



***Bachelor of Arts in Psychology
Student Handbook***

TABLE OF CONTENTS

Directory Information	3
Message from the Chairperson	4
Introduction.....	5
Program History and Overview.....	5
St. Augustine College’s Mission.....	5
St. Augustine College’s Vision.....	5
Bachelor of Arts in Psychology.....	6
How the B.A. in Psychology Degree Is Distinctive and Innovative.....	6
Mission Statement.....	8
Program Goals and Outcomes.....	9
Admission Requirements.....	10
Acceptance into the Program.....	10
Full Admission as a B.A. in Psychology Student.....	10
Conditional Admission.....	10
Denied Admission.....	11
Graduation Requirements.....	11
Student Rights and Academic Regulations.....	11
Termination from the Program.....	12
Academic Termination from the Program.....	13
Non-academic Termination.....	13
Termination from Field Placement.....	14
Student Rights and Due Process.....	15

Advising.....	15
Course Requirements.....	16
Course Descriptions.....	17
Practicum in Psychology.....	23
Background Checks.....	24
Field Placement Sites.....	24
Assessment.....	24
APPENDIX A - Additional Program Policies and Regulation.....	26
Mandated Reporters of Abuse and Neglect.....	26
Students with a Felony Conviction.....	26
Restrictions.....	27
Harassment Policy for Students in Field Instruction.....	27
Academic Honesty.....	29
Accommodation.....	29
Advising Guidelines for Psychology	29
Student Professional Liability Insurance.....	30
Confidentiality.....	30
APA Code of Ethics.....	30
Professional Behavior.....	31
Career and Transfer Center.....	31
APPENDIX B - Student Practicum Contract.....	32
APPENDIX C - Resource List for Sites.....	35

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MESSAGE FROM THE CHAIRPERSON

Welcome to the Bachelor of Arts in Psychology Program at St. Augustine College. This handbook was designed to assist you in your academic planning. This handbook is specific to students in the B.A in Psychology program. It is your responsibility to familiarize yourself with this handbook and to adhere to all the policies contained within.

The B.A. in Psychology offered by St. Augustine College meets the needs of the majority of psychology students, providing them with a bachelor's degree with a major in Psychology. The emphasis of this degree program will be on preparing students for direct employment in settings related to psychology. The program will also provide preparation for graduate study in psychology as well as other areas including business, human/social services, and law.

The B.A. in Psychology is a unique program of study, featuring non-traditional learning and field experiences. Graduates of this program can be expected to gain employment in a variety of fields related to the social and behavioral sciences or business.

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INTRODUCTION

Program History and Overview

On October 7, 1980, the Illinois State Board of Higher Education granted operating authority to the first bilingual institution of higher education in Illinois: St. Augustine College (SAC, the College). This educational setting is unique in Illinois and one of only a few in the entire country. It came into existence as a result of years of work, observation, and research, and is based on more than 10 years of community work performed by the Spanish Episcopal Services, an educational agency that was created under the auspices of the Episcopal Diocese of Chicago by Father Carlos A. Plazas, Ph.D., in 1970. The College founders reacted to observation and research indicating that a large number of Hispanic adults, because of specific circumstances, desired to avail themselves of dual-language (bilingual) academic and vocational career training. These findings also indicated that many Hispanic adults were capable of actively participating in four-year degree programs, but needed educational assistance to be able to compete at this level of education. Since there were no institutions of higher education responding to these educational needs by providing opportunities for dual-language learning, the Board of Directors of Spanish Episcopal Services elected to support the formation of St. Augustine College. In 2011, the Department of Early Childhood Education and Social Sciences began the curriculum development of a B.A. in Psychology, which built on the College's associate degree programs. In the Spring of 2012, the Academic Council, which also functions as St. Augustine College's Curriculum Committee, approved the proposed program. Subsequently, the Psychology program was approved by the President's Cabinet, the President and the Board of Trustees. On February 3, 2015, the Illinois Board of Higher Education authorized St. Augustine College to begin offering the B.A. in Psychology. On December 17, 2015, St. Augustine College was granted approval by the Higher Learning Commission. Today the Department of Early Childhood Education and Social Sciences was renamed the Department of Social Sciences and includes both the Early Childhood AA and the Psychology B.A.

St. Augustine College's Mission

St. Augustine College is an independent, bilingual (dual-language) institution of higher education created under the auspices of the Episcopal Diocese to make the American system of higher education accessible to a diverse student population with emphasis on those of Hispanic descent; to strengthen ethnic identity; to reinforce cultural interaction; and to build a bridge to fill cultural, educational, and socio-economic gaps.

St. Augustine College's Vision

It is the vision of St. Augustine College to be the premier bilingual institution of higher education serving the Latino community by providing high-quality, affordable education and training that will enable its graduates to be successful in their chosen careers and, in turn, contribute to the well-being of their communities and the world.

BACHELOR OF ARTS IN PSYCHOLOGY

The Department of Social Sciences offers an undergraduate program that leads to a Bachelor of Arts in Psychology. This degree prepares students consistent with guidelines established by the American Psychological Association (APA) Standards. An undergraduate degree in psychology prepares graduates for job opportunities in a broad career base. Psychology graduates find work in business, sales, counseling, education, and health care. The BA in psychology is also essential preparation for those considering an advanced degree in psychology and other fields. As such, the program will facilitate the acquisition of a strong background in scientific thinking. Graduates will be able to apply psychological research and principles to the study of contemporary problems in a variety of fields, thus preparing graduates for a broad range of employment opportunities.

The department faculty members include certified and licensed practicing clinical professional representing a number of theoretical approaches as well as a wide range of content areas facilitating your access to a broad view of the complexities of this subject.

How the B.A. in Psychology Degree Is Distinctive and Innovative

a). **Liberal Arts Education with Applied Psychology Focus.** The Psychology degree recognizes that majority of students interested in psychology as a major want to learn about psychology and develop skills that will allow them to succeed in careers working with people in social services agencies, educational institutions or business immediately after graduating. The primary goal of this program is to address the needs of these students and the employers who want employees with a strong liberal arts education and skills in working effectively with people. However, the design of the curriculum for the degree is such that students who wish to continue their study into graduate or professional school in an applied area of psychology are equally prepared to pursue that option.

b). **Learn and Apply Skills.** Students learn and apply skills during field experiences and a semester of structured practicum experiences. Students will complete 200 hours of supervised, structured practicum experience during their senior seminar (PSY 450) in locations approved by a faculty advisor. Possible practicum locations are listed in this handbook (Appendix A). The practicum course will involve some classroom time in which students will discuss ethics, share learning experiences, and review skill development and proficiency.

The goals of the practicum include:

- 1). giving students skill training opportunities in a human service or business organization;
- 2). promoting transfer of knowledge from the college classroom to work settings;
- 3). facilitating the transition from college to employment by providing students with firsthand information about potential job and employment opportunities in agencies, organizations and companies, and helping students build their resumes in preparation for their job search; and
- 4). allowing students to obtain clinical and, if they choose, research experience to significantly augment their ability to obtain entry to graduate school.

c).Built on Skill Development and Theory.

