

Human Services

Internship Training

Spring 2024 | Psy 381 | In-Person | Prerequisite: Psy 101 | 3 credits

COURSE DESCRIPTION

This course is the first in a two-semester sequence designed to provide you with an opportunity to develop the specific skills needed when providing direct service to individuals in the community. We will apply theories underlying human behavior to real-world scenarios, sharpen empathy skills, and gain valuable experience interacting with diverse individuals and settings.



Professor:

Dr. Katie Clements

Pronouns: she/her

vadnais3@msu.edu

I will respond within
1 business day.



SnyderC302

Fridays 9:10am-
12:00pm



Office Hours – Fridays 2:00 – 3:00 or
schedule at calendly.com/drkvc

COURSE OBJECTIVES

Throughout this course, you will:

- ✓ Explore options and opportunities for internships and long-term careers in human services
- ✓ Develop service provision skills like effective communication, conflict resolution, active listening, and crisis intervention
- ✓ Understand the structural barriers facing people seeking services and practice strategies to reduce those barriers on individual and societal levels
- ✓ Obtain summer internship in human services

CLASSROOM PHILOSOPHY

I teach with these principles:

- ✓ We are whole people - I respect your “whole personness”
- ✓ We all must be active, engaged learners
- ✓ We co-create our classroom environment!
- ✓ We are all doing our best – it might look different than it was yesterday, or tomorrow, or someone else’s – but we are doing the best we can in this moment

OFFICE HOURS

- Office hours are informal ways to connect with your instructor – we can chat about anything!
- Bring your questions or comments
- Join by scheduling at calendly.com/drkvc and note Psy 381 in your appointment.

REQUIRED TEXT

- Desmond, M. (2016). [Evicted: Poverty and Profit in the American City](#). Crown Books.
 - Physical and [electronic copy](#) at MSU library
 - Buy at local bookstore in person or local bookstore on bookshop.org
 - Buy on [Amazon](#) starting at \$2.70
- All other material available via D2L

COURSE FORMAT

- Complete assigned reading prior to class
- Course is structured like a training seminar, rather than traditional university lecture

COURSE REQUIREMENTS

The following are the course activities and assignments. Full assignment instructions in D2L.



Scholarly Reflections (40%)

As part of meeting the course objective of understanding the challenges and barriers of people seeking services, you will complete reading reflection assignments. These are designed to build critical scholarly skills by applying concepts discussed in class to content assigned for independent reading.



Internship Prep Assignments (20%)

To help you obtain an internship, you will complete several assignments designed to provide you the materials and resources necessary to secure one. These include:

- Draft of resume and cover letter
- Revised resume and cover letter
- Potential internship sites
- Signed internship contract

Each of these are designed to support you on the path to securing an internship.



Small Group Discussion (35%)

As part of meeting the course objective of developing service provision skills, you will practice these in small groups during class meetings. We'll get comfortable with discomfort! There is just no better way to know how to respond to situations you have not encountered than to practice. Some of these activities will be role plays to practice specific skills, but some of these will be more traditional small group discussion activities. Please email all 4 instructors a picture of your favorite animal by 1/31 for extra credit.



Attendance (5%)

There is an attendance component to your grade. At the end of each class, you will complete a short journal entry. You may write anything that has come up for you during the class meeting. I will provide some writing prompts, but you can expand beyond those. There are no right or wrong responses, and these will not be graded for content or shared in any way. You may not submit a journal entry if you did not attend class.

Exceptions and Additions to the Grading System Criteria



Drops/Terminations

Should you drop or be terminated before the end of PSY 382, you will receive a 0.0 for PSY 381 and a 'No Pass' for PSY 382. Please come talk to me about your concerns or challenges before it gets to that point!



Ethics and Laws

There is potential for immediate termination (with a grade of 0.0 for PSY 381 and NP for PSY 382) due to illegal, unethical or improper behavior.



Instructors' right not to assign internship

I reserve the right to not assign/approve internships to students whom I feel have not demonstrated an adequate grasp of the course material or who have not shown adequate independence and responsibility. You are responsible for attending, participating, and contributing to the cultivation of our classroom environment. We will make every effort on our part to resolve the problem(s) first.

