

Academic Internship in Psychology
Fall 2016, PSYC 461 (1 credit) & 462 (2 credits)
Location: Determined by student and instructor collaboratively

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Office Hours:

Mon 1:30-4:00 ◊ Tues 10:45-11:45 ◊ T/R: 3:15 – 3:30

-- *Other times by appointment*

Overview:

Students who excel in PSYC 301 (Statistics) may be invited to complete an academic internship in tutoring 301 students and instructional design of teaching and learning materials for PSYC 301. Students will tutor 301 students, directly engage in teaching and assessment activities with 301 students, and design their own materials to facilitate learning for 301 students. Projects and activities will be selected based on needs of 301 students and interests of the intern. We will plan strategically to create a customized learning experience that helps develop specific skills and experiences that will not only enrich your understanding of psychology but that will also give you practical tools that can be applied in a variety of professional settings.

Departmental Goals Addressed:

Here are the specific departmental learning goals addressed by the class:

- Goal 2: Scientific Inquiry and Critical Thinking: Students will develop "scientific reasoning and problem solving, including effective research methods."
- Goal 4: Communication: Students will "demonstrate competence in writing and in oral and interpersonal communication skills."
- Goal 5: Professional Development: Students will "sharpen their readiness for postbaccalaureate employment, graduate school, or professional school" by applying psychology-specific content and skills (i.e., "effective self-reflection, project-management skills, teamwork skills, and career preparation").

Course Requirements:

Tutoring:

Students will engage in regular face-to-face tutoring with students currently taking PSYC 301. Tutoring will be scheduled to occur for at least one-hour per week at a standard time.

Classroom observation and assistance:

Students will attend some portion of the actual meetings of the PSYC 301 class. They will both observe the teaching and learning and, at appropriate times, help 301 students that have questions. This direct interaction will help the intern better understand the learning process and the types of questions students have. By working with a variety of students in real time, the intern will develop consultation and communication skills as well as gain a better understanding of the learning process.

Instructional Design:

Students will design specific teaching/learning modules that they can then test and refine. The teaching/learning modules will be designed in collaboration with the instructor to identify areas where better materials or additional practice is needed. I will help the intern develop a variety of skills across a

range of different types of projects (e.g., technical skills, oral presentation, instructional design, consultation skills, etc.). I anticipate students will develop about 5-7 projects over the course of the semester. Examples of possible projects would include the following:

- On-line quiz: Designed to help students practice and master new content. Part one of the quiz would walk students through new material in a step-by-step fashion providing immediate feedback to questions answered. This part would be purely formative (non-graded) with the goal of helping the students understand the types of questions and type of material they need to master. Part two of the quiz would go over the same material with students earning a grade. Students would see different types of questions and multiple examples of each. *Several of these already exist on the Schoology website.*
- Video lecture: Students plan out a short power-point lecture (~10 minute, ~8 slides) with content, examples, and application questions. Students would then record these lectures and post them on-line for students to use. Students would work with me to identify an area on which 301 students could use additional work and to shape the content and presentation. Multiple examples of these are available on my website: http://faculty.winthrop.edu/sinnj/PYSC_301/Lectures/Stats_Lectures.htm
- In-class lecture: Similar to the above but delivered in class or lab with direct interaction with 301 students. *Note: These would never replace the primary instruction provided by the instructor, would only occur under close supervision of the instructor, with the instructor present in the room, and only for brief periods of time (maybe three 15 minute lectures in a semester).*
- Problem sets: Students would identify a particular area where 301 students need more practice (e.g., using SPSS to conduct regression analyses). They would then use an example activity as a model and generate new SPSS datasets and output and a set of questions about the output. This would also give the intern additional experience actually conducting statistical analyses and interpreting results.
- In-class activity: Students would develop an in-class simulation or exercise that demonstrates some key concept (e.g., how sample size reduces sampling error). This would enable interns to develop a creative teaching strategy that would be more memorable to students and offer a different take on a specific topic.

Reflection paper:

Students will produce a 3-4 page reflection paper by the end of the course identifying lessons learned and suggestions for improving the experience for future students. This will take the place of a final exam.

Time diary:

Because much of the work will be done autonomously on instructional design, students will maintain a time-diary, making brief entries explaining the amount of time spent on different activities (in 15 minute blocks). We will review these diaries at our weekly meetings. You should anticipate spending about as much time on this class as you would a regular academic class with same number of credit hours. In general, I would expect roughly 1 hour of tutoring, 30 minutes of meeting with me, 1 hour of attendance in 301 classes, and 4-6 hours of design work for a student taking both 461 (1 credit) and 462 (2 credits).

Course Policies:

Grading system: Grades will be based as follows: 20% Tutoring; 20% In-class Observations; 60% Instructional Design. Given the individualized and collaborative nature of the course, feedback will be

frequent. Key criteria include reliability, professionalism, quality of teaching activities, on-time delivery of instructional materials, quality of instructional materials, receptivity to feedback, thoughtful and creative engagement with the material, success in developing new skills (e.g., mastering different learning management systems, organizing presentations effectively, explaining concepts clearly). My goal is to select talented students and provide enough direction and encouragement that we work together to establish consistent A-level performance.

Attendance: Given the responsibilities inherent in an internship, perfect attendance is expected, with absences occurring only in rare circumstances, closely coordinated with the instructor so that the learning of 301 students is never compromised. However, students can have considerable flexibility in how they schedule (or re-schedule) meetings with me.

Schedule: Students will meet individually with me once per week, will offer at least one, one-hour tutoring session per week (scheduled to maximize 301 student attendance), and will attend 301 classes as needed and agreed upon with me. I anticipate students will complete about one instructional design product every two weeks. Students will also be provided with the PSYC 301 syllabus so they can plan ahead what projects need to be completed by what dates to be made available to 301 students.

Academic Honesty: You must do your own work and properly attribute the source of borrowed work. Dishonesty can result in severe penalties, including a grade of F in the course. You are also obliged to report any suspicious activity. Witnessing academic dishonesty without alerting me is academic dishonesty. More details in the Student Handbook, under *Student Conduct Code Academic Misconduct Policy*.

Syllabus Changes Possible: Though major changes are unlikely, any parts of this syllabus might change at any time. If this occurs, I'll notify you in a timely fashion, both in class and via email.

Disabilities statement. If you have a disability and require specific accommodations to complete this course, contact Office for Accessibility Services, at 323-3290. Once you have your official notice of accommodations from this office please inform me as early as possible in the semester.