



Gerard Hoefling

Brian Ackerman

Jason R. Jones

NATURE OF THE PROJECT: GENERAL EDUCATION GOALS

- Service Learning
 - Students commit to a minimum of 10.5 hours per week at a variety of community-based human service agencies
- Problem Based Learning
 - Students engage in activities designed to improve delivery of services within respective agencies
- Active Learning
 - Students learn through observation, application, and active participation

COURSE LOGISTICS

- PSYC 365- 031 – Psychology Field Practicum (3 Credit Hours)
 - Open to Junior and Senior Psychology Majors
 - Offered during Fall, Spring, and Summer terms
 - Enrollment approximately 25 students per term
 - Currently utilizes 18 sites
 - Employs one Graduate Assistant

DESCRIPTION OF PROJECT

This course offers a one semester service based field experience for Psychology undergraduates. Students complete two, three hour preparatory sessions prior to entering the field. Once on site, students actively engage in developing skills and knowledge related to applied Psychology within a human services environment. Students work with children, adolescents, seniors and families within pre-approved outpatient and institutionalized settings including education, mental health and criminal justice

CURRENT PARTICIPATING SITES

- Contact Delaware
 - Wellness Center
- The Philadelphia Zoo
- The Rockford Center
- Friendship House
- New Castle County Detention Center
- Youth Services Agency
- Child Inc.
- Family Visitation Center
- Delaware Psychiatric Center
- Victim Advocacy Center
- Therapy Services of Delaware

COURSE REQUIREMENTS: PREPATORY SESSIONS

- Develop and submit resume to site
- Schedule interview and applicable police background check
- Interview with site manager
- Complete review of professional ethics
- Complete and submit self-evaluations

COURSE REQUIREMENTS: FIELD COMPONENT

- Minimum of 10.5 hours on site per week
- Submit weekly subjective log
- Develop and submit project proposal
 - The student must apply knowledge to develop a proposal designed to improve delivery of services within the respective agency
- Final Paper
 - The student must provide a detailed description of the agency, identify strengths and weaknesses, make suggestions for improvement, and discuss what he or she has learned
- Mid-Semester and Final Progress-evaluation submitted by Site Managers

ASSESSMENT CRITERIA

- Short Term
 - Students and site managers participate in focus groups and submit written qualitative responses to open ended questions regarding the service learning experience
 - Pre and post self-evaluation forms are analyzed change
- Long Term
 - Students are tracked following graduation to ascertain if they feel the experience has contributed to their success in the field or graduate school, and if so, how.

FEEDBACK: MOST SATISFYING COMPONENT OF PROGRAMa

- From Students
 - The opportunity to work with this population
 - Knowing what I want to do with my degree
 - Having professionals interested in my ideas
 - Learning about client needs and issues
- From Site Managers
 - The students' enthusiasm and new ideas
 - Gaining insight from the student's perspective
 - Reading log entries and witnessing growth
 - Seeing students become more confident

FUTURE GOALS

- Increase student enrollment and participating agencies
- Develop a completely immersed experience for select students
- Develop an ongoing partnership at the state and federal levels to allow select students to work on long-term public health mental initiatives