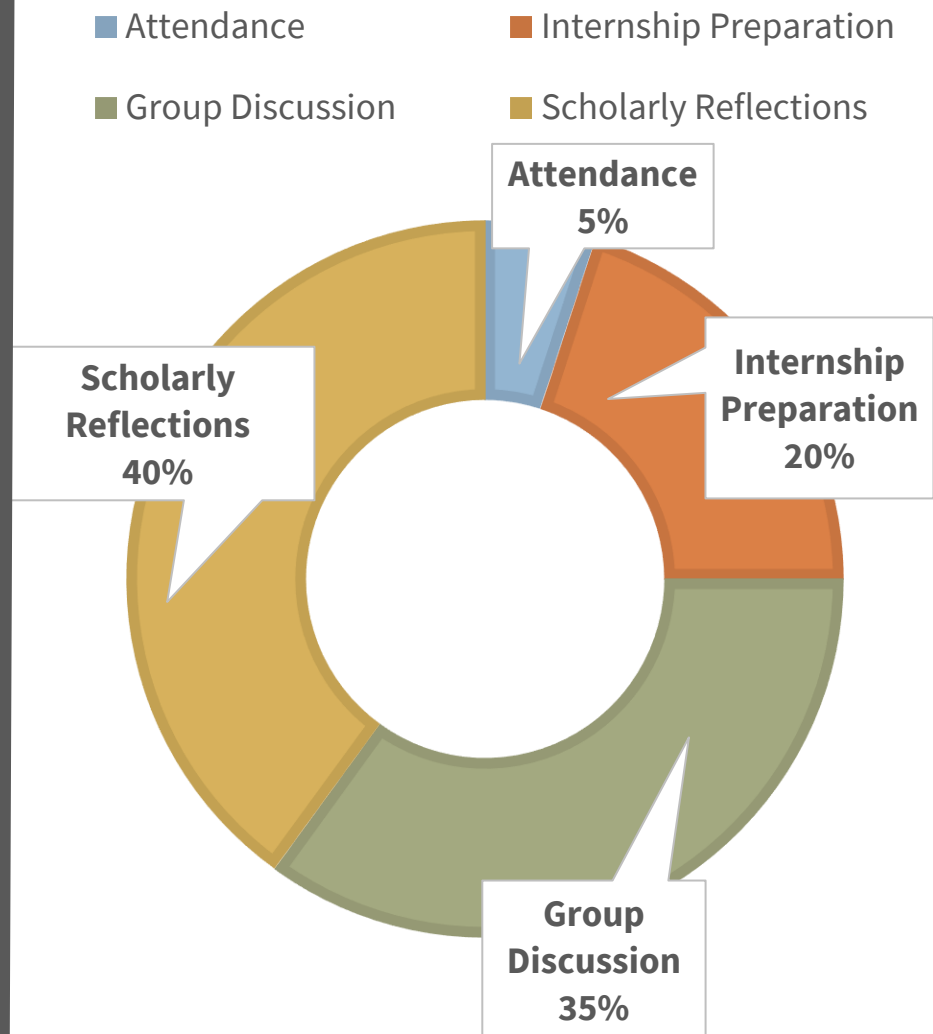
GRADING POLICIES

The grading scale and points allocated per assignment are shown below.

PSY 381 grades will be held until the end of the second semester (382) and will then be recorded on students' transcripts. Until that time, PSY 381 grades will be recorded as "ET." If this is a problem for anyone because of financial aid or scholarships, please see the instructor. Grades are calculated separately for PSY 381 and PSY 382. In the first semester (381) students will receive numerical grades based on their demonstrated understanding of the course material. Please note that the second semester of this course is graded on a Pass / No Pass basis.