Students in the B.A. in Psychology Program will develop all the basic written and verbal communication, technology, and critical thinking skills associated with a quality liberal arts education. In addition to these skills and broad disciplinary content knowledge, the major requires that student's develops proficiency in basic skill areas including:

- 1). research methodology and analysis, assessment, and statistics, e.g., evaluating and assessing individual and group behavior (including the application of appropriate statistical and psychometric techniques), conducting structured interviews, designing surveys and questionnaires, evaluating individual, program and organizational performance and dysfunction;
- 2). interpersonal communication, e.g., active listening, mirroring, giving feedback, group/meeting facilitation, analysis of group communication patterns;
- 3). interpersonal and personal effectiveness, e.g., problem solving, stress management, negotiation, group facilitation, coaching, mediation, change facilitation; and
- 4). ethical behavior and professionalism, e.g., confidentiality, informed consent, sexual harassment.

d).Psychology Program Advisory Board.

Similar to other degree programs at St. Augustine College, a Volunteer Advisory Board consisting of psychologists, mental health professionals, social service agency professionals and executives, and business executives will be assembled to help develop the degree program, guide its implementation, and assure its relevance to workplace needs. Some advisory board members might also be asked to participate in the program in other ways such as by conducting skill development seminars, making class presentations, mentoring, supervising practicums, and evaluating portfolios.

e). **Modeling.** The faculty models psychology skills in the classroom, in program administration, and in research activity. The faculty responsible for this program will strive to continuously model the principles and skills being taught in areas such as the following:

- 1). The design and execution of classroom strategies and activates, e.g., using active and collaborative learning strategies and well-deigned assessment and feedback strategies;
- 2). Program administration, e.g., involving students in department meetings, policymaking and hiring decisions, and conducting ongoing research on all phases of the program itself—especially the success of the program (student outcomes—and basing decisions on the results of this research;
- 3). Faculty and student research, e.g., will be the standard in the department, and students will be encouraged to participate in faculty research projects and engage in their own projects which might involve Department, College or community issues or problems.

Graduates from the B.A. in Psychology can expect to gain employment in a variety of fields related to the social and behavioral sciences or business. In addition, this degree provides preparation for graduate study in psychology as well as other areas including business, human/social services, and law.

This degree is designed to provide a high-quality, relevant, integrated, skills-based program of instruction in the basic theory, methodology, and application of the discipline of psychology. Nontraditional learning and practicum experiences make the program unique.

Students admitted to the B.A. Program in Psychology must have earned a minimum of 60 credit hours from St. Augustine College or other colleges and universities. First year students or advanced-standing students with less than 60 credits can matriculate as St. Augustine College students-at-large until the credit minimum is attained. Advanced-standing students from other accredited colleges or universities will be admitted only with specified grade-point averages established annually in accordance with university policy.

B.A. Program in Psychology Mission Statement

The critical elements of the program are expressed in the following **mission statement** that was approved by the psychology faculty on April 30, 2014:

The mission of the B.A. Program in Psychology is to graduate students with a broad knowledge of psychology and the skills needed to apply that knowledge in diverse settings. Our program provides graduates with an excellent background for careers that involve working with people. Graduates will be able to apply psychological research and principles to the study of contemporary problems in a variety of fields, thus preparing graduates for a broad range of employment opportunities.

The B.A. Program in Psychology is designed to:

1. Reflect the traditions and values of a liberal arts education;
2. Accurately represent the discipline of psychology;
3. Foster a set of skills and competencies that will allow graduates to be employed at an entry-level in a variety of related work settings;
4. Integrate academic experience with on-site work experience;
5. Reflect an integrated and coherent curricular structure where the values of the program are embedded in its delivery; and
6. Allow for assessment of outcomes.

It should be emphasized at the outset that these guiding principles will help us chart a course for a journey which has no end. A program such as is envisioned will always be a work-in-progress evolving and refining itself over the years.

This mission is congruent with both the St. Augustine College mission statements which focus on:

- 1) Teaching and learning;
- 2) Research, scholarship, and creative activity; and
- 3) Community service and outreach.

B.A. in Psychology Program Goals and Outcomes

Program Goals

- To provide students with the knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems
- To provide students with the skills for the development of scientific reasoning and problem solving, including effective research methods
- To provide students with the skills for the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity
- To provide students with opportunities for the development of writing, oral, and interpersonal-communication skills
- To prepare graduates on the application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation

Program Outcomes

1. Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
2. Students will respect and use critical thinking, skeptical inquiry, creative thinking and, when possible, the scientific approach to solve problems related to behavior and mental processes. They will use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.
3. Students recognize, understand, and respect the complexity of sociocultural and international diversity. They will interact effectively and sensitively with people of diverse abilities, backgrounds, and cultural perspectives.
4. Students will be able to communicate effectively in a variety of formats. Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) and for various purposes [e.g., informing, defending, explaining, persuading, arguing, teaching effective oral communication skills in various formats (e.g., group

discussion, debate, lecture)] and demonstrate effective interpersonal communication skills.

5. Students will apply psychological content and skills to career goals, exhibit self-efficacy and self-regulation; refine project-management skills; enhance teamwork capacity; and develop meaningful professional direction for life after graduation.

Admission Requirements

Students applying to St. Augustine College may indicate their desire to enter the BA in Psychology program by submitting the program admission form after they have completed the required general education courses needed for the BA in Psychology degree. The intention to declare a major in psychology should be indicated while the student is preparing for an associate degree, when the student meets with his or her student affairs department advisor. The student and advisor will devise a study plan that meets the student's needs and prepares the student for formal acceptance into the BA in Psychology program. The BA in Psychology program requires a solid foundation in liberal arts courses that include English composition, biology, math, psychology, etc. The student advisor will assist the student in meeting the general education requirements. Upper-level advising and course registration is carried out by psychology faculty.

Acceptance to the BA in Psychology Program and Upper Level Courses

- Completion of the College's General Core Curriculum requirements in English, Mathematics, Science, and Social Sciences with:
- Cumulative GPA of 2.0 with a grade of "C" or better in all coursework attempted;
- A grade of "B" or better in ENG 162 (Composition II), ENG 165 (Speech), and a grade of "C" or better in MAT 225 (Introductory Statistics),
- Submission of a formal application, including a three hundred word statement explaining the student's interest in the program and professional goals;
- Submission of two letters of recommendation.

Full Admission as a BA in Psychology Student. After faculty review applications, students who have completed all parts of the application and fulfill all requirements will be accepted into the BA in Psychology program on a *full admission* status. Students will be informed of admission through an official letter from the program.

Students with *full admission* are able to register for all upper level Psychology courses (PSY 201 and above).

Conditional Admission. After faculty review applications, students may receive an official letter stating they have *conditional admission* status into the program. *Conditional* status may be given to students who have not fulfilled all application requirements but who demonstrate sufficient academic ability to do so. Students admitted on a *conditional* status are given a period of time (as stated in an official admission letter from the program), for completing

the admission requirements. Conditional students can take the basic psychology courses: PSY 201, PSY 220, and PSY 270.

Denied Admission. After faculty review applications, students may be *denied admission* into the upper level program. Students may be *denied admission* for failing to satisfy one or more of the admission requirements or after failing to meet conditional requirements of which they were informed for the conditional admission.

