Practicum in Teaching Psychology
PSYC 5328-001
Fall 2023 Semester

Professor Information:
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e-mail: hutchenss@sfasu.edu - I check and reply to course-related email within 24 hours during weekday work hours (8:00-5:00).
Office Hours: Tuesday & Thursday 2:00pm- 4:00pm; Wednesday 3:00pm-4:00pm; & by appointment.

Course Description:
Practicum in Teaching Psychology 5328: Training and supervision for students related to teaching psychology. Prerequisite: B or better in PSYC 5325 and completion of 18 psychology graduate hours.

Student Learning Outcomes (SLOs):
Upon successful completion of this course, students will be able to:
1. Explain and analyze their classroom practices;
2. Reflect on their own teaching experiences, building on strengths and improving self-identified weaknesses;
3. Use innovative teaching strategies
4. Conduct Scholarship of Teaching and Learning (SoTL) project

COURSE REQUIREMENTS

Coursework:

1. Class Instruction – Students will teach a General Psychology course as the instructor of record under the Practicum instructor’s supervision. This includes development of a syllabus, assignments, quizzes, tests, lectures, student engagement activities, and so on.
2. Reflection Papers - Several times throughout the semester, students should recount a specific interaction, moment during lecture, in-class activity, etc. Then, they should reflect on how this particular part of the class or student interactions went, what they
would change, and how they can handle this in their future teaching. The focus in grading and feedback will be on depth of thought and reflection about the situation. Each reflection should be at least 500 words and typed.

3. **Innovative Teaching Strategies** - Students will be required to share, conduct, and discuss innovative teaching strategies. The strategies may include high impact activities, demonstrations, and group work and must be gleaned from **Scholarship of Teaching and Learning (SoTL) research articles** from journals such as Teaching of Psychology and Scholarship of Teaching and Learning in Psychology.

4. **SoTL Project** - Students will work with the instructor to build a collection of relevant research articles and conduct a Scholarship of Teaching and Learning (SoTL) project. Students will be evaluated on the quality of the research project. The final product will be a SoTL poster to present near the conclusion of the course and at SWPA in the spring.

5. **Teaching Observations** - The instructor will observe students teaching as necessary. Students should incorporate more than just lecturing. Innovative teaching, high impact activities, demonstrations, and group work are encouraged.

6. **Class Participation** - This portion of a student’s grade will be based on their contributions to class discussions; student level of preparation for each class period; and student attendance.

**Course Calendar**

**Course Credit Hour Justification**

PSYC 5328 “Practicum in Teaching Psychology” (3 credits) is designed to provide graduate students with training, supervision, and support for teaching psychology courses. The course typically meets 150 minutes a week for 15 weeks. Students typically have significant weekly reading assignments. In addition, students write reflection and discuss reflection papers and innovative teaching strategies as well as meet with the instructor to prepare for class instruction and student activities and review and discuss the previous week’s teaching observations. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

A schedule of assignments is listed below. Students are required to have read and be familiar with assigned readings prior to class.

*Note: All dates and assignments are tentative and the professor reserves the right to change them.*

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Weekly Assignments &amp; Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 28</td>
<td>Course Introduction, class preparation, class instruction</td>
</tr>
<tr>
<td>2</td>
<td>Sep. 4</td>
<td>Innovative teaching strategies, discussion of previous week’s teaching experience, class instruction <strong>SoTL project – planning &amp; lit. search</strong></td>
</tr>
<tr>
<td>3</td>
<td>Sep. 11</td>
<td>Innovative teaching strategies, discussion of previous week’s teaching experience, class instruction <strong>SoTL project – planning &amp; lit. review</strong></td>
</tr>
<tr>
<td>4</td>
<td>Sep. 18</td>
<td>Innovative teaching strategies, discussion of previous week’s teaching experience, class instruction</td>
</tr>
</tbody>
</table>
### Course Overview

#### Hutchens

**SoTL project – IRB proposal prep**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
</tr>
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</table>
| 5    | Sep. 25| **Reflection Paper 1**
Innovative teaching strategies, discussion of previous week’s teaching experience, class instruction preparation, class instruction |
| 6    | Oct. 2 | Innovative teaching strategies, discussion of previous week’s teaching experience, class instruction preparation, class instruction |
| 7    | Oct. 9 | Innovative teaching strategies, discussion of previous week’s teaching experience, class instruction preparation, class instruction |
| 8    | Oct. 16| **Reflection Paper 2**
Innovative teaching strategies, discussion of previous week’s teaching experience, class instruction preparation, class instruction |
| 9    | Oct. 23| Innovative teaching strategies, discussion of previous week’s teaching experience, class instruction preparation, class instruction |
| 10   | Oct. 30| Innovative teaching strategies, discussion of previous week’s teaching experience, class instruction preparation, class instruction |
| 11   | Nov. 6 | **Reflection Paper 3**
Innovative teaching strategies, discussion of previous week’s teaching experience, class instruction preparation, class instruction |
| 12   | Nov. 13| Innovative teaching strategies, discussion of previous week’s teaching experience, class instruction preparation, class instruction |
| 13   | Nov. 20| **Thanksgiving Break** |
| 14   | Nov. 27| Innovative teaching strategies, discussion of previous week’s teaching experience, class instruction preparation, class instruction |
| 15   | Dec. 4 | **Reflection Paper 4**
Innovative teaching strategies, discussion of previous week’s teaching experience, class instruction preparation, class instruction |
| 16   | Dec. 11| Final discussion of teaching experience |