Grading Scale	
Grade	%
4.0	89.5-100
3.5	84.5-89.4
3.0	79.5-84.4
2.5	74.5-79.4
2.0	69.5-74.4
1.5	64.5-69.4
1.0	59.5-64.4
0.0	<59.4

Assignment Distribution



POLICIES & EXPECTATIONS



Deadlines and Due Dates

- Class: Fridays 9:10am-12pm ET in person
- Most assignments due by class start

Note exceptions in the syllabus (e.g., journals). I will make reasonable accommodations for students if notified in a timely manner. I never assign weekend or late night deadlines, in alignment with my values.



Academic Misconduct

Both students and faculty are responsible for "maintaining the integrity of scholarship, grades, and professional standards," per MSU's [Student Rights and Responsibilities](#) and the [Spartan Code of Honor](#). In addition, the Psychology Department adheres to General Student Regulations 1.0, Protection of Scholarship and Grades; the all- University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. **Your work must be your own original work, and all contributing ideas must be cited. If you are unsure, contact me.**

Turnitin: Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, Turnitin may be used to compare your application papers with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a "similarity score." The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. Students should submit papers without identifying information included in the document itself (e.g., name or student number), d2l automatically shows this information with your submission, and it will not be retained by Turnitin. Student submissions will not be retained beyond the initial comparison.



Civility (Non-Academic Misconduct)

Developing a successful learning space requires extra attention to the *way* we engage each other. Our actions affect everyone in our community. This class may offer the opportunity to challenge and explore our own beliefs. Everyone is going to move through this material from the lens of their own experiences. If you do challenge your classmates, make sure it is with the goal of enhancing each other's learning.



Limits to Confidentiality

Please note that **the instructor of this course is a mandated reporter**. I am required to report all incidents of relationship violence and sexual misconduct that involve students, faculty, or staff, occurred at a University-sponsored event, or occurred on University property, and *even if these are reported in course materials*. Therefore, if you share such an experience with me, I will be required to share your name and the details of the disclosure to the Office of Inclusion and Equity (OIE) and MSU Police:

- *Suspected child abuse/neglect, even if this maltreatment happened when you were a child;*
- *Allegations of sexual assault, relationship violence, stalking, or sexual harassment; and*
- *Credible threats of harm to oneself or to others.*

OIE will include these facts, (not your name) in the University's statistics on sexual and domestic violence. They will also reach out to you via email with additional university resources. It is entirely your decision to use any of the provided services or even respond to the University's email.



Accommodations

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("VISA") form. Please email or have RCPD **send this form to me as soon as possible or at least two weeks prior to the accommodation date** (class, assignment, etc.). **VISAs are not retroactive.** You must submit them prior to the accommodation, so submit early **even if you're unsure if you will need it.**

TIPS FOR SUCCESS

You should expect a 4.0 in this class. Do the following, and you will succeed!



Reading and Projects

Complete the assigned reading, watching, listening early in the week. They will help you develop an informed perspective to bring to class discussion. If you are confused about any part of the reading or have questions about what you read, bring those too! Your scholarly reflections are the second highest percentage of your grade and give you a chance to demonstrate your critical thinking and internship readiness. Please take your time to complete these with your best work and ask for help with reviewing and editing your written ideas at any time.



External resources

I am very aware that students are facing additional financial strain. If accessing external resources like the book or other media is a financial barrier for you, let me know as soon as possible – there is no threshold of need here! No one will go without the resources they need for this class and I don't want anyone to fall behind. Just email me that you need some help getting the materials. I'll make sure you get them.

Weekly Schedule

I recommend maintaining a weekly schedule of activities for this and any other courses with unusual schedules (online, once-a-week, etc.). It can be extra difficult for some students to hold themselves accountable in these course formats. The schedule below is just a suggestion, but I recommend sticking to something that works for you and helps spread out the work.



Monday: Read, annotate
Tuesday: Draft assignments
Wednesday: ~381 break~
Thursday: Edit assignments
Friday: Attend class



Writing Center and Collaborative Learning Center

The Writing Center (writing.msu.edu) and the Collaborative Learning Center (nssc.msu.edu/clc) help develop skills and academic strategies.