Students who are *denied admission* into the program will receive an additional official letter from the Psychology program explaining why the application was denied. Students have the right to appeal to the department of Academic Affairs regarding a decision made by the Social Sciences department. Students also have the right to re-apply to the Psychology program after taking recommended actions as stated in the denial letter. Students with a GPA that is too low for admission may be encouraged to retake failed courses (or courses with a D grade), take electives, participate in tutoring, or audit English courses already taken. If the GPA is not raised after several attempts and financial resources are limited, the student may wish to consider pursuing a different college degree.

Graduation Requirements

In order to graduate with the BA in Psychology degree students must have completed all course work, satisfied the college's academic residency requirement (30 hours for BA in Psychology degree), have a cumulative GPA of 2.0 or above at the time of graduation, have necessary official transcripts on file, and have a graduation application on file after the completion of an exit interview with the department chair. See the SAC catalogue for complete information.

Students who have questions about the above policies should speak to a member of the psychology department. Please note that students are responsible for being knowledgeable about the policies of the psychology program and the college.

Student Rights and Academic Regulations

Students are expected to engage in the following behaviors:

- attend all classes, be prompt, and prepared with homework done
- demonstrate skills in respectful engagement of others as they participate in class discussions and activities
- complete all assignments on time and in APA style per the nature of the assignment
- seek tutoring early and regularly to prepare well for written assignments

The faculty of the Social Sciences Department:

- encourage contact between faculty and staff,
- encourage mutual support and cooperation among students,

- support active learning, not simply the dry rote memorization of facts,
- give prompt and genuine feedback to student's on their work,
- expect two hours of homework for every weekly hour in class,
- respect and affirm the diversity of ways that students learn, and
- follow the profession's ethical code in the Ethical Principles of Psychologists and Code of Conduct.

All students possess the rights guaranteed under the federal and state constitutions and current law. More specifically, students possess the following rights:

- Full-disclosure of program policies and procedures
- The right to seek change in program policies and procedures
- the right to competent and well-prepared faculty and classes, with a coherent curriculum, appropriate texts, fair grading, the right to appeal a grade, and professional degreed faculty
- Assistance to succeed academically and professionally
- The right to inspect and choose one's field placement site
- The right to evaluate faculty to improve teaching
- Competent academic and professional advising
- The right to participate in departmental hiring of full-time faculty
- The right to appeal a decision by the Social Sciences department following the appeal processes as described in this BA in Psychology manual, and the SAC catalog in ascending order

Termination from the BA in Psychology Program

The BA in Psychology Program has a termination policy that assures its commitment to the public to admit and graduate students who demonstrate their ability to practice psychology under the current APA standards, competencies, and ethical codes for a psychology education curriculum (implicit and explicit). The college grants the program sufficient autonomy to carry out the program termination policy while also assuring that the students have a right to due process and appeal.

Academic Termination from the Program. Academic termination from the Psychology Program for academic purposes occurs when a student is placed on probation (with a learning contract), but fails to meet the conditions of the learning contract, or is unable to afford additional SAC courses to raise a GPA to 2.00. Students who fail to maintain a 2.00 GPA after admission cannot progress to the field placement and cannot graduate. Potential students are informed of this on the application that they must submit to the BA in Psychology program before admission.

Of particular concern to the College and Department of Social Sciences, is the issue of plagiarism in written papers and cheating. Plagiarism is a grave violation of academic standards (see St. Augustine catalog). If faculty suspect or find evidence of cheating, it will be reported to the Chair of the program. Students caught cheating will fail the assignment the first time. If cheating occurs again in the class they will fail the course. This policy is explained in every course syllabus. If cheating has occurred on multiple occasions or in more than one class the student will meet with the chair of the program and the faculty. Termination from the BA in Psychology program (or denial of admission to the upper level program may be a consequence for multiple incidences of cheating or plagiarism. Students may appeal this decision according to the due process procedures below.

Termination Policy for Non-academic Reasons. Reasons Psychology students may be terminated from the Psychology program if in the professional opinion of the department the student fails to demonstrate basic competencies and values needed for the psychology profession after initial faculty-student problem solving has failed to correct them. These may include (but are not limited to) the following:

- Violations of the St. Augustine College code of conduct including plagiarism
- Violation of the Ethical Principles of Psychologists and Code of Conduct which students agree to abide by in their application to the program
- Poor interpersonal skills and the inability to appropriately engage and work collaboratively with others, including faculty, staff, and peers. Students are expected to respond with empathy and respect to engage appropriately for the profession. (Disrespectful, racist, sexist, prejudicial language and behavior is in violation of the professional code of ethics that students agree to follow after admission)
- Current mental health issues that interfere with the student's ability to fulfill classroom and program expectations for ethical participation during academic work, including field work. Note: Students at SAC can request special ADA accommodations for any disability (mental or physical) and the program will try to 'reasonably' accommodate these. See SAC Regulatory Policies on Americans with Disabilities Act). The profession has an ethical responsibility to others and must give due diligence to contracting field agencies for any active impairment that could endanger self or others in a field agency. Some impairments may not be 'reasonably' accommodated until evidence is provided of sufficient treatment to reasonably assure the safety of the student and those they are in contact with in field agencies

- Issues of addiction and/or recovery when they prevent the fulfillment of classroom and program requirements, or result in disruption, disrespectful, and unethical behavior

Procedure for reporting student problems and recommending action:

1. A person reporting that a student has problems such as the issues above, should put the behaviors observed in writing for the chair and advising faculty to review. This information is confidential. They should indicate the measures already taken to resolve the problems directly with the student. They should state whether they believe the situation is a cause for disciplinary action (including termination) and why.
2. The Chair will review the written statement above and the student will be asked to meet with the department chair ASAP, and possibly with others directly involved. An effort is made to resolve problems directly with others when possible. When this is not possible or could be unsafe, a plan for remediation of the problems should be put in writing and a copy given to the student. The plan should include:
 - a. a time frame for compliance with the remedial plan and the evidence needed to demonstrate that the problem is resolved.
 - b. provide evidence of professional therapy or treatment before readmission or completion of further coursework or fieldwork if it is a condition of your return (depending on the seriousness of the problem or safety issues involved a student can be suspended or terminated from coursework, or field placement)
 - c. Students who reapply for the program after a termination will need to provide the evidence requested at the time of termination before they can be readmitted. If the student fails to comply with stated requirements within 2 semesters (including summer) they will be terminated from the program.
3. Any student has the right to appeal a termination or suspension decision beginning with the department's due process procedure below.

Termination from Field Placement

For students enrolled in field, the reasons for termination stated above as well as any violation of the Ethical Principles of Psychologists and Code of Conduct can be reason for termination from field and the program. Reasons for immediate suspension include sexual activity with clients, theft, substance abuse, violation of confidentiality or agency policies, violence, socializing with clients or other dual relationships, extreme lack of judgment in field work, inability to fulfill responsibilities, inability to engage clients, falsifying information on a background check, failing a drug screen required for the agency, insubordination, abandoning the field placement without notice, or repeated failure to follow through with corrective plans negotiated in supervision for problems occurring during field. When a department faces the decision of termination from field, the well-being of clients will be of utmost importance.

Student Rights and Due Process

Students who are disciplined or terminated from the BA in Psychology program for academic or nonacademic reasons may appeal the decision as follows.

