

Psychology 4900: Resiliency & Disaster (CRN: 34566)
Psychology 4380: Practicum (CEL Designation)
Monday: 1:30 – 3:30 p.m.
Weber State University – Spring 2020
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, teachers, and youth attending an after-school program (Youth Impact), Washington Terrace Elementary and José Facundo Contrón in Yabucoa, Puerto Rico. Readings for the class will focus on disaster, resilient response to disaster and strategies for building resiliency.

Learning Goals

Goal 1: Knowledge Base in Psychology

- 1.1 Describe key concepts, principles, and overarching themes in psychology
- 1.2 Develop a working knowledge of psychology's content domains
- 1.3 Describe applications of psychology

- Explore how contextual influences (i.e. microsystem, mesosystem, macrosystem) and cultural identity influence child and adolescent development.
- Identify factors that build resiliency in youth.
- Through readings and discussion, students will gain an understanding of best practices in regard to intervening with youth.

Goal 2: Scientific Inquiry and Critical Thinking

- Students will develop an understanding of applied research and obtain experience with data collection in an academic and social setting.

Goal 3: Ethical and Social Responsibility in a Diverse World

- 3.1 Apply ethical standards to evaluate psychological science and practice
- 3.2 Build and enhance interpersonal relationships
- 3.3 Adopt values that build community at local, national, and global levels

- Students will complete Preparing to Serve Modules.
- 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 build interpersonal relationships with colleagues, children, and teachers in Utah and Puerto Rico.

Goal 4: Communication

- 4.1 Demonstrate effective writing for different purposes
- 4.2 Exhibit effective presentation skills for different purposes
- 4.3 Interact effectively with others

- Students will collaborate with their classmates on lesson plans, program development and data collection.
- Students will hone communication skills by designing presentations for diverse audiences (i.e. university community, class, etc.)

Goal 5: Professional Development

- 5.1 Apply psychological content and skills to career goals
- 5.2 Exhibit self-efficacy and self-regulation
- 5.3 Refine project-management skills
- 5.4 Enhance teamwork capacity
- 5.5 Develop meaningful professional direction for life after graduation

Grading Method/Evaluation

GRADING TABLE	ACTIVITY	POSSIBLE POINTS
A 93-100%		
A-90-92%		
A-	Class Attendance & Participation in Reflection (“Highs” & “Lows”)	130
B+ 87-89	Registration at CIC & Attendance at YI	100
B 83-86%	Completion of Preparing to Serve Training Modules	50
B- 80-82%	Article Responses (5 @ 20 points each)	100
C+ 77-79%	Article Facilitator	25
C 73-76%	Reflection Papers (2 papers @ 30 points each) And weekly reflection discussions	60
C- 70-72%	Final Reflection Paper (integrating articles into your own experience)	50
D+ 67-69%	Development of a lesson plan that promotes resiliency with developmental adaptations.	100
D 63-66%		
D- 60-62%		
E 0-59%		

	Presentations for parents, teacher, and students	60
	Online Discussion	20
	CECL Symposium Presentation	50
	Total Points: 745 points	

Attendance (150 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 are required to spend 5 hours at Youth Impact per week. Please pick a schedule that you can consistently keep throughout the semester. Youth Impact hours can occur between 2:00 – 7:00 p.m. Monday – Thursday and 1:00 – 5:00 on Friday. **Students who do not show up to class and/or Youth Impact will be terminated from the practicum.**

Weekly High-Low Response

We will spend approximately 20-30 minutes each week reflecting on your experience at Youth Impact, Washington Terrace Elementary, and/or Jose Fecundo Cintron during the previous week. To help you prepare for this discussion you will jot down a response to the following questions: What was a strength, positive, “high” for the last week? What was a challenge, difficulty, “low” during the last week? These responses do not need to be type-written, but should be written before class begins. The format for your high/low response has been attached to the syllabus. The high/low response also allows Professor Parrilla and I to frequently “check-in” with you regarding your experience.

Registration at Center for Community Engaged Learning. (formerly known as the Community Involvement Center) **& Ongoing Log of Hours (100 points).** Weber State University is moving to a new tracking system for community service hours. I have attached the instructions to the syllabus. Given the learning curve that is inherent in new systems, you will

probably want to keep a personal record of your hours too. At Youth Impact, 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 they will have you log your hours at the site in a paper format. Your hours at Washington Terrace Elementary will also count toward your total practicum 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). **The link to Center for Community Engaged Learning is on your Canvas site.**

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 **Jan. 13th**. When you complete the modules, you will receive certificates of completion. Print out the certificates and turn them in to me or upload them on Canvas by **Jan. 13th** 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. When you complete the modules, the Center will give you a free Weber State T-shirt. **The link to complete these modules is on your canvas site.**

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 experience this semester.

1. Ongoing Reflection Papers (2 papers @ 30 points each- Due: Feb. 3rd & March 9th).

Every 3-4 weeks you will submit a short reflection (2 pages typed, double-spaced) on some activity that you have participated in on-site and what you have learned from the experience. Please type your responses. 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?