How to Email

I post all announcements in D2L, even though we meet in person. Check your email and D2L regularly for updates. **Very important:** Please *manually* set your D2L announcements to forward to your email (d2l settings). I will make every effort to respond to emails within 1 business day. I expect you will extend the same courtesy and respond to emails from your instructors and classmates in a timely manner. Always include 'Psy 381' in your subject line so I can find your emails and respond appropriately. MSU is my professional workplace, and it's easy to email your professors respectfully. Follow these guidelines: [Email without being annoying](#)



Course Management Software: D2L

D2L will be used for administrative and instruction purposes including announcements, housing course documents (e.g., assignments, readings), and recording grades. Please explore D2L widely, so you know how to find materials and track your progress. As an instructor, I can also see your progress – including what you do and don't access and submit. Please remember the D2L HelpDesk (accessed at <http://d2l.msu.edu> or by phone at 1-800-500-1554) is a great tool for navigation and troubleshooting. Please route your technological concerns to them.



Personal Success

Please utilize me as a resource to help you succeed, both in class and outside class. I want you to 4.0 and enjoy this class, do well at MSU, and still have a life with your friends, family, and hobbies. If one or more of those things are not happening, please connect with me so we can work together to figure out a plan to improve your situation.

RESOURCES FOR STUDENTS

I can help you with needs pertaining to this course, and I will otherwise do my best to connect you to the right place. The university is a huge institution, and if a different form of support would be useful, we will do our best to help you find it.

Please, save the **National Suicide Prevention Hotline number in your phone: 800-273-8255**
Mental Health Hotline: 988



MSU Campus Resource List

The Department of Psychology has compiled a list of academic, mental health, culture, and identity resources around campus: <https://psychology.msu.edu/undergraduates/student-resources.html>



MSU Dependent Care Support

Michigan State University offers a dependent care support program for children or elders. This is a backup option if your usual child or eldercare falls through and a lack of care would stop you from attending class or completing schoolwork. Up to 40 hours of care per fiscal year are subsidized per dependent. <https://worklife.msu.edu/family-care/kids-parents/backup-care>.



MSU Student Food Bank

The MSU Student Food Bank serves MSU students experiencing food insecurity by providing free food and related items. Website: <https://foodbank.msu.edu/> Email: foodbank@msu.edu.



Legal Services

Funded by student taxes, Student Legal Services provides free professional legal assistance and representation to eligible students through a contract with the law firm of Jeffries and Associates, PLLC. Call to engage services. <http://studentlegalservices.com/index.html>.



Student Basic Needs

Student Advocates for Basic Needs Security (SABNS) is a student organization that advocates on behalf of students for the equitable distribution and practice of providing for the basic needs of students. Basic needs as it relates to this purpose are defined as affordable housing, access to healthy food options, and access to the hygiene and other resources that contribute to student success. Their website and resource guide are located at: <https://socialwork.msu.edu/students/student-advocates-for-basic-needs-security.html>.



Confidential MSU Resources

There are resources available for students who would like confidential support, *without mandated reporting* to OIE or MSU Police. Most services are free.

<p>MSU Counseling and Psychiatric Services (CAPS) 3rd Floor Olin Health Center Building 463 E Circle Drive East Lansing, MI 48824 (517) 355-8270</p>	<p>MSU Sexual Assault Program 207 Student Services Building 556 East Circle Drive East Lansing, MI 48824 (517) 355-3551 (office) (517) 372-6666 (24 hour crisis line) Website: www.endrape.msu.edu Sexual Assault Healthcare Program – 24/7 Sexual Assault Nurse Examiners Student Services Bldg, Parking Website link (517) 353-2700</p>
<p>MSU Safe Place (Domestic Violence) (517) 355-1100 Email: noabuse@msu.edu Website: http://safeplace.msu.edu</p>	<p>University Ombudsperson 354 Farm Lane, Room 129, North Kedzie Hall East Lansing, MI 48824 (517) 353-8830 Email: ombud@msu.edu Website: http://www.msu.edu/unit/ombud</p>

COURSE SCHEDULE

Each week we will cover a scholarship or skill topic. See the attached reading list for each week.