1. **Student Appeal.** The student submits a written appeal describing their understanding of the violation and imposed consequences and why they believe it is unjust. This is presented to the Chair of the department.
2. **Psychology Department Appeals Committee.** A department appeals committee is organized by the chair within 2 weeks that includes the following: one full time faculty, the chair, a Psychology adjunct faculty of the student's choice, a Psychology student representative selected by the full time faculty (who must have a high GPA and no ethical violations recorded), and one Dean or Assistant Dean.
3. **Investigation.** The appeals committee will start the investigation of the situation within 2 weeks of receiving a written student appeal and should conclude its work in 4 weeks. Evidence will be reviewed from both sides and members may request additional evidence or interviews and reasonable time to conduct these. It is important that the committee and the student consider the expectations for entering and working ethically within the psychology profession as the case is reviewed.
4. A decision will be issued within 6 weeks of receiving an appeal.

Once the departmental appeals committee has made a decision the student can continue to appeal to the SAC College Disciplinary Committee as described in the Catalog for SAC if they disagree with the decision of the Departmental Appeals Committee.

Advising

The psychology faculty will provide academic advising and registration completion assistance for all BA in Psychology students accepted to upper level courses for the program. Advisors will be available Monday-Saturday during registration prior to the beginning of each semester.

Course Requirements

Requirements:

Credit Hours

General Education satisfying the AALAS degree:

ENG 160 Composition I	HUM 204 or HUM 205
ENG 162 Composition II	PHI 220 Ethics, ENG 203, or any Philosophy
ENG 165 Speech	SPA 222 Hispanic-American Literature
MAT 225 Introductory to Statistics	HIS 104, or HIS 105, or PSC 103
BIO 102 Introduction to Human Biology	PSYS 101 Intro to Psychology
PHY 103 Earth Science or Chemistry 115	PSY 202 Human Growth & Development

These courses are 4 credit hours each, totaling 48 credit hours. Students may transfer directly into the BA in Psychology program with an associate degree in either Liberal Arts and Sciences or an Associate of Science from an accredited college or university. They will apply to upper level program courses.

BA in Psychology Required Core Courses

PSY 201, Writing for Psychology
PSY 220, Adult Development and Aging
PSY 270, Theories of Personality
PSY 300, Cross-Cultural Factors in Mental Health
PSY 310, Tests and Measurement
PSY 320, Behavioral Statistics
PSY 325, Neuro-Cognitive Psychology
PSY 400, Abnormal Psychology
PSY 410, Social Psychology
PSY 420, Industrial/Organizational Psychology or PSY 430, Gender and Society
PSY 450, Senior Seminar

These 11 courses are 4 credit hours each, totaling 44 credit hours.

Elective Courses

These are courses chosen by the student to supplement the core courses and the general education courses. To receive the BA in Psychology degree, a student needs to complete seven elective courses totaling 28 credit hours. Bilingual students are able to earn up to 11 elective credits for Spanish language skills by taking a CLEP test for Spanish 1 and 2. The CLEP test is offered at local community colleges.

Summary of the BA in Psychology study plan

General education- 12 courses	48 credit hours
BA in PSY- 11 courses	44 credit hours
<u>Electives- 7 courses</u>	<u>28 credit hours</u>
Total	120 credit hours

Psychology Course Descriptions

PSY 101 General Psychology (4 SH)

This course serves as a general introduction to the study of psychology as a science. Areas of study include a historical survey of psychology, the study of the sensory and perceptual processes such as learning, thinking, remembering, emotional behavior, motivation, and mechanism of adjustment.

Prerequisite: None

IAI Course Number: S6 900; IAI Major – Course Number: SPE 912

PSY 201 Writing for Psychology (4 SH)

This course is required of psychology majors and recommended for all students who want to master the APA writing style. This course is an introduction to the effective use and application of APA style writing. Prerequisites: PSY101 and ENG 162.

PSY 202 Human Growth and Development (4 SH)

This course provides students with basic theories and principles of development, prenatal through adolescence with emphasis on the young child. It includes an in-depth study of physical, cognitive, psychosocial, language, and aesthetic development. The course examines theories of Piaget, Erickson, Freud, Vygotsky, Skinner, and others. It explores child development in the context of gender, family, culture, and society. Prerequisite: PSY 101 or consent of department chairperson.

IAI Course Number: S6 904; IAI Major – Course Number EED 902/PSY 901/SPE 913

PSY 210 Child Psychology (4 SH)

This course provides a “critical thinking” approach into basic theories, concepts and principles on Child Development from conception through early childhood. Students will study the physical, neurological, cognitive, psychosocial, moral, language, and aesthetic development of children and the interactive nature of these areas. We will examine developmental theories emphasizing Piaget, Erikson, Freud, Vygotsky and others. Since human development can be greatly influenced by culture, cross-cultural comparisons and observations will be made throughout the course. Students will be performing observational tasks in order to assist learning gains. Prerequisites: PSY 101 or PSY 202 (**Elective course**)

PSY 216 Positive Psychology (4 SH)

The purpose of this course is to examine the fundamentals positive psychology. The course begins with an exploration of the history of positive psychology and its basic tenants. We then explore a wide range of topics that relate to happiness and well-being, including positive relationships, positive thinking, life meaning, religion/spirituality, gratitude, altruism, career development, and character strengths. Prerequisites: PSY 101 (**Elective course offered on demand**)

PSY 220 Adult Development and Aging (4 SH)

This course will provide an introduction to advanced theories and research related to developmental changes and stability in early, middle, and late adulthood, as well as gender issues, personality, cognition, and adaptation. A bio-psychosocial perspective will provide a

framework for understanding the multiple influences on adult development. Content areas to be surveyed in this course include demographic, biological, psychological and social processes, and policy issues. Prerequisites: PSY 101. Co-requisite: PSY 202 or PSY 210

PSY 270 Theories of Personality (4 SH)

This course considers the major theoretical, application, research, and assessment issues in the study of personality. Emphasis will be placed on the theoretical aspects of personality and the different ways in which these theories are validated. The course will also explore some of the more commonly used personality assessment measures, cultural influences on personality theory, as well as at least one non-Western theory of personality. Prerequisites: PSY 101

PSY 300 Cross Cultural Factors in Mental Health (4 SH)

This course includes ethnic and cultural considerations in mental health, the impact of cultural differences in the integration of community, the identification of specific cultural beliefs and their impact on mental health and identity development. Prerequisites: PSY 101

PSY 303 Domestic Violence (4 SH)

Domestic Violence (DV) is endemic in our society. This course will focus on the foundations of domestic violence work, the occurrence of intra-familial violence, and the treatment of violence as it is experienced by various family members. All issues and topics are considered within a historical and contemporary socio-cultural and political perspective. Special emphasis will be placed on the various epistemological conceptualizations of violence and abuse. This course will prepare a student to receive further training and certification in the area of domestic violence. Prerequisites: PSY 101 or PSY 210 or PSY 202 (**Elective course offered on demand**)

PSY 310 Tests & Measurements (4 SH)

A study of the principles of psychological testing including norms and units of measurement, elementary statistical concepts, reliability and validity. In addition, some attention devoted to the major types of available tests such as general intellectual development, tests of separate abilities, achievement tests, measurements of personality and interest inventories. Prerequisites: PSY 101, MAT 225

PSY 315 Sensation, Perception and the Brain (4 SH)

