The senior experience in Psychology consists of two complementary components.

1. APPLICATION OF PSYCHOLOGY: The first component is the requirement to apply psychology to either work in a field setting or to a research project as an internship. This course, PSYC 498W, provides the structure for receiving credit for that work.

2. SCHOLARLY ENGAGEMENT OF THE PSYCHOLOGY LITERATURE: The second component is the requirement that all junior or senior majors write a 4000-5000 word scholarly paper (either an argument paper or a research proposal). This paper will be written in your 400-level advanced seminar in Psychology (PSYC 430 or 431W) and will be on a topic related to the topic of your seminar.

PSYC 498 Student Learning Objectives:
1. To apply skills and knowledge gained from Psychology course work to a field or research internship experience.
2. To evaluate and reflect upon your internship experience.
3. To consider and discuss ethical issues related to applied work in Psychology.
4. To integrate the experiential component of the internship with the relevant empirical work by writing a literature review on a topic related to your internship.

Competencies assessed by successful completion of a field or research internship and positive evaluation by site or research supervisor, along with successful completion of the PSYC 498 requirements detailed below.

*Please note that this course carries the “W” designation so that when completed at a C- or better, it fulfills 1 of the University’s 3-unit writing centered requirement. Although a D+ or D will count toward completing the major requirements, it will not result in writing centered credit.

Time commitment for this course: Willamette's Credit Hour Policy holds that for every hour of class time there is an expectation of 2-3 hours work outside of class. Thus, for a class meeting three hours a week, you should anticipate spending 6-9 hours outside of class each week engaged in course-related activities. For this class, you have met that expectation by your completion of 168 hours of field or research internship plus required readings and paper assignments for the course.
How to define yourself as a student in PSYC 498W:

**Field Interns:** If you are completing a field placement (with or without a research component), you are a field intern. Your field supervisor will evaluate the quality of your field internship.

**Research Interns:** If your senior internship consists exclusively of conducting original research under the direct supervision of a Willamette Psychology Department faculty member, and you are writing an empirical report regarding that research, you are a research intern. Research interns’ research reports will be read by their research advisor who will evaluate the quality of the paper as part of the evaluation of the internship experience. Research advisors may or may not be one of the PSYC 498 instructors.

**All students conducting original research or utilizing data from another agency for research purposes will need to submit an IRB proposal prior to collecting data.**

Please note that your Willamette internship supervisors will not necessarily be content specialists in the area of your placement. Regardless of our individual specialties, our role as faculty supervisors is to support and advise you as you complete a field or research internship, to help you confront some of the ethical issues you might face in applied settings or doing research, and to help you as you write a literature review. In this capacity, we can provide reasonable assistance to you regardless of your specific topic.

**PSYC 498W REQUIREMENTS:**

1. Completing an average of 12 hrs/week experience either working at your field setting (field interns) or designing, executing, and writing up an original research project with a WU faculty member (research interns). This time commitment may include any specific training offered by your internship setting as well as the normal duties you assume at your site. Given a semester of 14 weeks, this equals a minimum of 168 hours of experience.

**Note that each site/research supervisor has their own unique expectations regarding projects and duties to be completed as part of the internship, and in some cases this might lead to students investing more than the minimum 168 hours. For example, some agencies have mandatory training workshops; some require a longer commitment than one term, and all research internships done under faculty supervision require a final, full APA style report on the actual research findings. These are all considered integral parts of the experience, and all internships require that the final supervisor evaluation form certify that the student has met the hours and performance expectations for that internship. These commitments are finalized at the time of internship approval (e.g., in PSYC 300), and all experiences carry the same unit of credit for PSYC 498W.**

If you are completing a field internship, there are two issues of which you should be aware:

a. **NATURE OF FIELD INTERNSHIPS:** Note that field internships cannot be predominantly clerical or observational in nature. It is your responsibility either to discontinue the internship and to find another internship and/or to contact us for some troubleshooting advice if you find that your internship is primarily clerical or observational.
b. **CHANGE IN SUPERVISORY STAFF AT A FIELD PLACEMENT:** If there is a change in who your supervisor will be between when a field internship is negotiated and when an internship begins, a new goals sheet must be completed to ensure that the internship is still desirable and will meet the requirements of the senior internship.

2. **Receiving a favorable evaluation of your performance by your field or research supervisor (200 points; 40% of your grade).** In order to receive a passing grade in PSYC 498, interns must have a favorable internship evaluation by their field or research supervisor. Merely completing 168 hours or conducting a study does not guarantee a passing grade; you must also fulfill the obligations of your field or research internship as agreed upon with your supervisor. To assess the quality of the internship experience, field or research supervisors will complete an evaluation form.