#### Grading Policy:
Final grades for the course are based on the coursework described below.
**Evaluation and Grading:**

<table>
<thead>
<tr>
<th>COURSEWORK</th>
<th>Points</th>
<th>% Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Papers</td>
<td>100</td>
<td>(25%)</td>
</tr>
<tr>
<td>Class Participation (&amp; innovative teaching)</td>
<td>100</td>
<td>(25%)</td>
</tr>
<tr>
<td>Teaching Observations</td>
<td>100</td>
<td>(25%)</td>
</tr>
<tr>
<td>SoTL Project</td>
<td>100</td>
<td>(25%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>(100%)</strong></td>
</tr>
</tbody>
</table>

**Grading Scale:**

- **A** = 360 -- 400 (90%-100%)
- **B** = 320 -- 359 (80%-89%)
- **C** = 280 -- 319 (70%-79%)
- **D** = 240 -- 279 (60%-69%)
- **F** = 0 -- 239 (0%-59%)

**Course Policies**

1. **Professional/Appropriate Behavior**

   If graduate students behave like professionals, then inappropriate behavior should not occur. When in doubt about how to behave in class, think about the class being an extended job interview and behave accordingly. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4).

   Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom.

2. **Class Attendance**

   It is very important that students attend every class period. Students will be responsible for material discussed in class which may not be included in the reading. I will not provide notes (or verbally fill in students) for any missed classes, so students should obtain the names and contact information of classmates. Students are expected to maintain regular and punctual attendance and participate in class.

3. **Late and Make-Up Work Policy**

   If a student misses, make-up work will be scheduled in the event that documentation is provided to the instructor showing that the student was incapacitated during the time in which the work was offered. Students must provide documentation of a University-recognized excused absence to be eligible to make up work. Make-up work must be completed within a week. In order to do this, the student must contact the instructor (outside of class), provide documentation of a University-recognized absence, and schedule a time to make up the work. It is the student’s responsibility to contact the instructor. If a student fails to do so or fails to meet with the instructor in a timely manner (1 week), he/she forfeits his/her opportunity to complete the work and a grade of zero will remain in the grade book.
4. **Academic Integrity**

   The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

   Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

   Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

   Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

   Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

   **Artificial Intelligence (AI) (ChatGPT)**

   Academic integrity is a core value of this course, and any form of academic dishonesty, including using artificial intelligence (AI) to cheat, will not be tolerated. Cheating with AI includes, but is not limited to, using AI-generated content for assignments or exams, using AI chatbots to communicate with others during exams, or using AI tools to generate responses to exam questions. Any instance of a student engaging in academic dishonesty using AI will be addressed according to The Code of Student Conduct and Academic Integrity. It is important to remember that AI is a tool to assist in learning and not to replace it, and that academic dishonesty undermines the learning experience for everyone.
5. **Course Grades Policy - Withheld Grades and Final Grade Appeals**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Please read the complete Course Grades Policy at [http://www.sfasu.edu/policies/course-grades-5.5.pdf](http://www.sfasu.edu/policies/course-grades-5.5.pdf). Please read the complete Final Course Grade Appeals by Students Policy at [http://www.sfasu.edu/policiesfinal-course-grade-appeals-by-students-6.3.pdf](http://www.sfasu.edu/policiesfinal-course-grade-appeals-by-students-6.3.pdf).

6. **Students with Disabilities**

These disabilities could consist of physical, psychiatric, and/or learning impairments. To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

7. **Diversity of Views**

Topics in this course will be accompanied by discussion and/or debate. Students are expected to be respectful of the opinions and views of others. Enlightened discourse is encouraged, but be aware that not everyone views the world through the same lens. Disagreement is inevitable, but successful communication requires that each individual respects the diversity of views.

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu
**SFA Human Services Counseling Clinic** Human Services, Room 202  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
936.468.1041

**The Health and Wellness Hub** “The Hub”  
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education  
[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)  
936.468.4008  
thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343  
- National Suicide Crisis Prevention: 9-8-8  
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)  
- Crisis Text Line: Text HELLO to 741-741