Psychology 4900: Interventions for Youth  
Psychology 4380: Practicum (CEL Designation)  
Thursdays: 1:30-3:30 p.m. (Room 378)  
Weber State University – Fall 2014  
Syllabus and Course Outline

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PURPOSE:

The primary purpose of this course is to give you the opportunity to apply previously learned coursework to working with staff members, teachers, youth, and their parents. You will have the opportunity to work with youth in two unique settings. While most of your time will be spent at the Youth Impact after-school program (ages 6-18), you will have the opportunity to spend some time with 3rd graders at Washington Terrace Elementary. This will provide you with an opportunity to compare and contrast two very different settings. In both settings, we will be working to help students improve in the areas of academics and social skills.

Course Objectives

Goal 1: Students will understand psychology as a scientific discipline. They will also understand the cognitive and developmental aspects of behavior.

• Explore how contextual influences (i.e. microsystem, mesosystem, macrosystem) influence child and adolescent development.
• Through readings and discussion, students will gain an understanding of best practices in regard to intervening with youth.
• Students will develop an understanding of applied research and obtain experience with data collection in an academic and social setting.

Goal 2: Students will be able to critically apply psychological principles and research to society.

• Students will spend 8 hours per week at an after-school program tutoring, mentoring, and teaching skills to youth between the ages of 9-18.
• Students will implement life skills and study skill lesson plans for youth and collect data on the effectiveness of each.
• Students will organize and implement campus field trip(s) for youth.
• Students will develop newsletters for parents regarding developmental issues.

Goal 3: Students will share key beliefs, attitudes, and values adopted by scientific psychologists which include: respect for human diversity, humility regarding limits of their knowledge, respect for evidence, tolerance for ambiguity, and an understanding of ethics.

• Students will complete “Preparing to Serve: Online Training Modules”.
• Students will write several reflection papers reflecting on their experience and applied ethical behavior including listening and social interaction with youth.
• Students will read articles on diversity and participate in class discussions.

Goal 4: Students will exhibit skills to professionally communicate their understanding of terms, concepts, and theories of the discipline to others. Students will also have interpersonal skills necessary to effectively collaborate in groups with others who hold diverse beliefs, opinions, and attitudes.

• Students will collaborate with their classmates on lesson plans, newsletter articles, and data collection.
• Students will hone communication skills by designing presentations for diverse audiences (i.e. university community, YI board, and parents).

Grading Method/Evaluation

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### Attendance (200 points)

**It is critical that you attend class and go to Youth Impact when you are expected to go.** If an emergency arises, you will be expected to contact the staff at Youth Impact (801) 612-3001 as well as Melinda Stamp. Previous practicum students have worked hard to establish a positive relationship with Youth Impact and it is important that we maintain it by consistently showing up at our scheduled times. Because much of your work will be interdependent, it is important to be reliable because your class-mates are counting on you. You may be working with some youth who have had difficulty with school attendance and motivation. Therefore, it is essential that we model good attendance practices. **Students who do not show up to class and/or Youth Impact will be terminated from the practicum.**

### Registration at Center for Community Engaged Learning (formerly known as the Community Involvement Center) & Ongoing Log of Hours (100 points)

You should be receiving an e-mail through the Center for Community Engaged Learning to register for Weber Sync (university-wide tracking system). I have attached the instructions to the syllabus. Once you enroll through Weber Sync the Center will track your hours at Youth Impact. You just have to sign in at the kiosk at Youth Impact each time you are on site. If the kiosk is not working on a particular day you can use the electronic time log in WeberSync to record your hours. Tracking your hours and registering at the center may enable you to be eligible for the Excellence in Service recognition at graduation (see attached form).

### Training Modules (50 points)

The Center for Community Engaged Learning has created modules to help prepare university students for service. You will want to complete these modules by **September 4th**. When you complete the modules you will receive certificates of completion. Print out the certificates and turn them in to me or e-mail them to me by **September 4th** so you can receive credit. The modules address the following topics: professionalism, cultural sensitivity, ethics, introduction to tutoring and mentoring, pre-college knowledge, and FERPA. You can access the modules at the Center’s Home Page under the student tab (online training modules) you complete the modules, the Center will give you a free Weber State T-shirt.
Reflection Papers

We don’t learn from doing, we learn from thinking about doing. We will provide several opportunities throughout the semester for you to reflect on your experiences.

1. Preflection (30 points- In-Class- Aug. 28th)

Prior to starting the practicum, we would like you to answer the following questions regarding your expectations of this experience.