This course will examine how humans (and in some cases, other animals) sense and perceive the world around us. First we will consider the philosophical questions that humans have long posed about perception, and study the methods and techniques scientists use to try to answer them. We will study the sensory pathways, fundamental perceptual processing, and higher-level meaning-making. We will cover the orienting senses, skin senses, chemical senses (smell and taste), audition, vision, and the perception of time. We will consider sensation and perception from several perspectives: physiological, psychophysical, ecological, motivational, and computational. This diversity of viewpoints also allows us to look at multi-sensory perceptual processes. Prerequisites: PSY 101 (**Elective course offered on demand**)

PSY 320 Behavioral Statistics (4 SH)

In this course students will gain an appreciation and understanding of common quantitative analysis tools and techniques used in the behavioral sciences. Through reading and analysis of research publications, students will review commonly accepted statistical measures and their application to research. Prerequisites: PSY 101, MAT 225

PSY 325 Neuro-Cognitive Psychology (4 SH)

This course provides an introduction to important philosophical questions about the mind, specifically those that are intimately connected with contemporary psychology and neuroscience. Students are expected to understand complex and often highly abstract concepts involving the nature of sensory and perceptual processing. Students will study how all the senses – hearing, tasting, seeing, touching, and smelling – gather information from our environment, convert it into a signal and send data to the brain via the central nervous system. Prerequisites: PSY 101, MAT 225

PSY 330 Forensic Psychology (4 SH)

The major goal of this course is to provide a broad overview of the field of forensic psychology and the numerous ways that psychology interacts with the law. Forensic psychology addresses the application of psychological research, methods, and expertise to issues that come before the legal system. Some topics include insanity, competency, jury-selection, expert-testimony, decision making, child custody, dangerousness, and interrogations. Prerequisites: PSY 101
(Elective course offered on demand)

PSY 340 Counseling Psychology (4 SH)

Counseling Psychology is a specialty within professional psychology that maintains a focus on facilitating personal and interpersonal functioning across the lifespan. It privileges the use of scientific inquiries to best: (1) understand and support people through periods of psychological, social, and emotional distress that typically arise over the lifespan; (2) prevent abnormal psychological, social, and emotional functioning over the lifespan; and (3) promote optimal psychological, social, and emotional functioning over the lifespan. Counseling psychological preventions, interventions, and postventions are grounded in evidence-based strengths-focused, culturally sensitive, socially just practices. Prerequisites: PSY 101 or PSY 202, PSY 270
(Elective course offered on demand)

PSY 342 Community Psychology (4 SH)

This class will provide students with an introduction to the field of community psychology. This area of psychology is concerned with the scientific study of social problems and their solutions. My goals for this class are to help students understand community-based research and to encourage them to think about how research findings can be used to address social problems. This class will provide students with an introduction to the field of community psychology. This area of psychology is concerned with the scientific study of social problems and their solutions. My goals for this class are to help students understand community-based research and to encourage them to think about how research findings can be used to address social problems. Prerequisites: PSY 101 **(Elective course offered on demand)**

PSY 355 Research and Methods in Psychology (4 SH)

Psychology is a science. Science requires specific methods that tests, confirms, or disconfirms hypotheses that lend supporting evidence or no evidence to a theory. Therefore, the course you are about to take is one of the most important courses you will take in psychology. Without rigorous, systematic research methods, much of theoretical and practical knowledge we have about perception, cognition, attitudes, learning, human development, stereotypes, and many other areas in psychology would not exist. Although this course is not content specific, the knowledge and content of the course can be applied to any content specific course in psychology and neuroscience. You will learn about the philosophy of science, the various types of methods psychologists use, learn how to and actually conduct an experiment, and write a paper adhering to the Publication Manual of the American Psychological Association. Prerequisites: PSY 101, MAT 225 **(Elective course offered on demand)**

PSY 400 Abnormal Psychology (4 SH)

This course considers the major diagnostic, etiologic, prevention, and treatment issues for a variety of categories of abnormal behavior and psychological disorders. Students will be provided with basic information and knowledge on how mental professionals define (diagnose and assess), explain (etiology), and treat mental disorders from children to the elderly. Biological, psychosocial, and sociocultural origins of abnormal behavior will be examined and the role of research methods will be emphasized. (Formerly PSY 234). Prerequisites: PSY 202 or PSY 210

PSY 410 Social Psychology (4 SH)

A systematic study of theory and research of social factors in individual and group behavior. Includes social perception, moderation and learning, attitudes, norms of influence processes, leadership, group dynamics and research methods, emphasizing their effects on the individual. (Formerly PSY 238). Prerequisites: PSY 202 or PSY 210

PSY 420 Industrial/Organizational Psychology (4 SH)

Survey of practical applications of psychology to problems of business and industry: work attitudes and behavior; employee selection; morale; safety; turnover; absenteeism; and training. It also examines psychological research and theory that relates to the following topics: personnel evaluation, personnel selection, personality and interest factors, equal employment opportunity, personnel training and work motivation, human factors in job design, and leadership. Prerequisites: PSY 101

PSY 430 Gender & Society (4 SH)

This course will conceptualize gender as socially constructed and then examine the various ways in which notions of femininity and masculinity are reconstructed within our institutions and cultural productions. We will study the ways that gender inequality is reproduced at the structural level of society and impacts a person's life and life chances within the institutions of the workplace, family, media, health care, and religion. Likewise we will examine the social and political relationship between gender and sexuality, body image, beauty ideals, and violence. We will also examine gender through the ways in which it "intersects" or comes into play with

other socially constructed differences, including race, class, and sexuality. Prerequisites: PSY 101

PSY 450 Senior Seminar (4 SH)

This is a capstone course that explores both contemporary issues in Psychology and events of particular historical importance to the discipline. Course content will include professional ethics, recent career trends, cross-cultural competency and other selected topics dictated by current events in field. Students will integrate knowledge acquired in previous courses into critical analyses of research, theories and principles that have influenced past and contemporary thought in Psychological science. This is a capstone course to be taken after all other Psychology courses have been satisfactorily completed. Students must have submitted a graduation application and have been cleared by the department prior to registering for this course. 200 hours of field experience. Prerequisites: Students must have completed all major requirements.

Practicum in Psychology

Students will complete their Practicum which is also called Field Experience during the 16 week course PSY-450 Senior Seminar. Students learn and apply skills during a semester of structured practicum experiences. Students will complete 200 hours of supervised, structured practicum experience during their senior seminar (PSY 450) in locations approved by a faculty advisor. Possible practicum locations are listed in this handbook (Appendix C). The practicum course will involve some classroom time in which students will discuss ethics, share learning experiences, and review skill development and proficiency.

Completing the field instruction, taking courses, AND managing other responsibilities simultaneously can be very challenging. Therefore, it is critical that the student work closely and in a timely manner with the field director in order to develop the best possible plan for successful completion of the program requirements. In keeping with the philosophy of the College, the Psychology program strives to develop study plans that meet the unique needs of its individual students. For students preparing to enroll in field instruction courses, the Field Director will work with each student to prepare for internship interviews, to find an appropriate placement, and to create a schedule that will maximize the student's ability to successfully fulfill the field instruction requirements. Students should attend a pre-field meeting with the field director one semester in advance of their planned semester for the field practicum experience. Those students who are considering a block placement (usually during the summer), placements at a student's place of employment, are urged to contact the field director at the earliest possible opportunity as these types of placements require additional planning on the part of everyone: student, school, and agency. The practicum provides a variety of experiences (e.g., crisis intervention, case management, group facilitation, parent education, community outreach, prevention, and others). The student's general practice knowledge, skills, and value base will deepen; and with the assistance of the field instructor, the student will begin to integrate course work and theory with the field experience. Students are expected to meet beginning levels of competency in the Psychology program outcomes and APA standards by the time they complete the field experience.

Through an ongoing process of supervision, the student's self-knowledge and psychology identity will emerge and psychological skills will begin to improve. Each student needs to enter the field experience with openness to learning and an understanding that ongoing reflection of one's own skills, knowledge, values and professional ethics are an integral part of one's effectiveness and satisfaction as a psychologist.

A successful field experience depends upon the best efforts and contributions of all parties: student, field instructor, and St. Augustine field liaisons, and field director. As learners, students are expected to take responsibility for and to demonstrate initiative and interest in all aspects of their field experience. Field instructors/supervisors must be available and willing to share of their experiences with their students. The field liaison and field director at SAC are mediators for both students and field instructors regarding the requirements of field and school and to promote the highest possible level of satisfaction with the field experience.

Students are expected to show interest, initiative, dependability, honesty, and openness to working with all clients, supervisors, and the school in order to integrate theory, ethics, and practice. Students demonstrating these abilities should have no difficulties in successfully completing the practicum. The faculty, in the interest of providing strong and excellent clinical experiences, requires candidates to be placed under the mentorship of professionals with a master's degree in psychology or in the social science field.

Background Checks, Felony Records, and Illegal Conduct

Because many hospital/agencies/organizations perform criminal background checks and drug testing on potential employees before hiring staff/employees, they also require students to be checked or tested before accepting a student for field placement. Therefore, students who have a criminal record or who cannot pass a drug test may have difficulty finding an agency to complete the field practicum. Students should also be aware that some types of criminal convictions such as a felony conviction need not be a barrier to completing a psychology practicum or a future career in psychology. However a felony conviction may limit work opportunities with some vulnerable populations and agencies have a responsibility to minimize the risk of harm for these populations. Being convicted of a felony while being a student at St. Augustine may affect a student's ability to start the field practicum, secure a field placement, or in some cases graduate from the Psychology program. All students are asked to sign as part of admissions a felony disclosure statement and given an opportunity to discuss concerns with a faculty advisor. Students with past felony convictions are advised to seek legal help to have their felony record expunged if possible because of the barrier it can create.

The choice to seek a bachelor degree in Psychology therefore, is the responsibility of every student. Neither St. Augustine College nor the Department of Social Sciences are responsible for any student who makes that choice and later has problems completing the degree requirements or finding employment in agencies due to criminal conduct or illicit drug use.

Field Placement Sites

Students select a field placement site from those that meet the criteria of the department for field placements. See Appendix C for possible sites.

Assessment in the Psychology Program

Students enrolled in the BA in Psychology courses or admitted to the Psychology program may take a number of assessment tests or submit assignments to assess their course knowledge, thinking, and language proficiency during the course of their studies at St. Augustine. These assessments are used by faculty for improvement of teaching and learning in the courses. In addition, the APA Guidelines requires that the Psychology program evaluate the competency of students before they graduate using the performance indicators that demonstrate the 5 program outcomes on page 9 of this manual.

All assessment measures help us determine whether we are meeting the mission, goals, and outcomes of the program. Students are encouraged to ask questions and become informed about

the assessment process and the competencies for psychology. You will be asked to participate anonymously in evaluation of your classes at the end of each semester when the course evaluation surveys are distributed.

The Department of Social Sciences will ensure that ALL assessments and test scores of individual students will be kept strictly confidential. Only psychology faculty and assessment personnel will have immediate access to individual assignments and scores. Student assessment tool scores are not the same as your grades and they will NOT be a barrier to graduation. Program assessment scores will be used for two purposes: to improve overall student learning and to enhance the effectiveness of the Psychology program. On occasion, the department will issue assessment reports to the college's administration or accrediting bodies (like the Higher Learning Commission). These reports will not identify individual students. Any reports given to the administration or HLC will be based on group scores, not individual students. Also, these are not psychological tests that measure your mental health, personality, or emotional wellbeing.

APPENDIX A – Additional Program Policies and Regulations

Mandated Reporters of Child Abuse and Neglect

The Illinois Abused and Neglected Child Reporting Act (ANCRA), has been amended in 2012 to include "personnel of institutions of higher education." Accordingly, all individuals employed and/or appointed by the College, including but not limited to faculty, staff, student employees, and volunteers are considered Mandated Reporters of child abuse and neglect. This means that all employees have a duty to immediately report or cause a report to be made whenever they have "reasonable cause to believe that a child known to them in their professional or official capacity may be abused or neglected." St. Augustine College employees have a legal obligation to immediately report or cause a report to be made to the Illinois Department of Children and Family Services (DCFS) at (800) 25-ABUSE, or (800-252-2873).

Students in the Psychology, Social Work, Respiratory Therapy and Early Childhood Education programs are mandated reporters of child abuse and neglect whenever they have reasonable cause to believe that a child known to them through their student participation in field placements, internships and teaching placements in social service agencies, health care facilities and child care/school settings, may be abused or neglected.

Students with a Felony Conviction

Students in the St. Augustine College Psychology program are prepared for psychology practice. As part of the program, students complete a field practicum (internship) under formal supervision in a hospital, school, organization or service agency. Some of these agencies require that student interns undergo a formal background check before being accepted as an intern. A felony conviction for which the sentence has been served does not need to be a barrier to completing a BA in Psychology or a future career in psychology. In some cases rehabilitative programs may have provided valuable life experience that will transfer to the practice of psychology. For many the experience of rehabilitation has resulted in increased skills and empathy for others, as well as the motivation to extend the learning from life experience and rehabilitation to others.

However, a student with a felony conviction may find that the opportunities in the social work field are limited. For example, social workers often serve vulnerable populations and therefore social service agencies have a responsibility to minimize the risk of harm for these populations. This may result in policies that include not hiring persons with a felony conviction. Some states may also refuse to license, as a social worker, those graduates with some types of felony convictions. Additionally, being convicted of a felony while being a student at St. Augustine may affect a student's ability to start the field practicum, secure a field placement, or in some cases graduate from the Psychology program.

Students are encouraged to inform the Psychology field director, the chair of the Social Sciences program, and potential field practicum sites if they have been convicted of a felony. The Psychology program may be requested to let potential field practicum sites know that a potential intern has a past felony conviction, and the nature of the conviction, so that appropriate

internship activities can be planned and protection of vulnerable individuals assured. This honesty may decrease the number and kinds of field opportunities that students are eligible to do in the field practicum.

A student's disclosure of a felony conviction will be kept confidential. However, depending on the field placement, St. Augustine may be required to share the information with the internship agency. Prior to SAC sharing any information regarding a felony conviction with outside agencies, a release of information must be signed by the student allowing the school to share the information.