**Grades for your internship evaluation are computed based on the point total on the internship evaluation form. We will multiply whatever ratings you get on your evaluation form by 2 to determine your grade. Because the main purpose of PSYC 498W is to provide a grade for the applied portion of your senior experience, you need to earn at least 70% of all points (140 points which is equivalent to a C-) on the internship evaluation to pass PSYC 498 regardless of your grades on other requirements of the course.**

3. **Attendance and meaningful class participation (25 points; 5% of your grade).** With the exception of documented emergencies, any excused absence must be approved in advance. Without an official or medical excuse, your grade will be reduced for any missed classes. **Do not schedule any internship or other activities during scheduled class times, Thurs, 1-4 pm.**

   Note that we do not meet every week (see course calendar for details). Thus, you are expected to work independently, manage your time appropriately (e.g., put due dates in your planner!), and contact us when you need assistance or clarification! The class sessions will include presentations, discussions, peer reviews, and peer presentations; and you will also be graded on the extent to which you participate meaningfully in these activities.

4. **Successfully completing all assignments.** There are four assignments required for PSYC 498W (outlined below). Because this is a writing-centered course, three of the assignments are papers. For the writing assignments, APA format must be correct (when applicable); and word limits and ranges are taken seriously and are enforced to promote concise, clear writing, and as a matter of equity among students. Turning in an assignment that is over or under the word limit, or that does not follow APA style, will adversely affect your grade. Grading rubrics for your Experiential and Literature Review Papers can be found on WISE. Please review these rubrics before writing your papers. The Ethics Discussion Reaction papers are brief and are graded without the use of a rubric. The assignments and the percentage of your grade that can be earned for each assignment are outlined below:

   a. **Presentation of your internship experience (25 points; 5% of grade).** You should prepare a 5-7 minute Powerpoint or Prezi presentation of your internship experience and be prepared to answer questions based on your presentation. Summer interns will do their presentations at the beginning of the semester, and fall interns will do their presentations at the end of the semester.
For field interns, your presentation should provide answers to the following questions: (a) Where did you do your internship and what is the nature of the work of the agency? (b) What did your specific internship entail? (c) In what way was the work you did at your internship “psychological” in nature? (d) How did your prior coursework in psychology and/or supplemental readings provide a foundation for the internship?

For research interns, your presentation should provide answers to the following questions: (a) With whom did you conduct research and what led you to want to conduct research in the area you did? (b) What did your specific internship entail? (c) What were your research hypotheses, method of study, and (if known at the point of your presentation) results? and (d) How did your prior coursework in psychology and/or supplemental readings provide a foundation for the internship?

b. **Experiential paper (100 points; 20% of grade).** Your experiential paper is due at the time of your presentation and is the narrative of your internship experience in greater detail. The same information that you addressed in your presentation should be written in narrative form in your paper. You should also include the following additional information in your paper: (a) A reflection on what you learned from the internship experience including an anecdote about the experience that illustrates what you learned from your internship; (b) A discussion of any ethical issues with which you or others were faced during your internship or that could have arisen given your internship; and (c) An evaluation of the internship experience (what were the strengths of the internship, what you really valued from the experience; what were the weaknesses of the internship, what you wish could have been better). The paper should be approximately 2000 words. No citations are required, but if you decide to include citations, they must be in correct APA format; and you must include an APA-formatted Reference section.

c. **Ethics discussion and reaction papers (50 points; 10% of grade).** In the Resources link on WISE, there are four articles on ethical issues, two each for field and research interns. We will have two days devoted to small group discussion of either professional ethics (for field interns) or research ethics (for research interns) using one article each day as the anchor for our discussion. For each day, you need to read the assigned article that is relevant given whether you are a field or research intern. Then, you need to write 5 open-ended discussion questions (no Yes/No or forced choice questions) for each article and bring a hard copy of these questions to class. We will use the open-ended questions as springboards for discussing issues of professional or research ethics in Psychology. After each discussion, you will be required to write a 350 word reaction paper given your reading and the discussion on ethics. If relevant, link your reaction to issues that have been a part of your internship experience. The reaction paper should be submitted to WISE by 9am the day following the discussion.

d. **Review of the literature paper (100 points; 20% of grade).** Your internship experience should not be separate from the psychological scholarly literature. Therefore, we want both field and research interns to take one aspect of their internship about which they are particularly passionate, and find and review literature that speaks to that issue.
For field interns, think about an aspect of your internship that has intrigued you about which you could find literature. Examples of topics you could pursue might be models of treatment, methods of education, the effect of psychological support on individuals (e.g., on victims of crime, those experiencing trauma, etc.), developmental issues (e.g., for young children, end of life issues, etc.). You are not limited to these examples, but note how these examples relate to possible field internships. Be sure you choose a topic that relates well to your internship experience.