W	Date	Topic	Assignments & Projects Due by start of class
1	1/12	Introduction to Human Service Internships Syllabus, D2L exploration	
2	1/19	Ecological Perspectives Person-First Language	
3	1/26	Locating Internship Sites Résumés & Cover Letters	
4	2/2	Trauma Mental Health	Draft résumé and cover letter
5	2/9	Contacting Potential Internship Sites Interviewing for Internships	Reading Reflection 1 –Wks 2-4 topics
6	2/16	Strengths-based Approaches	
7	2/23	Structural Inequalities Power and Privilege	Revised résumé and cover letter
8	3/1	<i>Spring Break!!</i>	
9	3/8	Ethics Substance Use	Reading Reflection 2 – Focus on Wk 7 topics
10	3/15	Ineffective Communication Values Clarification, Motivational Interviewing	
11	3/22	Active Listening	3 Potential Internship Sites
12	3/29	Crisis & Suicide Intervention Securing Placements	
13	4/5	Case Management Securing Placements	Client Experiences Paper
14	4/12	No Class Meeting!	
15	4/19	Boundaries, Secondary Trauma Prep for 382	Group Participation Rubric
16	4/23	Final Exam Time – 3:00 – 5:00 on 4/23 No Class, Just Submit Paper!	Signed Internship Contract – due 4/28 Evicted Paper due, 5:00pm

Syllabus Clause: This syllabus is subject to change. You are responsible for staying current on syllabus announcements.

WEEKLY reading/watching/listening

All materials outside of the textbook will be posted on D2L. This list of tasks is subject to change.

Week 01: 1/8 – 1/12 – What is this course all about?

1. Read: Syllabus

Week 02: 1/15 - 1/19 – Ecological Perspectives, Person-First Language

1. Read: Jimenez, T. R., Hoffman, A., & Grant, J. (2019). Theories. In L. A. Jason, O. Glantsman, J. F., O'Brien, & K. N. Ramian (Eds.) *Introduction to Community Psychology: Becoming an Agent of Change*. (Ch. 5, pp. 83-96).
2. Snow, K. *People First Language. Disability is Natural*, www.disabilityisnatural.com.

Week 03: 1/21 - 1/26 – Locating Internship Sites, Résumés & Cover Letters

1. Read: Desmond, M. (2016). Chapters 1-3, About this Project. In *Evicted*. (p 9-43, 315-336).

Week 04: 1/29 - 2/2 – Trauma, Mental Health (looks like a lot but it's not!)

1. Watch: Film, *Resilience* (2015) (on D2L)
2. Review: *Tips for survivors of a traumatic event*. U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration
3. Read: Kirst, M., Aery, A., Matheson, F. I., & Stergiopoulos, V. (2016). Provider and consumer perceptions of trauma informed practices and services for substance use and mental health problems. *International Journal of Mental Health and Addiction*, 15, 514-528.
4. Read: Desmond, M. (2016). Chapters 4-6. In *Evicted*. (p 44-79).

Recommended, not required viewing:

5. Watch: Film, *Paper Tigers* (2015), [available on Amazon Prime Video, Vudu, YouTube, Google Play] Content warning: trauma, sexual assault, child abuse/neglect, drug abuse, suicidality

Week 05: 2/5 - 2/9 – Contacting Potential Internship Sites, Interviewing

1. Read: Desmond, M. (2016). Chapters 7-8. In *Evicted*. (p 80-107).

Week 06: 2/12 - 2/17– Strengths-based Approaches in Human Services

1. Read: Cooper, E.J. & Driedger, S.M. (2018). Creative, strengths-based approaches to knowledge translation within indigenous health research. *Public Health*, 163, 61-66. doi: 10.1016/j.puhe.2018.06.020
2. Read: Walton, Q. L. & Oyewuwo-Gassikia, O. B. (2017). The case for #BlackGirlMagic: Application of a strengths-based, intersectional practice framework for working with Black women with depression. *Journal of Women and Social Work*, 32(4), 461-475. doi: 10.1177/08886109917712213

