SMC CORE CURRICULUM COURSE PROPOSAL FORM

1. Name of Proposer: Professor Mary True and Professor Emily Hause
2. Email address: true@stmarys-ca.edu; eh1@stmarys-ca.edu
3. Department of Proposer: Psychology
4. Department housing the course: Psychology
5. Psychology Chair: Paul Zarnoth
6. Course Acronym: Psych 195; Field Placement in Psychology
7. Semesters offered, Fall and Spring
8. How often taught, every year (it is one of three courses offered as a Senior requirement for Psychology majors).
9. Prerequisites, senior standing as a Psychology major
10. Unit value: 1.00
11. Audience: Seniors who are Psychology majors.
12. Learning Goal: Community Engagement

Learning Outcomes: Teaching

1. Apply academic methods and/or theories in a way that promotes collaboration and mutual benefit in a community setting.

   --In this course, each student will participate in an individual fieldwork placement meant to facilitate an understanding of how a psychological theory or method is applied in a community setting. In the semester preceding the actual teaching of the course, the instructor will guide each student in choosing and preparing for a field work setting in their area of interest. The instructor will also help the student in preliminary work in delineating which theory or method might best be illustrated or operationalized in their field work setting setting. (For example, in a preschool setting, a student could use Piaget's or Vygotsky's theory to inform and guide their work and reflection, whereas in a social service setting, a student could use their methodological training to develop an assessment tool or a pilot study to meet unmet needs of the agency.)

Once the semester has begun, the instructor will facilitate a weekly seminar for the ten-twelve students in the course. The seminar will operate on the premise that knowledge is a community product and process, thus, we are all teachers and learners and we are all responsible for the success of the course. The instructor will organize class time so that each week students will present reflections of how the psychological theories or methods they have chosen for the course have informed their work (or not). Since students will be graduating seniors, they will have (for the most part) knowledge of the theories and methodologies their classmates are using. Consequently the instructor will work to facilitate cross-student collaboration to deepen students understandings of how psychological theories and methods are used in the real world.

The benefit for the organization of each student's work will likely be different for each student. While all the students are expected to provide additional "human resources" for their project or work site, some will be doing a project which clearly meets needs of the organization. For other students the benefit may be more intangible, and its reality an emergent property.

2. Demonstrate critical reflection throughout their experience

   --Instructor will guide student reflections through a selection of readings, weekly written assignments, and class discussion topics.

Reflection will develop along three themes:
a) How does my experience at my field placement illustrate or utilize the theory or method I have chosen?
b) How does my experience inform my understanding of responsibility to a larger community?
c) How does my experience inform my understanding of myself, my strengths, my areas for growth?

To promote critical reflection, the instructor will utilize the methods fostered in the CILSA training for community engagement courses, including the WHAT, SO WHAT, NOW WHAT questions.

3. **Express their understanding of the interconnections between their experience and their responsibilities of social or professional communities?**

   --In working in a community setting, students will very likely experience times when their personal goals and work styles do not mesh with those of the organization, their supervisors and/or their co-workers. These experiences are valuable ones and will be the topic of several personal and class reflections. Additional topics for reflection will include their understanding and agreement with the mission and values of their field placement community, how issues of diversity and minority concerns are communicated and what they think and feel about these experiences.

   At multiple times in the course, we will also reflect on what it means to be a student "intern" in their particular organization, and this will include the question of what are they "giving back" to the organization. Conversely, students will reflect on what they have learned in their placement, what has the organization "given" them?

**Learning Outcomes: Students**

1. **Apply academic methods and/or theories in a way that promotes collaboration and mutual benefit in a community setting.**

   --Students will choose a psychological theory or methodology to examine in conjunction with their field placement. Weekly reflections, formal assignments (The Introduction Statement, the Worksite Project and the Summary Paper) and class discussions will entail increasingly complex analyses of how the theory or method they have chosen informs their work. Also, since students are graduating seniors in the major, they will have (for the most part) knowledge of the theories and methodologies their classmates are using. Thus, they will collaborate with their classmates in deepening each others' understandings of how psychological theory and methods are used in the real world. In their final Worksite Project and their Summary Paper as well as in weekly reflections, students will examine how their involvement in the field placement has benefited the organization they were involved with.

2. **Demonstrate critical reflection throughout their experience.**

   --Students will write weekly reflections and, at times, share reflections in class, based on course readings and their field placement experiences.

   Reflection will also develop along three themes:

   a) How does my experience at my field placement illustrate or utilize the theory or method I have chosen?
   b) How does my experience inform my understanding of responsibility to a larger community?
   c) How does my experience inform my understanding of myself, my strengths, my goals, my areas for growth?
Reflections will be evaluated using methods following CILSA resources for engaged learning classes.

3. Express their understanding of the interconnections between their experience and their responsibilities of social or professional communities.

--Students, through assigned papers, written reflections, and class discussion, will examine how their personal goals for the fieldwork and their actual experiences there relate to their responsibilities as a member of the work community. Students will be asked to acknowledge and discuss conflicts they experience as possible areas for personal or professional growth. In the Organizational Analysis assignment, they will present their understanding of the mission and values of their field placement community. At multiple times in the course, students will reflect on what it means to be a student "intern" in their particular organization, including the topic of what are they "giving back" to the organization. Conversely, students will reflect on what they have learned in their placement, what has the organization "given" them?