 13)
- 2. Exhibit ability to get along with people in the clinical setting, by demonstrating understanding, friendliness, adaptability, empathy, and politeness. (F 15)
- 3. Respond positively and objectively to supervision and guidance by clinical staff and college faculty. (F 5)
- 4. Exhibit respect for others.
- 5. Recognize and maintain boundaries within his/her areas of expertise and seek assistance as warranted.
- 6. Participate by asking questions. (F 6)
- 7. Participate as a member of the clinical team. (C 9)

8. Choose ethical courses of action in clinical decision-making. (F 17)
9. Exhibit an ability to work effectively with individuals from diverse backgrounds, individuals with physical differences, and individuals with various degrees of mental and intellectual functioning and incorporate this understanding into the clinical practice. (C 14)
10. Work confidently, maintaining a positive view of self. (F 14)
11. Acquire knowledge of the overall clinical evaluation process through such procedures as screening and assessment.
12. Interpret and evaluate client data from medical reports, psychological evaluations, treatment (service) plans, intake and action reports, and other types of assessment tools.
13. Use assessment data to development (service) plan for a client.
14. Recognize obstacles with the client treatment (service) plan and revise and choose an alternate course of action.
15. Distinguish trends in sources for funding of client services.
16. Locate, understand and interpret written information from procedure manuals on case management/record procedures and principles as dictated by the human services facility and appropriate accrediting bodies.
17. Apply verbal communication skills in order to establish and facilitate an effective relationship with the client.

CLINICAL ACTIVITIES

At the conclusion of the course student will have performed the following activities.

1. Maintain a Clinical Log of clinical activities as related to clinical objectives; all references related to identifying client data will not be documented in the student log.
2. Demonstrate ethical behaviors by adhering to established professional code of ethics in order to maintain professional standards and safeguard the client.
3. Write a Professional Resume.
4. Observe and/or assist with client, family, and community relations to working with diverse individuals and families, be able to interview practicing open ended questions, practice active listen, and develop rapport with consumers.
5. Observe and/or assist in the screening process and read/complete agency intake forms with site supervisors.
6. Review facility/agency procedure manuals regarding case management/record procedures.
7. Participate in confidentiality training.
8. Observe and/or assist with treatment planning/Case Conceptualizations according to consumer's issues and needs. Plan and develop a treatment plan with behavioral/measurable goals, identifying time lines, roles, and activities with consumer. Set specific times for plan reviews, documenting all progress, successes, and setbacks in case notes, revising as needed.
9. Learn and practice the steps in termination of services.
10. Observe and/or assist in the referral process. With supervision by the clinical staff, the student will demonstrate knowledge of the overall referral process and make a list of community resources for consumers currently served.

STUDENT CONDUCT

- Students in this class are expected to abide by the standards of student conduct as defined in the SPC Student Guide pages 11-14.

SPECIAL REQUIREMENTS

- **Cell Phones** – Cell phones are to be turned OFF during scheduled class periods, unless prior approval has been given from the instructor. This includes text messaging. Cell phones are to be used outside the classroom only.

ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

Plagiarism - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

ACCOMMODATIONS

DIVERSITY STATEMENT

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

DISABILITIES STATEMENT

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Special Services. For more information, call or visit the Special Services Office in rooms 809 and 811, Reese Center Building 8, (806) 885-3048 ext. 465.

FOUNDATION SKILLS

BASIC SKILLS–Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading–locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing–communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic–performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics–approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening–receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking—generates new ideas.

F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving—recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye—organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.

F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty—chooses ethical courses of action.

SCANS COMPETENCIES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL—Works with Others

C-9 Participates as a member of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers—works to satisfy customer's expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works With Diversity—works well with men and women from diverse backgrounds.

SYSTEMS—Understands Complex Interrelationships

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works with a Variety of Technologies

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

CLINICAL COURSE OUTLINE

CLASS MEETING	COURSE MATERIAL	REQUIRED FORMS DUE
June 2-6	<p>Review Syllabus, Clinical Handbook, CRCC Code of Ethics, and required forms.</p> <p>Review course objectives & begin student files.</p> <p>Work towards securing a placement site, if student has not already secured a site.</p>	<p>**Signed Syllabus Agreement</p> <p>**Signed Clinical Handbook Agreement</p>
June 9-13	<p>Review student files.</p> <p>Discuss case conceptualizations, intakes, & treatment plans.</p>	<p>Clinical Site Forms due - signed by site supervisor & student: Professional Consent Student Contract HIPAA Privacy Statement Confidentiality Statement Directive to Student & Clinical Affiliate Agreement</p>
July 7-11		<p>Student Time-Log(s) – signed by site supervisor & student</p> <p>**CRCC Code of Ethics due</p> <p>Professional Readiness Evaluation due – signed by site supervisor and student</p> <p>**Resume due</p>
August 4-7	<p>Review student files.</p> <p>Final class meeting – all requirements due at this time.</p>	<p>Student Time-Log(s) – signed by site supervisor & student</p> <p>**Case Conceptualization/Intake due</p> <p>Clinical Evaluation due - signed by site supervisor & student</p> <p>Student Evaluation of Placement Site and Supervision due – completed by student</p> <p>**Final Objectives Paper due</p>



I _____ have
received a copy of the South Plains College PSYT 1164 Course Syllabus. I understand that I must
comply with all areas of the Course Syllabus as a student in the Applied Rehabilitation Psychology
Program at South Plains College.

Signature

Date