For research interns, you should not recreate your Introduction section of your empirical report. Rather, we want you to think about one specific issue in the literature that relates to your area of study that is interesting to you, but does not duplicate the literature you reviewed for your Introduction. For example, if you are studying memory in elderly individuals, you could focus on neurochemical and brain changes over time that might result in memory loss in the elderly even if you are not studying the neurochemistry of memory; if you are studying the relationship between executive functioning and trauma, you could explore the different ways trauma might be manifest besides executive functioning deficits. The goal is for you to be able to link your research to a second, albeit related, area in a literature that is of interest.

Once you have your topic, you will need to complete the **Topic Development Assignment**. The Topic Development Assignment will require that you have a specific topic identified, a statement of how it links to your internship experience, and then summaries of 2 empirical articles on that topic in 1-2 paragraphs each. You should include the method of the study and the results of the study in your summaries along with an APA-formatted Reference section. You do not need to connect the summaries with transitions. The Topic Development Assignment will be graded Pass (for those who complete it on time) or Fail (for those who don’t). Students who earn an F on this assignment will have their final grade for the Literature Review paper reduced by 1/3 of a grade.

Students will get feedback on their topics and literature choices by the instructors and feedback on the summaries via instructor and peer review. Students will then write a complete **First Draft of the Literature Review Paper**. This paper should be 1000-1500 words in correct APA format. In your Literature Review Paper, you should have an introductory paragraph, summaries of the method and results of four empirical articles, appropriate transitions between the articles, a concluding paragraph, and an APA-formatted Reference section. Be sure you critically evaluate the quality of the literature you review. Note half of your grade for the Literature Review Paper is awarded based on the first draft of the paper. Therefore, treat this paper assignment seriously. Based on both peer and instructor review, you will have a chance to revise the Literature Review Paper and submit a **Final Draft of the Literature Review Paper**. The due dates are noted on the course calendar.

**Note that all assignments must be deposited to the appropriate assignment link on WISE. Note also that without a documented official or medical excuse, your grade will be substantially reduced for any late or missing assignments.**
Grade distribution: There are 500 points which you can earn in the course, distributed as follows:

- Internship evaluation (40%; Must be at a C- or better to pass PSYC 498W)
- Literature review paper (20%)
  - Topic Development Assignment (P/F—if F, paper grade will be reduced by 1/3 grade)
  - First draft (50% of literature review paper grade)
  - Final draft (50% of literature review paper grade)
- Experiential paper (20%)
- Ethics discussion and reaction papers (10%)
- Class attendance and meaningful participation** (5%)
- Internship presentation (5%)

**Note, failure to attend spring Honors Presentations (unless you have an excused absence), will result in course grade being reduced by 1/3 grade (see below).

GRADES:

Grades for PSYC 498W are determined based on a straight percentage of the 500 available points. Grade deductions can occur as previously noted. Although we will compute a letter grade based on the course requirements noted above, you will receive a Q grade for PSYC 498 for the fall term instead of a letter grade. A Q grade means that the requirements of the course are not yet complete. Because there is one spring semester attendance requirement (Psychology Honors presentations), grades are not released until after the Honors presentations have taken place. We believe that it is important that seniors attend and support their peers who are standing for Psychology Honors. Thus, attendance at all Honors presentations is mandatory, and without an excused absence approved in advance, your grade for PSYC 498 will be reduced 1/3 of a grade for failing to attend the Honors presentations. Following the spring Honors presentations, we will record your final grade for 498. Q grades disappear from your transcript once they are replaced with a letter grade.

POLICIES AND PHILOSOPHIES ABOUT WHICH YOU SHOULD BE AWARE

EXTRA CREDIT: There is no opportunity for extra credit in this course. Our belief is that you should devote the time and energy to the course in the first place rather than attempt to make-up missed or poor work through extra credit opportunities at the end of the course. Also, if we offer extra credit opportunities to one student, we need to offer this opportunity to every student to be fair to all. Thus, the extra credit really becomes an extra assignment. For these reasons, please know from the start that what you earn for the course will determine your grade without extra credit opportunities.

SICK POLICY: If you are sick with something contagious, please email or call us, but do not come to class. If you are severely ill (you have a fever above 101°F), please go to Bishop Wellness Center. Missed classes for illnesses do count as part of attendance, however, as it is hard to participate in class if you are not here. Therefore, if you have an extended illness, we should talk about what that means for the course. This is especially important given that we do not meet weekly.
**STUDENTS REQUIRING ACCOMMODATIONS:** In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access to this class, please contact us at the beginning of the semester or when given an assignment for which an accommodation is required. Students must verify their eligibility though the University in order to receive accommodations. If you have any questions about this, please feel free to contact us.