Evidence of the nature of the charges should be provided to the BA in Psychology program at the time of program application and prior to field placement, in order to advise the student appropriately regarding field placement agencies and career options. If felony charges occur while the student is in the BA in Psychology program, the student is required to immediately provide evidence about the nature of the charges and may be suspended from the BA in Psychology program until information is received to assure safety.

The Psychology program will make every effort to help students select and obtain a field placement to complete the BA in PSY program. However, the program cannot guarantee a field placement for students with a felony conviction. The BA in PSY program will provide support to the student while she/he is searching for a field placement. It is the student's responsibility for locating an appropriate field placement and seeking out the support provided by the BA in PSY program while finding a field placement. Students cannot get the BA in PSY degree without completing the required field practicum.

Students who have had past felony convictions are advised to seek legal help to have their felony record expunged if possible because of the barrier it can create.

BA in Psychology Restrictions

- Students who are awaiting trial for a felony charge, and those currently serving time under house arrest for a felony, are not eligible to start the field practicum until the trial is completed or the sentence is served and documentation of fulfillment of the sentence is provided by the court.
- The student must grant permission to the school to receive copies showing the nature of the charges and the terms of parole for students still mandated to see a parole officer for a felony charge. A release of information form can be requested by the Social Sciences Department.
- Because all St. Augustine College sites offer childcare, individuals that are registered as sex offenders will not be admitted into the program.

Harassment Policy for Students in Field Instruction

In keeping with the spirit and the intent of federal and state law, SAC strives to provide a comfortable work and study environment. We are committed to an environment that is free of discrimination and harassment based on race, color, religion, age, sex, national origin, disability,

or any other protected status. Offensive or harassing behavior will not be tolerated against any student, client, or employee of SAC and the placement site. This policy will be extended to all persons at SAC and the placement site. In addition, those in a supervisory or managerial position will be responsible for taking proper action to end such behavior in their work areas.

In an effort to prevent sexual harassment and other forms of harassment from occurring, this policy against harassment will be communicated to every student of SAC in field instruction. No student is exempt from this policy.

Offensive conduct or harassment that is of a sexual nature, or based on race, color, religion, age, sex, national origin, disability, or any protected status is prohibited. This includes but is not limited to:

- physical action, written or spoken, language and graphic communications
- any type of physical contact when the action is unwelcome or unwanted by the recipient
- expectations, requests, demands or pressure for sexual favors
- slurs, jokes, posters, cartoons and gestures

Any such offensive conduct will be considered a prohibited form of harassment when any or all of the following are true:

- there is a promise or implied promise of preferential treatment or negative consequence regarding decisions or status at the placement site
- such conduct has the effect of creating an intimidating or hostile or offensive environment, or unreasonably interferes with a student's work performance at the site
- a third party is offended by the sexual conduct or communications of others

Harassment is considered a form of student misconduct. Disciplinary action, up to and including termination from field instruction, will be taken against any student engaging in this type of behavior.

Anyone who believes that she or he is being discriminated against because of harassing behavior (for example, other students or workers being given special treatment for sexual favors) is encouraged to report it. Anyone who feels she or he is being harassed should make an immediate report of the harassment. Any SAC representative (e.g., the field instruction field director) aware of this behavior yet who takes no action to end it is also subject to disciplinary action.

Complaints should be made to the field instruction field director or any human resources personnel at SAC and/or at the field site, with whom the student feels comfortable in discussing this type of problem. All complaints will remain as confidential as possible. Complaints made in good faith will in no way be held against a student. Under no circumstances will a student be penalized for using this policy.

Academic Honesty

St. Augustine College expects all students to abide by the Code of Student Conduct as published in the Catalog, including behavior related to academic honesty as described under Academic Guidelines and Expectations and Prohibited Conduct. Violations will be reported to the Assistant Dean for Academic Affairs.

PLAGIARISM WILL NOT BE TOLERATED AND WILL RESULT IN A GRADE OF” 0“ON THE WRITTEN ASSIGNMENT

Each of the following constitutes plagiarism:

1. Turning in as your own work a written assignment or part of an assignment written by anyone other than you. This would include but is not limited to work taken from another student, from a published author, or from an Internet contributor.
2. Turning in a paper with unquoted and /or undocumented passages someone else wrote.
3. Including in a paper someone else’s original ideas, opinions or research results without giving credits to the author or source.
4. Paraphrasing without giving credit to the author.

Accommodation

If you have a special, documented need for a reasonable accommodation based upon a permanent, temporary or episodic disability in order to perform to the expectations of college work, please provide that documentation to the Office of Academic Advising at any St. Augustine campus and complete a Request for Services Form.

Advising Guidelines for Psychology St. Augustine College

The Academic Advisor. An academic advisor is assigned to every student at the time of registration in order to be your liaison with the College’s offices, faculty and administrators.

Remember that to take the required practicum course, you will be asked to complete a criminal background and child clearance check with the state. If you cannot “pass” these clearances, it will be virtually impossible to complete the necessary practicum and thus our major. You might be better served by choosing another major here.

You also need to have a 2.0 GPA to declare psychology as your major.

When you see your advisor:

Prepare and bring the following information with you to your appointment:

- a. copy of your **current schedule**.
- b. copy of your **transcript**. (This is essential for transfer students)

Student Professional Liability Insurance

St. Augustine College does not provide medical or professional liability insurance protection for students in field experiences or practicums. All students are urged to maintain medical insurance coverage in the event that you are injured at your field experience site. In addition, for students who plan field experiences in social service or health agencies, it is **strongly recommended** that you purchase individual student professional liability insurance as a protection from claims or charges – whether valid or not – that may result in a lawsuit. For \$35 per year, the American Psychological Association Insurance Trust (APAIT) provides such insurance policies to students.

Before beginning any work involving children or minors, the State of Illinois and many employers require you to submit to receive clearance from the Illinois Department of Children and Family Services any history of child abuse as well as to have a criminal record check by the Illinois State Police. There is a \$10 **money order** fee for each check and approval can take several weeks, therefore it is important that if you are planning on an Practicum which involves minors, that you complete this the semester prior to the practicum experience.

Confidentiality

Participants in this course will be required to review and sign a Confidentiality Statement. This will protect you and others from violations of individuals' personal rights to privacy. Please understand that it is your ethical and academic obligation to maintain strict confidentiality regarding fellow students' experiences during their Practicum. (Also- students are FORBIDDEN to discuss the history or symptoms of family members, classmates, roommates, acquaintances, or ANY STUDENT AT ST. AUGUSTINE COLLEGE) It is your ethical and academic obligation to maintain strict confidentiality regarding any patients, clients, or consumers that you come into contact with during the course of your practicum. This is true for discussions held both during and outside of class, and includes inappropriate written, on-line, or e-mail discussions.

Disclosing this type of private information to anyone, at any time, may result in failure of the course.

APA Code of Ethics

The Psychology Program at St. Augustine College adheres to the APA ethics code, and expects its students to do the same.

The following Ethical Principles of Psychologist and Code of Conduct is provided by the American Psychological Association, APA. This information can be accessed through the APA website at: <http://www.apa.org/ethics/code2002.html>.

Professional Behavior

Students are asked to remember that when they go to their practicum placement, they are representing both the field of psychology and St. Augustine College. Students are expected to behave in a professional and ethical manner at all times. Arriving on time, being respectful, communicating effectively, asking appropriate questions, and asking for help are all critically important. Maintaining confidentiality and following institutional protocol is also essential. Adherence to the APA set of ethical principles is paramount. In order to protect yourself, you also are advised to follow universal precautions (e.g., cover all open wounds) when working at any practicum site. Appropriate self-care, which may include getting enough sleep, effective time management, maintaining a work-life balance, and seeing appropriate physical and mental health care professionals when appropriate, is also essential for all Psychology majors.

It also is vitally important to dress appropriately for your practicum placement. Certainly, dressing for a placement that involves play therapy on the floor with four year-olds is very different than one that involves interviewing in a human resources department, but all students should be dressed professionally. Similarly, someone working on a closed inpatient unit will generally not wear high heels, long necklaces, or dangling earrings that could cause problems during codes or other patient emergencies. In general, students should not wear heavy perfume or cologne, or suggestive or inappropriately revealing clothing. As stated by one practicum supervisor in the past, “I should never be able to tell if an intern has a tattoo on their lower back, or if they wear a thong or a lace bra.” Most of this should be common sense, but if in doubt, wear something else or ask you supervisor specifically about formal or informal dress codes.

Career and Transfer Center

The mission of the Career and Transfer Center at St. Augustine College is to provide professional and personalized academic and workforce support services to St. Augustine students and alumni. The center assists students in the process of transferring to a four-year institution, career counseling, career exploration, and the implementation of strategic job searching and skills development required in a global workplace.

APPENDIX B

**St. Augustine College
Bachelor of Arts in Psychology Program**

**STUDENT PRACTICUM CONTRACT
GENERAL INFORMATION**

Student Name: _____ Student I.D.: _____ Date: _____

Student Address: _____ Phone Number: _____

_____ Email: _____

Organization/Company Name: _____

Organization/Company Address: _____

Site Supervisor: _____ Title: _____

Phone: _____ FAX: _____ Email: _____

Faculty Supervisor: _____ Title: _____

Phone: _____ FAX: _____ Email: _____

TERMS OF PRACTICUM

1. The student will complete an Orientation Period (if required) to consist of the following content areas, duration, and method(s) of instruction (e.g., manuals, videos, presentations):

<u>Content Area</u>	<u>Duration</u>	<u>Instructional Method</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. The student will assume the following duties and/or responsibilities onsite as his/her practicum learning experience:

3. The student understands that he/she may assume additional duties and/or responsibilities to the above, as deemed capable by the onsite supervisor. He/she will not, however, perform duties and/or responsibilities that are exclusively clerical and generally considered to be below or above the paraprofessional level or that would involve risk to personal safety.

4. The student work schedule will be as followings (note exceptions below) during regular business hours, or during hours scheduled for other professional staff:

Monday _____ Friday _____

Tuesday _____ Saturday _____

Wednesday _____ Sunday _____

Thursday _____

Exceptions to Above Schedule (holidays, fall break, spring break, etc.):

5. The student will complete a total of _____ hours for this practicum course (PSY 450) for a total of _____ credits by the end of the _____ semester.

6. The student will attend staff meetings, other relevant meetings, and/or visit other community companies/organizations as deemed appropriate with the permission of his/her Site Supervisor.

7. The student will complete all academic assignments (e.g., journal, papers, presentations, etc.) related to the practicum course (PSY 450) by the due dates set by the Faculty Supervisor and indicated on the course syllabus. He/she understands that the Faculty Supervisor has the option to revise due dates upon reasonable notice.

8. The student will meet with the Faculty Supervisor and the Site Supervisor on regular intervals to discuss his/her progress on academic assignments, site assignments, etc., and he/she understands that the Faculty Supervisor and the Site Supervisor may discuss the student's progress during or following the practicum period.

9. The student understands that he/she will be evaluated at least twice by the Site Supervisor and that this evaluation will be shared with him/her for feedback purposes as well as with the Faculty Supervisor. The Faculty Supervisor will assign the final practicum course grade.

The student understands that if unusual circumstances should prevent the completion of any of the above statements, that he/she must contact the Faculty Supervisor and Site Supervisor immediately to make appropriate arrangements.

The student understands that this contract may be amended and/or terminated by the Student, Site Supervisor, or Faculty Supervisor upon written notice and in consultation with the other two parties.

Student Signature: _____ Date: _____

Practicum Site Supervisor Signature: _____ Date: _____

SAC Faculty Supervisor Signature: _____ Date: _____

APPENDIX C

SITE RESOURCE LIST

Human Resources Development Institute
222 S Jefferson St, Chicago, IL 60661
(312) 441-9009

Habilitative Systems Inc.
415 S Kilpatrick Ave, Chicago, IL 60644
(773) 261-2252

Family Guidance Centers, Inc.
415 S Kilpatrick Ave, Chicago, IL 60644
(312) 337-1886

The Women's Treatment Center
140 N Ashland Ave, Chicago, IL 60607
(312) 850-0050

The Better Boys Foundation
1512 S Pulaski Rd, Chicago, IL 60623
(773) 542-7300

Central Plaza Residential Care
321 N Central Ave, Chicago, IL 60644
(773) 626-2300

H.A.S. Health Alternative System
2755 W. Armitage Avenue
Chicago, IL 60647
(773) 252-3100

El Valor
1850 W. 21st. Street
Chicago, IL 60608
(312) 666-4511

Centro Romero
6216 N Clark St, Chicago, IL 60660
(773) 508-5300

Casa Central
1343 N California Ave, Chicago, IL 60622
(773) 645-2300

Mujeres Latinas en Acción
2124 W 21st Pl., Chicago, IL 60608
(773) 890-7676

Pilsen Wellness Center (not Pilsen/Little Village Mental health—old name)
2319 South Damen
Chicago, IL 60608
(773) 579-0832

Heartland Alliance
208 S. LaSalle Street, Suite 1300 Chicago, IL 60604 312-660-1300

Heartland Human Care Services
2106 W 35th St #1, Chicago, IL 60609
(773) 847-4417

Lutheran Social Services of Illinois
1001 E Touhy Ave # 50, Des Plaines, IL 60018 :(847) 635-4600

Association House
1116 N Kedzie Ave, Chicago, IL 60651 (773) 772-8009

Metropolitan Family Services
1 N Dearborn St #1000, Chicago, IL 60602 (312) 986-4000

Haymarket
932 W. Washington, Chicago, IL 847.397.5340

Leyden Family Services
10001 Grand Ave, Franklin Park, IL 60131:(847) 451-0330

Ada S. McKinley
1359 W Washington Blvd, Chicago, IL 60607 (312) 554-0600

Avance Inc.
4765 n. Lincoln
Chicago, IL 60625
(773-293-1770
Fax: 773-293-3890
Email: avancecounseling@sbcglobal.net
Director: Dr. Jorge Argueta

La Casa Norte
Tom Eagan, LCSW
Vice President of Strategy & Programs
Emily Werger

Solid Ground & Youth in College Program Coordinator

3533 W. North Avenue

Chicago, IL 60647

Tel. 773-276-4900 Ext. 211

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Chicago, IL 60647

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Community Health

Ornella Razetto, LCSW

Social Services Manager

2611 West Chicago Avenue

Chicago, IL 60622

Phone: 773-969-5929

Fax: 773-3959902

orazetto@communityhealth.org

www.communityhealth.org