- Describe what you think your practicum experience will be like?
- What do you think you will learn through this experience?
- What do you believe are your strengths? Your weaknesses?
- What are your expectations of what the Junior High students who attend school at Youth Impact will be like?
- How do you think you will be perceived by the youth?
- How do you think you will be perceived by the staff at Youth Impact?
- How do you think this experience will influence your goals and future career plans?
- What content from your other psychology classes do you think you will be able to apply in this practicum experience? Be specific.

2. Ongoing Reflection Papers (3 papers @ 30 points each- Due: Sept. 25th, Oct. 23rd, Nov. 13th)

Every 3-4 weeks you will submit a short reflection on some activity that you have participated in on-site and what you have learned from the experience. You will use the following format to complete this paper:

- What? Describe objectively facts and details about the service experience (i.e tutoring, social skills, career planning, organizing campus trip, etc.) What happened?
- So What? What did you learn? What difference did the event make?
- Now What? What will I do differently next time as a result of the experience?

3. Final Reflection Paper (50 points- Due: December 4th)

For your final paper you will address in what ways your practicum experience met your expectations and in what ways the experience was different (refer back to preflection). You may also address the following questions:

- What was your role during this experience?
- What did you learn through this experience?
- What were your strengths as a practicum student?
- What would you do differently if you repeated the experience?
- How have you changed as a result of this experience?
- How does what you learned relate to the content in your other psychology classes?
• Did your assistance at Youth Impact make a difference?
• What was the most challenging part of this experience for you?
• How have your perceptions of at-risk youth changed as a result of this experience?
• How has this experience influenced your goals and future career plans?

Science Activity/Lesson (150 points)
A third-grade teacher (Ms. Tina Allen) would like to increase her student’s exposure to Weber State University. Washington Terrace Elementary is a Title 1 school that is one of three schools in Utah to be accepted as a No Excuse University, meaning that the school encourages all students to prepare academically for college. Ms. Allen would like us to develop two science activities/lessons for her class. This will provide you with an additional opportunity to work with youth in a somewhat different setting. The activities/lessons for this class will take place during our class time so you should not have to worry about readjusting your schedule. You will receive a rubric of what is required for this lesson. As part of this lesson we will also be creating a parent handout with suggestions of activities that they can do with their child.

Social Skills Lesson (100 points)
During the semester, we will teach two different social skills to the students in the after-school program. We will be using the Skillstreaming Program (McGinnis, Sprafkin, Gershaw, and Klein, 2012). This program was originally developed in the 1970’s and has been demonstrated to increase social skills in a variety of populations. The class will decide what social skills will be taught based on your observations at the site and feedback from the staff. You will be provided with a packet on how to teach the social skills using the Skillstreaming program. You will also be provided with the lesson plans for the social skills. With a partner(s), you will present one of the social skill lessons to the class. This will enable you to practice your presentation skills as well as demonstrate the lesson to the other students in our class so that everybody is prepared to teach the lesson at Youth Impact. A demonstration of a social skills lesson will be presented the third week of class.

Articles and Discussion (100 points)
We will be covering various topics in the seminar that are relevant to child/adolescent development and your role at Youth Impact. Articles that address these topics will be posted on Canvas. For each article you will address the following:

• In your opinion, what are the three most important points made in the article?
• How are these points relevant to your work at Youth Impact?

Your responses to these prompts should be submitted (via Canvas) 1 day prior to the class period that we will be discussing each article. Bring your responses to class the next day so that you are ready for the discussion. Each student will also be responsible for facilitating one of the class discussions.

Article #1: The Effects of Mentoring Program on At-Risk Youth

Facilitator: ______________________________
Article #2: Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study

Facilitator: ________________________________

Article #3: Resilience and Protective Factors in Adolescence: An Autobiographical perspective from Disadvantaged Youth

Facilitator: ________________________________

Article #4: Homophobic Teasing, Psychological Outcomes, and Sexual Orientation Among High School Students: What Influence do Parents and Schools Have?

Facilitator: ________________________________

Article #5: Discrimination and Adjustment for Mexican American Adolescents: A Prospective Examination of the Benefits of Culturally

Facilitator: ________________________________

LATE POLICY:

Your instructors believe that it is vitally important to adhere to all deadlines noted in the course outline. Making a regular practice of respecting deadlines will go a long way toward success in the various areas of your life. However, your instructor recognizes that emergencies do occur and that they can interfere with even the most serious intent to respect deadlines. Therefore, your instructor expects that we will adhere to the following:

1. If you are sick, please stay home until you are no longer contagious. Generally, the standard is going 24 hours without a fever. Your instructor and classmates do not want to be infected with whatever illness you might have.

2. If an illness or other emergency occurs, it is your responsibility to notify Youth Impact and Melinda Russell-Stamp as soon as it is realistically possible. If you are teaching a social skill that day, you will need to contact your partner so that they are aware that you will be absent. It is also your responsibility to keep your instructor updated. If you do this, your instructor will work with you with assignment deadlines. Please note that your instructor will be trying to balance your needs with the upcoming demands of the course. Therefore, while you may get an extension, you will need to complete the exam or assignment within the parameters set by the instructor.

3. If you are unable or otherwise fail to contact your instructor in the manner described in #2, you MUST provide documentation in order to get an extension without a penalty. This documentation will need to adequate why you need an extension and why you were unable to contact me in a timely manner. YOUR INSTRUCTOR WILL BE THE ONE TO DETERMINE WHAT IS SUFFICIENT DOCUMENTATION. Generally speaking, the penalty for late submission of an exam or assignment will be 20% if it is submitted within 2 business days of the deadline. After 2 days, the score becomes a zero.
MISCELLANEOUS:

While every effort will be made to adhere to the course outline, all times, topics, and subjects covered will be at the professor’s discretion and could change at any time. Advance notice will be given if a change is necessary. From time to time, your instructor may need to be absent to participate in a professional conference. Please note that such participation is part of your instructor’s job. If such an absence is necessary, you will be notified of it and any changes to the course schedule as soon as possible.

It is the instructor’s expectation that the work you submit is in fact your work. Cheating on exams or plagiarizing work on papers or presentations will result in immediate failure of the course, as well as other possible disciplinary action. Plagiarism is representing the work of someone else as your own by taking sentences, paragraphs, or sections from other sources without using quotation marks or appropriate references. Please consult the instructor if you have any questions about appropriate referencing of material.

Appropriate classroom behavior is vital to a productive learning environment. Behaviors such as a) arriving late, b) leaving early, c) holding private conversations, d) sleeping, e) reading other material, f) playing games with or communicating via cell phone or PDA, or g) doing other work are very rude and distracting to the instructor and your peers. The same principle holds true for cell phones and pagers going off in class. The instructor will intervene with such behaviors as appropriate. If they persist, offending students will be encouraged to drop the course.

Disability Notice:

Any student needing accommodations or services due to a learning disability must contact the Services for Students with Disabilities (SSD) at 801-626-6413. The office is located in Room 181 of the StudentServicesCenter.

Academic Dishonesty: As specified in PPM-IV D, cheating and plagiarism violate the Student Code. Plagiarism is “the unacknowledged (uncited) use of any other person’s or group’s ideas or work.” Students found guilty of cheating or plagiarism are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course.

Emergency Closure: If for any reason the university is forced to close for an extended period of time, we will conduct our class on-line and all deadline changes will be announced over Canvas.
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<th>WEEK</th>
<th>TOPIC</th>
<th>MATERIAL</th>
<th>ACTIVITY</th>
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<tr>
<td>9/4</td>
<td>2</td>
<td>Orientation and Training at Youth Impact.</td>
<td>Due: Contact Log</td>
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<td>9/11</td>
<td>3</td>
<td>Skillstreaming Program. Social Skills Demonstration (Mindy &amp; Maria). Discuss Social Skill needs at Youth Impact.</td>
<td>Reading: Skillstreaming Teaching Packet.</td>
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<td>9/18</td>
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<td>Article #1 Discussion: Effectiveness of Mentoring Programs Data Collection</td>
<td>Due Date: Contact Log, Article Response. Readings: Article #1</td>
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<td>Social Skill Lesson 1: ______________________</td>
<td>Due Date: Contact Log, Reflection Paper #1</td>
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<td>Article #2 Discussion: Mindset Research Tutoring</td>
<td>Due Date: Contact Log, Article Response. Readings: Article #2</td>
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<td>Article #3 Discussion: Resiliency</td>
<td>Due Date: Contact Log, Article Response. Readings: Article #3</td>
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<td>Social Skill Lesson 2: ______________________</td>
<td>Due Date: Contact Log, Article Response. Readings: Article #4</td>
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<td>Science Lessons</td>
<td>Due Date: Contact Log, Reflection Paper #2</td>
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<td>10/30</td>
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<td>Article #5 Discussion: Discrimination &amp; Adjustment</td>
<td>Due Date: Contact Log, Article Response, Readings: Article #5</td>
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<td>Science Lessons/Youth Impact Parent Night</td>
<td>Due Date: Contact Log, Reflection Paper #3</td>
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<td>11/20</td>
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<td>Thanksgiving - No Class</td>
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<tr>
<td>12/4</td>
<td>15</td>
<td>Wrap-up. Celebrate Successes.</td>
<td>Due Date: Contact Log, Final Reflection Paper</td>
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