

**Psychology Department
Field Work Manual
PSYC 475**



**WILLIAM JESSUP
UNIVERSITY**

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Introductory Letter To Students

You are about to embark on a very exciting journey. Now that you're enrolling in Field Work, you will finally be able to put into practice some of what you've been learning in class. As you read this guide, you will become aware of the overall format of Field Work, including the learning outcomes, procedures, and forms that you will need for an effective Field Work experience. You will be involved in Field Work activities for the next 30 weeks.

You may feel a mixture of excitement and anxiety about beginning Field Work. Students sometimes feel quite inadequate, but at the same time feel apprehensive about acknowledging their inadequacy. You might reason, "The course work I've taken should have equipped me to know what I'm doing!" What is actually true is that the course work that you have taken qualifies you to *begin* learning. You should not expect yourself to be proficient at this point in your educational career. Now you get to start the *real* learning. So, enjoy this period of time when you're expected to be a novice! Believe me, this time will be over all too quickly and then you'll be expected to know what you're doing!

Field Work can be central to the development of clarity about your career goals and your sense of calling to specific work. Sometimes Field Work leads naturally into your first opportunity for employment. Field Work will be most worthwhile for you if you develop a close mentoring relationship with your site supervisor, faculty supervisor, and other individuals you may meet as you get out into the field. Let others support you as you begin to apply what you've learned. May God richly bless you as you minister at your Field Work site. May you sense the anointing of the Spirit of the Lord upon you as you go out as Christ's Ambassador "to bring good news to the oppressed, to bind up the broken-hearted, to proclaim liberty to the captives, and release to the prisoners" (Isaiah 61:1).

Bev Wiens
Chair, Psychology

PURPOSE STATEMENT

Field Work provides the student with a directed experience that allows them to express the training they have received in the classroom. Under the supervision of a professional, such an experience will provide:

1. an opportunity to apply training
2. additional instruction
3. role models
4. feedback concerning skill/performance
5. an opportunity to express personal maturity in the context of a helping relationship

POLICIES FOR FIELD WORK

Students majoring in Psychology are required to complete four units of Field Work over two semesters as a part of this program. The following guidelines have been established:

1. Students are required to find their own Field Work site. Assistance is available from the faculty member designated as the Field Work supervisor and/or the chair of the Psychology program. Students are advised to choose a site that would give them experience in the area of their specialization.
2. Field Work settings must be approved by the faculty member designated as the Faculty Field Work Supervisor (FFWS). Students will be expected to work in a therapeutic setting in which the focus of work is assisting individuals, couples, and/or families.
3. Students are free to choose one or more Field Work settings as they complete the four units required. Students will be advised individually in this regard.
4. Students must be supervised by an on-site experienced professional designated by the agency. At least one supervision meeting per week is required and at least eight weeks of supervision during the semester is expected.
5. Students must receive training from the designated agency and are required to submit information to the FFWS regarding the training provided to them by the agency with whom the Field Work is fulfilled.
6. Students must be enrolled in Field Work for at least two semesters, taking no more than two units of Field Work in any one semester.
7. Students must complete a minimum of three hours of work per week for every unit of Field Work credit. Students can expect to complete 180 hours in Field Work over 2 semesters.
8. Students are required to meet with the FFWS a minimum of seven times per semester. This meeting will be scheduled by arrangement and will include all students enrolled in Field Work. Individual meetings with the FFWS may be scheduled as needed. Additionally, phone consultation will be available to the student.
9. Students will not be allowed to enroll in Field Work until they have completed the necessary

prerequisite courses: Introduction to Psychology, Developmental Psychology, Abnormal Psychology, Psychology and Christian Thought, Interpersonal Communication, and Psychology of Personality.

10. Students are free to seek a paid Field Work experience or use their current employment as a Field Work if it fits Field Work requirements.
11. Field Work is graded consistent with the grading policies of William Jessup University. Students will receive a letter grade passed on performance of fieldwork class assignments, attendance at scheduled classes/supervision meetings, evaluations of their on-site supervisor, and successful completion of the fieldwork hours requirements. Further grading information will be available through the supervision/class outline.

COURSE PLAN

Course Description: Field Work provides a directed experience whereby students work in a setting congruent with their psychology concentration. Cross cultural, educational, mental health, correctional, or other related placements may be approved. Supervision on site as well as group supervision on campus provides training and support as students experience Field Work. Students are expected to enroll in Field Work in the senior year, after the majority of their Psychology classes have been completed. Pre-requisites include: Introduction to Psychology, Developmental Psychology, Abnormal Psychology, Psychology and Christian Thought, Interpersonal Communication, and Psychology of Personality. Counseling Skills may be taken concurrently.