2. Final Reflection Paper (50 points- Due: April 20th) Type-written.

For your final paper you will apply the articles that you read during the semester to your experience at Youth Impact, Washington Terrace Elementary, and forming a relationship with Jose Fecundo Cintron this semester. Please cite the articles though out the paper (APA format).

- What aspects of the articles were evident in your experience and work?
- Did you find that your experience was different than what was expected based on the articles? You may also consider the other questions but be sure to include the articles:
- 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?

Resiliency Lessons (100 points) (Feb. 10th)

During the semester, we will develop and teach resiliency lessons to students at Youth Impact (various ages), Washington Terrace Elementary (6th grade), and students at Jose Fecundo Cintron. We will present an example of a resiliency lesson for you. We will also provide a format of a lesson plan. We will need to practice these lesson plans in our class so that we are well-prepared for the sessions we present to the youth. Each of you will be expected to contribute to the lesson plans through finding material, practicing, and giving/receiving feedback. You will also be responsible for addressing developmental accommodations that can be made for different age groups.

Articles and Discussion (100 points)

1. Written Response to Articles (20 points each)

We will be reading 6 articles this semester that are relevant to the work you are doing this semester. PDF's of these articles will be posted on canvas. You will read each article and answer the following questions:

1. What group is the focus of the study?
2. Is the article a qualitative study, quantitative study, or review of the literature?
3. Summarize the main points of the article.
4. How can you use the information in your practicum work this semester?

It is imperative that you have your responses completed so that you can contribute to the discussion.

Each student will take turns facilitating discussion of the article. Facilitators should submit 3-4 discussion questions to Dr. Stamp the Sunday before class. Dr. Stamp will send these questions to your classmates so that they are prepared for the discussion.

Article #1- Building children and young people's resilience: Lessons from psychology. (Brown, 2015). Facilitator: _____ (Due: Jan. 27th)

Article #1- Mindsets that Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed. (Yeager & Dweck, 2012). Facilitator Dr. Stamp Due: Wednesday Feb. 19th.

Article #3- Chapter 8 & 9 from Werner's Study, Resilient Children and Resilient Adolescents.
Facilitator _____ Due March 16th

Article #4: Resilience by Gail Horner. Facilitator _____ Due: March 23

Article #5= Children & young people's well-being post-disaster: Safety and stability are critical.
(Gibbs et al., 2015). Facilitator: _____ Due: March 30

Presentations: Community Engaged Learning Symposium (Abstract due in late Feb. Symposium in April- 50 points). In order to further develop your public speaking skills, you will have the opportunity to participate in a variety of presentations for different audiences: parents and teachers. More information will be provided as it becomes available. Time will be provided in class to prepare for your presentations.

Presentations (60 points). Students will have the opportunity to present on resiliency at Washington Terrace Elementary and Youth Impact. Other presentations may become available.

Scheduled Dates for 6th Grade at Washington Terrace Elementary

Friday, January 24th 1:00 – 2:00

Friday, Feb. 28th 1:00 – 2:00

Friday, March 27th 1:00 – 2:00

On-Line Discussion (20 points). Due to holidays on Mondays this semester, we will have two on-line discussions in lieu of class. Responses to on-line questions will be due on **Wednesday, Jan. 22 and Wednesday, Feb. 19th.**

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 adequately explain 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 Student Services Center.

WEEK	TOPIC	MATERIAL	ACTIVITY
1/6	1	Go over Syllabus Introductions Contact Information	<u>Assignments:</u> Read Syllabus
1/13	2	Youth Impact Orientation (meet at 2305 Grant Avenue)	<u>Assignments:</u> Preparing to Serve Modules Due before midnight
1/20	3	No Class- Martin Luther King Junior Day Watch Carol Dweck Presentation & answer questions on Canvas.	<u>Assignments:</u> High/Low Due On-Line Discussion
1/27	4	Reflect on WTE Presentation Article 1 Discussion: Brown	<u>Assignments:</u> High/Low Due Article 1 Due
2/3	5	Reflection	<u>Assignments:</u> High Low Reflection 1 Due
2/10	6	Lesson Plan Presentations	<u>Assignments:</u> High/Low Lesson Plans Due by Class time
2/17	7	No Class- President's Day	<u>Assignments:</u> High/Low On-line Discussion Article #2
2/24	8	Preparation WTE Lesson CECL Abstract	<u>Assignments:</u> High/Low

3/2	9	Spring Break	
3/9	10	Reflection	<u>Assignments:</u> High/Low Reflection 2 Due
3/16	12	Reflection Discussion: Article #3 CECL Poster	<u>Assignments:</u> High/Low Article #3 Due
3/23	13	Reflection Discussion: Article #4 WTE Presentation	<u>Assignments:</u> High/Low Article #4
3/30	14	Reflection Discussion: Article #5 Poster CECL	<u>Assignments:</u> High/Low Article #5
4/6	15	Reflection Planning Activities Peer Strengths Feedback	<u>Assignments:</u> High/Low
4/13		Reflection Peer Strengths Feedback	
4/20	16	Celebration & Wrap-Up	<u>Assignments:</u> Final Reflection Paper Due 4/22

