Practicum in the Teaching of Psychology
PSYC 5328 – Spring 2024

Meeting Information
Weekly Meeting Time: Tuesdays @2:30 pm or as needed
Meeting Location: McKibben Education Building (ED), Room 215R

Professor Information
Professor: Dr. Lauren E. Brewer, Psychology Department
Office: McKibben 215R
Office Hours: T/R: 1:45pm-3pm; Wednesday: Noon – 2:30pm; by appointment
Phone: (936) 468-1470*
Email: BrewerLE@sfasu.edu

Materials
Email: For this course, please send e-mails to BrewerLE@sfasu.edu. You are responsible for checking your email daily.

BrightSpace: The course has a BrightSpace site that can be found at d2l.sfasu.edu. You are responsible for all announcements and materials presented on this web page, so you must check it daily. You will find your course grades posted here. If you are unfamiliar with Brightspace or are having difficulty accessing Brightspace, please contact the SFA Brightspace Helpdesk or call (936) 468-1919.

Teaching Philosophy
I want this graduate-level teaching practicum to be interactive and mutually beneficial. We will all learn from each other, so it is essential we maintaining an open line of communication. I want to be sure you are getting maximal benefit from this practicum, so if there are things I can do to better your experience or opportunities I can provide for you grow your repertoire of teaching-related skills, please don’t hesitate to reach out.

Overview

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:
1. Engage in innovative and integrative thinking and problem solving as related to the teaching of psychology
2. Apply ethical standards to evaluate teaching-related policies
3. Demonstrate effective writing skills especially as related to compositing a teaching philosophy
4. Exhibit effective presentation skills especially as related to classroom teaching
5. Develop meaningful professional direction for life after graduation
Course Requirements and Grading

Weekly Meeting Attendance: Students will have weekly meetings with Dr. Brewer to discuss teaching-related topics, address upcoming teaching-related assignments, and review past teaching-related experience. Students should be prompt to these meetings and communicate clearly with Dr. Brewer, if meetings need to be rescheduled.

Team Teaching in Research Design: Because practicum students have experience teaching their own Generally Psychology class, part of this practicum involves team teaching an advanced undergraduate course, specifically Research Design in Psychology. Teaching of Research Design will be divided in such a way as to provide practicum students will additional teaching-related opportunities they have not gained in the General Psychology classroom. Practicum students may be responsible for writing and/or delivering lectured, creating exam reviews, developing test items, creating assignments and associated assessment criteria, and/or grading written work.

Weekly Reflections: Each week practicum students will submit a reflection paper (submitted via D2L as a discussion post) critiquing the teaching-related work they completed since the last reflection (i.e., within the last week). Students should identify what worked and what didn’t (and how that could be improved) in their teaching-related experiences. Students should also reflect each week on their own growth and development as an educator. Dr. Brewer will address these issues.

Creation of Teaching-Related Job Materials: In order to prepare for professional life after graduate school, students should create the following teaching-related job materials: Statement of Teaching Philosophy, CV/Resume, and cover letter. Additionally, students will be expected to submit at least one job application for a teaching position and one for a non-teaching position. Revisions to these materials should be based on students’ own reflections as well as Dr. Brewer’s feedback.

Grading Information:
Weekly Meeting Participation = 10 points
Team Teaching = 20 points
Weekly Reflections = 30 points
Job Market Materials = 30 points
Job Applications = 10 points
Your grade = Sum of all assignments

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<tr>
<td>A</td>
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<td>C</td>
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<td>F</td>
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University Policies, Requirements, and Information

Institution Absences (HOP 04-110): An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.
For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date. More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences. There are NO Keystones Events in this class.

**Academic Integrity (HOP 04-106):** 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.

**Withheld Grades Semester Grades Policy (HOP 02-206):** 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 coursework 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 to compute the grade point average. For additional information can be found at the link above.

**Students with Disabilities:** 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
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, 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
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic
(Human Services, Room 202)
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
  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)
- johCrisis Text Line: Text HELLO to 741-741

Final Course Grade Appeals: Please contact me if you have any questions about your grade or the conduct of this course. If you wish to formally dispute a final course grade, please refer to the relevant policy: https://www.sfasu.edu/docs/hops/04-109.pdf

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. Students are expected to spend approximately 150 minutes a week for 15 weeks in the classroom or in preparation for classroom teaching. Students typically have significant weekly course assignments in addition to their teaching-related responsibilities. In addition, students have weekly meetings with the professor and write weekly reflections on their teaching-related assignments. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.
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<th>Week</th>
<th>Weekly Discussion Topics and Assignments</th>
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<td>1</td>
<td>Course Introduction, Team Teaching, Weekly Reflection</td>
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<td>2</td>
<td>Discussion of Teaching Experiences, Team Teaching, Weekly Reflection</td>
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<td>3</td>
<td>Discussion of Career Goals, Team Teaching, Weekly Reflection</td>
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<td>4</td>
<td>Discussion of Career Goals (Continued), Team Teaching, Weekly Reflection, First Draft of Teaching Philosophy Due</td>
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<td>5</td>
<td>Discussion of Student Learning Outcomes, Team Teaching, Weekly Reflection</td>
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<tr>
<td>6</td>
<td>Discussion of Student Learning Outcomes (Continued), Team Teaching, Weekly Reflection, Second Draft of Teaching Philosophy Due</td>
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<td>7</td>
<td>Discussion of Assessment, Team Teaching, Weekly Reflection</td>
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<td>8</td>
<td>Discussion of Assessment (Continued), Team Teaching, Weekly Reflection, First Draft of CV and Resume Due</td>
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<td>9</td>
<td>Spring Break</td>
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<td>10</td>
<td>Discussion of Student Mentorship, Team Teaching, Weekly Reflection</td>
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<td>11</td>
<td>Discussion of Student Mentorship (Continued), Team Teaching, Weekly Reflection, Second Draft of CV/Resume Due</td>
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<td>12</td>
<td>Discussion of Academic Job Search Strategies, Team Teaching, Weekly Reflection</td>
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<td>13</td>
<td>Discussion of Academic Job Search Strategies (Continued), Team Teaching, Weekly Reflection, First Draft of Cover Letter Due</td>
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<td>14</td>
<td>Discussion of Non-Academic Job Search Strategies, Team Teaching, Weekly Reflection</td>
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<tr>
<td>15</td>
<td>Discussion of Non-Academic Job Search Strategies (Continued), Team Teaching, Weekly Reflection, Second Draft of Cover Letter due</td>
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<tr>
<td>16</td>
<td>Final Wrap-up, Team Teaching, Weekly Reflection, Submission of Application Materials for at least one Academic and one Non-Academic Job Due</td>
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