Course Objectives: During Field Work, students will be able to:

1. Develop a job description, in collaboration with both the site and faculty supervisor, which clearly expresses the goals and objectives to be accomplished in the Field Work experience, the work expected of the student, and learning activities that will be included in the experience. Students must complete this within the first two weeks of beginning Field Work.
2. Skillfully perform tasks assigned by the site supervisor, expressing their strengths/gifts/spiritual maturity in their work.
3. Apply knowledge/skills gained in previous coursework to work with individuals, couples, and or families. Students report these experiences in their weekly journal.
4. Apply insights gained from consultation from both the faculty and site supervisor to their work, recording these experiences in their weekly journal.
5. Demonstrate an ability to evaluate cases in discussions with colleagues at staff meetings and in discussions with their fellow students and their FFWS, responding to their analysis with appropriate treatment plans.
6. Demonstrate an ability to think critically about ethical issues in the mental health professions by participating in discussions with fellow students and supervisors.
7. Evaluate his/her performance, evidencing an ability to identify personal strengths and growth areas and to discern the impact of these on their helping relationships. Self evaluation is to be included in the weekly journal entrees.
8. Recognize the limitations of their training and experience and refer when appropriate.

Course Texts:

Code of Ethics: American Association of Christian Counselors, available at www.AACC.net or Member Services at (804) 525-9470.

Code of Ethics: National Organization for Human Service Education, available at <http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>.

Kenyon, Patricia. What Would You Do? Brooks/Cole, 1998.

Course Requirements:

Students are responsible to:

1. Attend group supervision meetings with the FFWS. Dates:
2. Attend training sessions and supervision sessions provided by the site supervisor.
3. Successfully complete responsibilities as outlined in the student's job description.
4. Prepare a Field Work journal describing and evaluating learning experiences at their site. Students will be expected to include learning that occurs both with clients and the site supervisor, as well as learning that occurs during training sessions provided by site personnel.
5. Submit an application paper at the end of Field Work each semester.
6. Complete assigned reading: approximately 100 pages per unit

SUMMARY OF RESPONSIBILITIES

The Faculty Field Work Supervisor is Responsible for:

1. Setting group supervision meeting dates at the beginning of each semester.
2. Conferring with each student regarding Field Work placement
3. Meeting with all Field Work students for group supervision at least seven times per semester.
4. Being available for email/phone consultation as needed
5. Being available for individual appointments as needed.
6. Receiving all papers completed by students and evaluating their written work as well as monitoring their progress at placement sites.
7. Conferring with the on-site supervisor for each student as needed.
8. Visiting/observing students on-site as needed.
9. Submitting a final grade for each student each semester.
10. Conferring with the department chairperson regarding evaluation of Field Work design, student performance and preparation, and Field Work sites.
11. Keeping records of placement sites most beneficial to the Field Work students.
12. Actively searching for placement sites for the Psychology majors. (A joint responsibility with the department chair)

The Faculty Field Work Supervisor is accountable to the university and is ultimately responsible that:

1. Field Work students are placed appropriately for their training.
2. The Field Work experience meets the course requirements for university credit.

The FFWS typically has no authority within the agency of placement and does not interfere in agency policies. The faculty supervisor's work is solely advisory concerning the Field Work student.

Field Work Students are Responsible for:

1. Finding a Field Work site and supervisor that provides them with the type of experience they need. (See *Field Work Sites List* in the appendix)
2. Getting approval for their Field Work from the FFWS. (Fill out the *Field Work Proposal Request* form)
3. Verification: A written response from the site supervisor verifying that they have been accepted as a Field Work student with the agency, that the supervisor understands their responsibilities, and has participated in the development of a job description including goals and objectives for Field Work. Additionally, the supervisor must specify the training they will provide for the student during the semesters they work with the agency. (Fill out the *Verification of Agency Acceptance* form)
4. Developing a job description in collaboration with the site supervisor. Include place, hours, responsibilities, and population to be served. The student is to include the goals and behavioral objectives to be fulfilled during the Field Work experience.
5. Keeping a log of Field Work hours, supervision hours, and training hours and verifying fulfillment of the required hours at the end of each section of Field Work.
6. Journaling their counseling experiences, evaluative comments, and questions. This journal will form the basis from which students write their application paper at the end of the semester. Additionally, students utilize these notes for group supervision sessions.
7. Reading/assignments/attendance/participation in Field Work experiences provided by the FFWS.

The Site Supervisor is Responsible for:

1. Meeting with the Field Work student to discuss job description, goals, and objectives for the student's work with the agency.
2. Verifying the Field Work student's acceptance with the agency as well as the student's participation in Field Work.
3. Placing the student with tasks that are within the skills/abilities of the student.
4. Meeting with the student weekly to review caseload, instruct, provide modeling, verify hours worked, provide training, and evaluate the competence of the student in the tasks assigned.
5. Conferring with the FFWS concerning the student's performance as needed.
6. Providing the faculty supervisor with a formal evaluation on a form provided at the end of each semester

BEGINNING YOUR FIELD WORK

1. Register for your Field Work at the beginning of the semester during the time designated by the college for registration.
2. See the department chair to obtain a notice of a schedule of meetings with your FFWS.
3. Feel free to call the faculty person designated as Field Work Supervisor if there are any questions you want to discuss with him/her prior to your first meeting.
4. Fill out the *Field Work Proposal Request Form (see the appendix)* and be prepared to bring it to your first Field Work meeting with your FFWS.
5. Be present at your first scheduled meeting with your FFWS. At that time you will meet with other Field Work students and discuss plans, policies, and requirements of the Field Work. Your faculty supervisor will review your request and approve it or require you to make modifications to your plan.

AFTER THE INITIAL MEETING STUDENTS ARE RESPONSIBLE FOR THE FOLLOWING:

1. Verification: When your site is approved, request that the site supervisor fill out the *Verification of Agency Acceptance* form and submit it to your faculty supervisor. (see appendix) Your site supervisor must verify that you have been accepted as a Field Work student with the agency, indicate that they understand their responsibilities, and affirm that they have reviewed and concur with the job description, goals, and objectives that you have developed for yourself. Additionally, they must indicate the training they will provide for you during the semester you work with their agency.
2. Job Description: You must develop a job description in collaboration with your site supervisor. Note place, hours, responsibilities, and population you will be serving. Include your goals and the behavioral objectives that you anticipate fulfilling during your Field Work experience. Submit this to the FFWS by the date designated.
3. Log: You must log your Field Work activities time, your site supervisor meeting time, and your training time throughout the semester. (See the appendix for a copy of these logs) These logs are used at the end of Field Work when the site supervisor must verify hours for the Field Work student as a part of their evaluation of the student. Site activities, supervision meetings, training meetings, and the time required to maintain logs, journal, and prepare for site work can all be counted as part of the student's total 90 hour commitment per semester.
4. Journal: Throughout the semester, you must keep a journal of counseling experiences, evaluative comments, and questions. This will form the basis from which you will write your

application paper at the end of the semester. Additionally, you will review your notes before your group supervision meetings. A review of the requirements for the application paper provides clues about the contents expected in the journal. Journal entrees should include: self evaluation, experiences that allowed you to utilize knowledge gained in previous course work, experiences that allowed you to apply insights gained from consultation with the site supervisor, FFWS, or fellow students, experiences that challenged you to apply your current study of legal and ethical issues in the helping relationships, and experiences that heightened your awareness of your own strengths/growth areas as you influence the helping relationship.

5. Assigned reading: Approximately 100 pages per unit. Along side Field Work, the study of legal and ethical issues in the helping professions is crucial for your development as a Christian professional. Since this is the only place in the curriculum where these issues are addressed in depth, commitment to this reading is vital.

WHAT TO EXPECT IN GROUP SUPERVISION

You will be meeting at least four times per semester with your faculty supervisor and other students who are in Field Work. This group supervision experience will:

1. Allow you to meet other students who are working in field work settings too.
2. Provide an opportunity to share cases with your supervisor and peers as you learn to experience case consultation.
3. Allow you to use your experience for the benefit of peers as you learn to be a consultant for others.
4. Explore legal and ethical issues that will guide your practice of working with people.

Prepare before supervision sessions by:

1. Bringing cases to share
2. Reviewing and bringing your journal,
3. Doing the assigned reading

* Remember group supervision is an integral part of your Field Work experience. Non-attendance may jeopardize a passing grade regardless of your on-site Field Work performance. If you will not be attending because of illness/emergency on a specific supervision day, please call the office and leave a message for your faculty supervisor.