**GENERAL CLASSROOM ETIQUETTE:** Cell phones must be turned off or placed in silent or vibrate mode prior to the start of class. Repeated instances of cell phone ringing in class will result in the phone being confiscated or banned. iPods are not allowed in class as they will interfere with class discussion. iPads and Laptops are only allowed if students use them to bring electronic copies of the readings on days we discuss ethics or APA format. If iPads or laptops become a distraction or are used for other purposes (e.g., checking email, Facebook, the internet), students will not be allowed to bring them to class. Everyone needs to show respect to whoever has the floor at the moment. Therefore, please avoid chatting and having side conversations but rather listen and respond to the shared conversation of the class. This shows respect to your fellow students and to us, and it makes the classroom dynamic one of mutual support and respect.

**ACADEMIC INTEGRITY:** Plagiarism and cheating are serious offenses for many reasons. First, when you have used another’s work and represented it as your own, it is impossible for you to be evaluated on what you’ve learned. The product you turn in does not reflect your contribution to the process of learning in any way. For your literature review paper, WISE will automatically provide a Turnitin report to ensure that your paper is original. **QUOTATIONS ARE NOT ALLOWED in your paper.** Therefore, you need to properly paraphrase the studies you read and cite the authors using correct APA format. You should consult the APA Publication Manual (the required text for this course; i.e., pp. 15-16, and Ch 6) to ensure that you know how to avoid plagiarism – including inadvertent forms. When in doubt about plagiarism or any other academic integrity issue, **PLEASE ASK!** Paraphrasing that too closely resembles the words of another author is plagiarism, even if unintentional. Do not look at the source you are paraphrasing to avoid this problem. Depending on the circumstances, students who have engaged in plagiarism or cheating on an assignment may earn partial credit or no credit for the assignment. Per University policy, a plagiarism or cheating report will be made to the Dean’s office should these occur. See the CLA Handbook for University policies re: academic integrity as well as the Willamette Ethic, the honor code.

**RESPECT FOR DIVERSITY:** We are fortunate to have a diverse student population at Willamette who bring to our campus a diversity of religious, political, cultural, and social views and backgrounds. In this class, we will be discussing many ethical issues where individuals may differ in their opinions. In order for this to be an inclusive class where individuals can safely express their beliefs, we would ask that we respect the diversity of experiences, backgrounds, and opinions that are represented by those in the class. Additionally, we would encourage us all to remain sensitive about how we each express our views and opinions so that we don’t inadvertently offend others whose views or backgrounds may be different from our own.
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<th>Activities and Due Dates</th>
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<tr>
<td>Aug. 29</td>
<td>Welcome and organizational meeting; Review syllabus and senior experience requirements; Check-in on internships; Instructions for presentations and experiential paper for summer interns</td>
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| Sept. 12  | *Initial meeting with Willamette internship supervisor (MGE or JM)*
            | **Summer Interns:** Internship Presentations, Experiential Papers, and Supervisor Evaluation forms due (all deposited on WISE)                       |
| Sept. 26  | APA format game (bring APA Publication Manual) and Academic Integrity discussion; Discuss literature review paper assignments; Brainstorming literature review topics in small groups |
| Oct. 10   | How to do peer review; Peer review of article summaries
            | Topic Development Assignment due to WISE (bring hard copy or electronic copy to class)                                                               |
| Oct. 17   | Ethics discussion 1 in small groups (Readings on WISE)
            | Ethics reaction paper due by 9am tomorrow
            | *Honors Students* plan to stay a bit longer for honors informational meeting and discussion of how to develop an original argument                         |
| Oct. 31   | Peer review of First Draft of Literature Review paper
            | First Draft of Literature Review paper due to WISE (bring hard copy or electronic copy to class)                                                       |
| Nov. 7    | Ethics discussion 2 in small groups (Readings on WISE); Ethics reaction paper due by 9am tomorrow                                                                 |
| Nov. 14   | NO CLASS: Final Draft of Literature Review paper due to WISE                                                                                           |
| Nov. 21   | Senior Assessments                                                                                                                                       |
| Final exam date or Dec. 5 | Fall Interns: Internship Presentations, Experiential Papers, and Supervisor Evaluation forms due (all deposited on WISE)                                       |

**Spring, 2014 SAVE THE DATES!!**

| Tues, Apr. 15 & 22 6:30 – 9 pm | Senior Honors Presentations – Required attendance by ALL Senior Psychology Majors |


Reserve Readings on WISE

For field interns:


For research interns:
