

PY492a-01
Psychology Practicum:
Introduction to Individual Counseling
University of Guam
Fanuchanan (Fall) 2024

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Class Time: Wednesdays 9:30 am – 12:20 pm
Class Location: HSS 202
Office Hours: Tuesdays 2:00 pm – 4:00 pm
Wednesdays 12:30 pm – 2:30 pm
Thursdays 2:00 pm – 4:00 pm

Catalog Course Description

This practicum course in clinical psychology places students in a mental health or social service facility under the supervision of an approved practicum supervisor. Students are required to attend a weekly seminar on professional issues and ethics and minimally spend one day a week in a placement setting. This course is restricted to psychology majors. PY492a and/or PY492b may be repeated for elective credit. Prerequisites: PY101, PY370, PY420, or consent of instructor.

Course Objectives

Through their practicum placement, students will have the opportunity to become familiar with the breadth of psychological and social service programs available in Guam, to apply knowledge and skills gained in coursework to professional work with mental health and social service clients, and to learn about the issues and concerns faced by professionals providing mental health and social services in a multicultural Pacific island community. Students will also attend a weekly seminar where they will learn applied clinical skills and discuss professional issues that arise out of their practicum work. The practicum is valuable both for students wishing to gain employable skills and for those desiring experience in psychological practice prior to attending graduate school. In PY492a, clinical training exercises conducted in class will provide an introduction to individual adult counseling.

Course Expectations

- Students are required to spend approximately eight hours per week in a practicum setting which has been approved by the practicum coordinator/course instructor. A minimum of 100 practicum hours should be completed by the end of the semester.
- Students should maintain a practicum journal based on their experiences in their setting and submit entries to the practicum coordinator/course instructor at midterm and again at the end of the semester.
- Students are required to attend a three-hour seminar each week. In the seminar, students will discuss assigned readings on clinical practice and professional issues, participate in a variety of clinical skills training exercises, and receive group supervision on their practicum work.

Required Readings

Course text:

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2023). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (10th ed.). Cengage.

- E-book copies can be rented for \$59.90 for 24 months from Cengage Asia – www.cengageasia.com
- A Cengage subscription can be purchased at the UOG Bookstore: 4-months access - \$129.99.

APA Ethics Code:

American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. Retrieved from <http://www.apa.org/ethics/code/ethics-code-2017.pdf>

- Available on the course Moodle page.

Evaluation Methods

Final grades will be based on seminar attendance and participation, hours completed in the practicum setting, two practicum journals, and two performance evaluations to be conducted by the on-site supervisor. At the end of the semester, each student will receive feedback from the course instructor in a final evaluation meeting. Grades will be calculated as follows:

- 30% - Seminar attendance
- 10% - Seminar participation
- 20% - Hours completed in the practicum setting
- 20% - Practicum journals (Midterm journal – 10%; Final journal – 10%)
- 20% - Performance evaluations (Midterm evaluation – 10%; Final evaluation – 10%)

Numerical scores will be converted to letter grades based on the following percentages:

A+	98-100%
A	93-97%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D	60-69%
F	<60%

Seminar Attendance (30%) and Participation (10%): Students are encouraged to attend all seminar meetings and to actively participate in group discussions and skills training exercises. You are permitted to miss one class for illness and other emergencies without losing points. Please note that 40% of your final grade will be based on attendance and participation in the seminar meetings (30% for attendance, 10% for participation).

Hours Completed in the Practicum Setting (20%): Students are required to complete an average of eight hours per week at their practicum settings, for a minimum of 100 hours by the end of the semester. Students who complete their 100 hours by the last week of classes will receive full points (20/20) for their hours.

Practicum Journals (20%): Working with clients who are experiencing psychological distress can be challenging both professionally and personally. In order to make sense of the various thoughts, feelings, and concerns that arise, I would like all students in the class to write a journal entry at midterm and again at the end of the semester. Journals should focus primarily on your experiences in your practicum setting and your work with mental health clients. You may also write about how your practicum work has impacted you personally or you may choose to explore your day-to-day experiences outside of your practicum setting to become more self-aware. I encourage you to integrate all three of these approaches to journal writing. At midterm, students are required to submit one journal entry describing their experiences at their practicum setting during the first half of the semester. On the final day of class, students are required to submit one journal entry describing their experiences at their practicum setting during the second half of the semester. Each journal entry should be a minimum of one single-spaced typed page. When assigning your journal grades, I will consider the effort you have put into your journal writing, demonstrated level of insight into your experiences, and your intellectual growth over the course of the semester. Please note that while you are welcome to write about personal experiences in your journal, you are not required to disclose information from your personal life that you do not wish to share.

Performance Evaluations (20%): At the beginning of the semester, students are required to create a practicum contract, including a list of practicum objectives and activities, with the assistance of their on-site supervisor. At various times throughout the semester, I may ask your supervisor to provide feedback on your progress in meeting these objectives and your overall performance in the practicum setting (including attendance, punctuality, responsibility, use of time, respect for clients, and maintaining confidentiality). At midterm, I will ask your supervisor to complete a written evaluation of your practicum work conducted during the first half of the semester (10%). At the end of the semester, I will ask your supervisor to complete a written evaluation of your practicum work conducted throughout the semester (10%).

Class Guidelines

Student Disclosure of Personal Information

Clinical training exercises conducted in class will involve practice counseling sessions. In these practice sessions, students in the class will be invited to play the role of the client by sharing a story from their life. While I do ask that your stories be about real events or experiences in your life, you are not required to share personal information that you do not wish to disclose. Thus, I encourage you to prepare, in advance, short stories or narratives that you would feel comfortable sharing with the class. I will give you examples in class of stories that do not require disclosing sensitive personal information. If, however, you do not wish to participate as a client in these role-play exercises, you may choose to pass. Passing will not have any adverse effect on your grade. For further discussion of “Student Disclosure of Personal Information,” please see the APA’s *Ethical Principles of Psychologists and Code of Conduct 2017, 7.04*.

Class Environment

Students are encouraged to contribute to creating a positive, intellectually stimulating, and supportive learning environment. To help create a positive learning environment, students are asked not to use their cell phones for texting or phone calls during class time unless permission is granted by the course instructor to use phones in class. Students who need to text or make or receive calls during class time are welcome to step outside the classroom anytime.

Overview of Student Learning Outcomes (SLOs)

PY492a Student Learning Outcomes (SLOs)

Upon successful completion of this course, students will be able to:

- 1) Identify, describe, and evaluate a number of psychological and social service programs available in Guam.
- 2) Demonstrate fundamental clinical skills required to conduct counseling sessions with adults, children, families, and groups.
- 3) Apply knowledge and skills gained in coursework to professional work with mental health and social service clients in the practicum setting under the supervision of a qualified professional.
- 4) Recognize the issues and concerns faced by professionals providing mental health and social services in a multicultural Pacific Island community.
- 5) Demonstrate their preparedness to take on a professional role in the mental health and social service field after graduation.

Psychology Program Student Learning Outcomes (PLOs)

The student learning objectives for the Psychology Program are articulated with those of the American Psychological Association. Graduating students will demonstrate that they have:

- 1) Developed a broad and deep knowledge base in Psychology;
- 2) Acquired and can appropriately apply knowledge of psychological research skills;
- 3) Acquired and can appropriately apply critical thinking skills in Psychology;
- 4) Developed competence in making appropriate applications of Psychology;
- 5) Acquired and can appropriately apply the values of Psychology;
- 6) Developed competence in information and technology literacy;
- 7) Developed competence in communication skills;
- 8) Acquired and can appropriately apply sociocultural and international awareness;
- 9) Acquired effective personal development skills;
- 10) Acquired knowledge and competence in career planning and development.

Institutional Student Learning Outcomes (ISLOs)

The expected fundamental knowledge, skills, and values that the University of Guam student will have demonstrated upon completion of any degree are:

- 1) Mastery of critical thinking and problem solving.
- 2) Mastery of quantitative analysis.
- 3) Effective oral and written communication.
- 4) Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.
- 5) Responsible use of knowledge, natural resources, and technology.
- 6) An appreciation of the arts and sciences.
- 7) An interest in personal development and lifelong learning.

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**Alignment of PY492a Course Assignments with  
PY492a Course Student Learning Outcomes (SLOs),  
Psychology Program Student Learning Outcomes (PLOs),  
and Institutional Student Learning Outcomes (ISLOs)**

| <b>PY492a Course Assignments</b>            | <b>PY492a Course Student Learning Outcomes (SLOs)</b> | <b>Psychology Program Student Learning Outcomes (PLOs)</b> | <b>Institutional Student Learning Outcomes (ISLOs)</b> |
|---------------------------------------------|-------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------|
| 1. Seminar attendance                       | 1, 2, 4, 5                                            | 1, 3, 4, 5, 7, 8, 9, 10                                    | 1, 3, 4, 5, 6, 7                                       |
| 2. Seminar participation                    | 1, 2, 4, 5                                            | 1, 3, 4, 5, 7, 8, 9, 10                                    | 1, 3, 4, 5, 6, 7                                       |
| 3. Hours completed in the practicum setting | 2, 3, 4, 5                                            | 1, 3, 4, 5, 7, 8, 9, 10                                    | 1, 3, 4, 5, 7                                          |
| 4. Practicum journals                       | 1, 3, 4, 5                                            | 1, 3, 4, 5, 7, 8, 9, 10                                    | 1, 3, 4, 5, 6, 7                                       |
| 5. Performance evaluations                  | 2, 3, 4, 5                                            | 1, 3, 4, 5, 7, 8, 9, 10                                    | 1, 3, 4, 5, 7                                          |

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## **University of Guam Policies**

### **Technical Assistance**

For technical support, please contact the Center for Online Learning by phone at 671-735-2620 or by email at moodlehelp@triton.uog.edu. You can also contact the Office of Information Technology by phone at 671-735-2640/30 or by email at oit@triton.uog.edu or helpdesk@triton.uog.edu.

### **Communication Policy**

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University (OIT policy manual, 3.10, p. 36).

### **Student Evaluations of Faculty**

In the final week of classes, the Administrative Assistant or a teaching assistant from the Division of Social and Behavioral Sciences will meet with students during class time to provide instruction on the completion of the student evaluations of faculty. The course instructor will not be present during this part of the class.

### **UOG Writing Center**

If you need assistance with writing for this course, please contact UOG's Writing Center. The University of Guam's Division of English and Applied Linguistics (DEAL) Writing Center is a tutorial resource run by students for students and is funded by course fees from those enrolled in composition classes. The main goal of the Writing Center is to help students become better writers. The Writing Center is located on the second floor of the English & Communications Building in room EC204. Students may either walk-in or email writingcenter@triton.uog.edu to schedule an appointment with one of the Writing Center tutors.

### **ADA Accommodation Services**

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2460.

### **EEO/ADA & Title IX Office**

The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu. For immediate assistance in an emergency call 911.

### **Certification of Original Work**

All work submitted for course credit must be the student's original work. Students are not permitted to submit work that has been written or submitted by anyone else. Any section of an assignment or paper which has been submitted previously must be attributed and cited as such. Students should identify the sources of all information whether quoted verbatim or paraphrased, all images, and all quotations with citations and reference listings.

### **Plagiarism Policy**

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course the penalties for plagiarism may include: (1) no credit for the assignment, or (2) failure in the course.

### **Tobacco-Free/Smoke-Free Policy**

UOG is a tobacco-free/smoke-free campus. Thank you for not using tobacco products on campus, for helping to fight cancer, and for helping to make UOG a healthy learning environment.

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## CLASS SCHEDULE

| <u>Date</u> | <u>Topic / Skill Set</u>                          | <u>Reading Assignment</u>                                                                                                                                  | <u>Practicum Assignment</u>                                                 |
|-------------|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| 8/14        | <b>Course Overview</b>                            | —                                                                                                                                                          | <b>Choose practicum setting</b>                                             |
| 8/21        | <b>Intro to Counseling Skills</b>                 | Chapter 1: <i>Intentional Interviewing</i><br>Chapter 2: <i>Ethics and Multicultural Competence</i><br>Chapter 3: <i>Listening, Attending, and Empathy</i> | <b>Meet with supervisor this week</b>                                       |
| 8/28        | <b>Attending Behavior</b>                         | Chapter 3: <i>Listening, Attending, and Empathy</i>                                                                                                        | <b>Begin practicum work this week</b>                                       |
| 9/04        | <b>Observation Skills</b>                         | Chapter 4: <i>Observation Skills</i>                                                                                                                       | <b>Practicum contract due today</b>                                         |
| 9/11        | <b>Observation Skills</b>                         | Chapter 4: <i>Observation Skills</i>                                                                                                                       | —                                                                           |
| 9/18        | <b>Open-Ended Questions</b>                       | Chapter 5: <i>Questions</i>                                                                                                                                | —                                                                           |
| 9/25        | <b>Open-Ended Questions</b>                       | Chapter 5: <i>Questions</i>                                                                                                                                | —                                                                           |
| 10/02       | <b>Encouraging and Paraphrasing</b>               | Chapter 6: <i>Encouraging, Paraphrasing</i>                                                                                                                | —                                                                           |
| 10/09       | Fanuchanan Break                                  | No classes                                                                                                                                                 | —                                                                           |
| 10/16       | <b>Encouraging and Paraphrasing</b>               | Chapter 6: <i>Encouraging, Paraphrasing</i>                                                                                                                | <b>Midterm performance evaluation and journal due today</b>                 |
| 10/23       | <b>Encouraging and Paraphrasing</b>               | Chapter 6: <i>Encouraging, Paraphrasing</i>                                                                                                                | —                                                                           |
| 10/30       | <b>Reflecting Feelings</b>                        | Chapter 7: <i>Observing and Reflecting Feelings</i>                                                                                                        | —                                                                           |
| 11/06       | <b>Reflecting Feelings</b>                        | Chapter 7: <i>Observing and Reflecting Feelings</i>                                                                                                        | —                                                                           |
| 11/13       | <b>Reflecting Feelings</b>                        | Chapter 7: <i>Observing and Reflecting Feelings</i>                                                                                                        | —                                                                           |
| 11/20       | <b>Integrating Listening Skills</b>               | Chapter 8: <i>The Five-Stage Interview</i>                                                                                                                 | —                                                                           |
| 11/27       | <b>Integrating Listening Skills</b>               | Chapter 8: <i>The Five-Stage Interview</i>                                                                                                                 | —                                                                           |
| 12/04       | <b>Integrating Listening Skills</b>               | Chapter 8: <i>The Five-Stage Interview</i>                                                                                                                 | <b>Final performance evaluation, hours log sheet, and journal due today</b> |
| 12/10-11    | <b>Final evaluation meetings with Dr. Twaddle</b> | —                                                                                                                                                          | —                                                                           |

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