Week 07: 2/19 - 2/23 – Structural Inequalities, Power & Privilege

1. Read: Davidson, W.S. & Hankins, S. (2017). Understanding the Systems of Oppression (D2L)
2. Read: Palmer, G. L, Fernández, J.S., Lee, G., Masud, H., Hilson, S., Tang, C., et al. (2019). Oppression and Power. In L. A. Jason, O. Glantsman, J. F., O'Brien, & K. N. Ramian (Eds.) *Introduction to Community Psychology: Becoming an Agent of Change*. (Ch. 9, pp. 160-182).
3. Read: Nenga, S. K. (2011). Volunteering to give up privilege? How affluent youth volunteers respond to class privilege. *Journal of Contemporary Ethnography*, 40(3), 263-289. doi: 10.1177/0891241611400062

Optional Reading for students interested in counseling:

4. Read: Owen, J., Tao, K. W., Drinane, J. M., Hook, J., Davis, D. E., & Kune, N. F. (2016). Client perceptions of therapists' multicultural orientation: Cultural (missed) opportunities and cultural humility. *Professional Psychology: Research and Practice*, 47(1), 30-37. Doi: 10.1037/pro0000046

Week 08: 2/26 - 3/1 – Spring Break!! See more sun, drink more water, have more fun

Week 09: 3/4 - 3/8 – Ethics, Substance Use

1. Read: NASW Code of Ethics and Principles of Ethical Practice. Available online at <http://www.socialworkers.org/pubs/code/code.asp>.
2. Review: Miller, W.R. *Alcohol and its effects on behavior*. Center for Alcoholism, Substance Abuse, and Addiction.
3. Read: Desmond, M. (2016). Chapters 9-11. In *Evicted*. (p 109-157).

Week 10: 3/11-3/15 – Ineffective Communication, Values Clarification, Motivational Interviewing

1. Read: Become a better listener (psychcentral.com) in D2L
2. Watch: Assigned video tutorials in D2L
3. Review: Motivational Interviewing Reminder Card, D2L
4. Read: Desmond, M. (2016). Chapters 12-14. In *Evicted*. (p 158-185)

Week 11: 3/18 – 3/22 – Active Listening

1. Read: Desmond, M. (2016). Chapters 15-16. In *Evicted*. (p 186-203).

Week 12: 3/25 – 3/29 – Crisis & Suicide Prevention, Securing Placements

1. Read: Goldbach, J. T., Rhoades, H., Green, D., Fulginiti, A. & Marshal, M. P. (2019). Is there a need for LGBT-specific suicide crisis services? *Crisis*, 40(3), 203-208.
2. Standley, C. J. (2020). Expanding our paradigms: Intersectional and socioecological approaches to suicide prevention, *Death Studies*, 1-9. doi: 10.1080/07481187.2020.1725934
3. Read: Desmond, M. (2016). Chapters 17-19. In *Evicted*. (p 205-241).

Week 13: 4/1 – 4/5 – Case Management, Securing Placements

1. Read: Desmond, M. (2016). Chapters 20-22. In *Evicted*. (p 242-269).
Optional Reading for those with placements involving case management:
2. Read: Berg, C. J. (2009). A comprehensive framework for conducting client assessment: Highlighting strengths, environmental factors and hope. *Journal of Practical Consulting*, 3(2), 9-13.

Week 14: 4/8 – 4/12 – No Class Meeting! Continue reading *Evicted*

1. Read: Desmond, M. (2016). Chapters 23-24. In *Evicted*. (p 270-292).

Week 15: 4/15 - 4/19 – Boundaries, Secondary Trauma, Prep for 382 – Accessing Human Services Systems

1. Read: Wagaman, M. A., Geiger, J. M., Shockley, C., & Segal, E. A. (2015). The role of empathy in burnout, compassion satisfaction, and secondary traumatic stress among social workers. *Social Work*, 60(3), 201-209.
2. Read: Desmond, M. (2016). Epilogue. In *Evicted*. (p 293-313).

Finals Week: *Evicted* Course Application Paper due by 4/23 at 5:00pm