AT THE END OF THE SEMESTER
STUDENT IS RESPONSIBLE FOR THE FOLLOWING:

1. Site Supervisor Evaluation: You are responsible to give your on-site supervisor the evaluation form that they are required to submit and an addressed, stamped envelope for mailing to the FFWS. *(See appendix for the first semester evaluation form and the second semester evaluation form)* Be sure to advise them of the date by which the faculty member must receive this evaluation.
2. Student Evaluation: You are responsible to evaluate your Field Work at the end of each semester. *(See Student's Field Work Site/Supervisor Evaluation in the appendix)*
3. Application Paper: This is a 5-6 page paper that describes what you learned and how you experienced your Field Work. Include:

A copy of your job description and a discussion of the degree to which you think you fulfilled it. Note the goals and objectives you did fulfill and those which were not completed.

Evidence of application of previous course work: You should include a section that gives examples of times during Field Work when you were challenged to: think theoretically, think developmentally, think diagnostically, think ethically, and apply interpersonal skills.

A discussion of what was most meaningful about your Field Work experience and thoughts about how the Field Work experience might be used in the future.

Comments on increased awareness of self/others as a result of your Field Work experience.

Faculty Supervisor: Your FFWS will be either Doug Locke, Laura Faudree, or Kim Fredrickson.. Please consult your on-site supervisor as a first option. You can reach Doug Locke by calling (916) 577-8038 or through his email at dlocke@jessup.edu, Laura Faudree at (916) 717-0646 or through email at lfaudree@jessup.edu, and Kim Fredrickson kfredrickson@jessup.edu or by calling (916) 789-7082 ext. 309.

“It is He whom we proclaim
warning everyone and teaching everyone in all wisdom,
so that we may present everyone mature in Christ.
For this I toil and struggle
with all the energy
that He powerfully inspires within me.”
Col. 1:28-29

Appendices

The Psychology Major

Mission Statement

The mission of the psychology program is to develop an individual's capacities for work in the helping professions in both secular and sacred settings. The program prepares Christians to lead individuals/groups to wholeness—body, soul, and spirit—using methods that are scripturally based, culturally sensitive, and clinically sound.

The psychology degree, as distinct from other degrees, prepares students for the soul care dimensions of work with individuals and families. The foundational assumption of the program is that God has designed humankind to live in committed relationships from cradle to grave. Thus, healthy attachment to God and others is foundational to restoring individuals to wholeness.

For some, the major will provide foundational studies in preparation for graduate school in the helping professions. Graduates who seek advanced education, typically choose advanced studies in psychology, counseling, or social work. Others will apply this degree to work within mental health settings immediately after graduation and/or utilize the relational skills gained in this program in a wide range of careers, including business, human services, and church/parachurch ministry.

Core Values:

Leaders in the psychology department value the development of a Christian world view in all graduates, academic excellence in teaching and learning, and continuous transformation toward wholeness in both the professors and the students.

In order to accomplish the program mission, the faculty is committed to:

1. Offering a curriculum that reflects the importance of responsible integration—considering the wisdom available in both special and general revelation.
2. Exposing students to relevant theoretical frameworks that provide clarity and guidance for understanding the human condition.
3. Mentoring students in the development of skills that are considered state of the art in the application of the both a psychological and theological knowledge base.
4. Challenging students toward personal wholeness, relationally, psychologically, and spiritually.
5. Assisting students as they find direction for their personal and professional lives.
6. Motivating students toward a life of service.

Learning Outcomes

A graduate should be able to:

1. Integrate their faith and knowledge of scripture with the study of human needs.
2. Understand the process of human growth and development in the context of family, community, culture, and ethnicity.
3. Have knowledge of basic theoretical frameworks, empirical findings, and historical trends in the study of human personality and problems.
4. Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation, demonstrating information competence and the ability to use computers and other technology for many purposes.
5. Utilize critical thinking skills, unbiased inquiry, and a creative approach to problem solving related to understanding behavior and mental processes.
6. Demonstrate a responsible approach to the application of psychology within a Christian worldview. This will include the abilities to weigh evidence, tolerate ambiguity, and act ethically.
7. Skillfully communicate with both individuals and groups.
8. Demonstrate an ability to interview, assess, develop treatment plans, carry out intervention, and evaluate progress in helping relationships, utilizing community resources appropriately and effectively as part of the helping process.
9. Recognize the limitations of their training and refer to specialized helping professionals when appropriate.
10. Demonstrate increased self-awareness, self-understanding, and growth in personal wholeness, emerging from the major with ideas about how to pursue their calling in academia and/or occupational settings.